

## PODCASTING IN THE CLASSROOM

# The 60-Second Podcast Challenge.

**A ready-to-use 45-minute classroom activity.** Students plan, speak, listen and reflect using one recording device per group.



**No studio needed.** A phone, tablet or laptop voice recorder is enough to get started.

### THE TASK

In small groups, create a 60-90 second podcast that explains one idea from today's topic to someone who was not in the lesson.

### HOW IT WORKS

**1**

#### **Choose one idea**

Pick a fact, question, concept or viewpoint from the topic you are studying.

**2**

#### **Plan three simple beats**

Opening: what is this about? Main point: what should the listener know? Close: what should they remember?

**3**

#### **Give everyone a role**

Use simple roles such as host, contributor, producer/timekeeper and researcher.

**4**

#### **Record one short episode**

Aim for 60-90 seconds. Keep it clear, conversational and focused on one idea.

**5**

#### **Listen back and reflect**

What was clear? What held your attention? What would you change before recording again?

**PLAN IT. SAY IT. RECORD IT. REFLECT ON IT.**

## RUN THE ACTIVITY

# A simple 45-minute lesson.

Keep the first attempt deliberately short. The aim is to help students communicate clearly and learn from hearing themselves back not to produce a perfect podcast.

|               |                  |                                                                                                                |
|---------------|------------------|----------------------------------------------------------------------------------------------------------------|
| 0-5 minutes   | SET THE BRIEF    | Explain the 60-90 second challenge and the audience: someone who was not in today's lesson.                    |
| 5-15 minutes  | PLAN             | Choose one idea, decide the angle and write only the key points. Avoid full scripts unless students need them. |
| 15-20 minutes | REHEARSE         | Say it aloud once. Check the timing, order and whether the opening makes sense.                                |
| 20-35 minutes | RECORD           | Find the quietest practical space. Keep the device close enough to hear everyone clearly. Re-record if needed. |
| 35-45 minutes | LISTEN + REFLECT | Play the recording back. Identify one strength and one change the group would make next time.                  |

## STUDENT PLANNING FRAME

|               |                                                                 |
|---------------|-----------------------------------------------------------------|
| PODCAST TITLE | Give the episode a short, clear title.                          |
| OPENING       | In one sentence, tell the listener what they are about to hear. |
| MAIN POINT    | Choose up to three things the listener needs to know.           |
| CLOSE         | Finish with the one thing you want the listener to remember.    |

## WHAT STUDENTS ARE PRACTISING

|                                             |                                                     |                                                         |                                               |
|---------------------------------------------|-----------------------------------------------------|---------------------------------------------------------|-----------------------------------------------|
| <b>SPEAKING</b><br>Explaining ideas clearly | <b>LISTENING</b><br>Hearing how communication lands | <b>COLLABORATION</b><br>Planning and recording together | <b>REFLECTION</b><br>Improving after playback |
|---------------------------------------------|-----------------------------------------------------|---------------------------------------------------------|-----------------------------------------------|

**TEACHER TIP:** Do not correct every hesitation or mistake. The playback and reflection are where much of the learning happens.

## MAKE IT WORK IN YOUR CLASSROOM

# Adapt the same challenge to almost any subject.

Keep the format the same and change the question. Students focus on one idea, one audience and one short recording.

|                                                                              |                                                                                         |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>ENGLISH</b><br>Explain how a character changes across a scene or chapter. | <b>HISTORY</b><br>Report from a historical event as if you were there.                  |
| <b>SCIENCE</b><br>Explain one process or concept in everyday language.       | <b>GEOGRAPHY</b><br>Give a short field report about a place, issue or environment.      |
| <b>BUSINESS</b><br>Pitch an idea, product or response to a brief.            | <b>PSHE / TUTOR TIME</b><br>Explore a question through a short discussion or interview. |

## MAKE IT EASIER / MAKE IT HARDER

|                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>MAKE IT EASIER</b> <ul style="list-style-type: none"> <li>• Give students the opening sentence.</li> <li>• Use pairs instead of larger groups.</li> <li>• Allow bullet points or a short script.</li> <li>• Record one take only.</li> </ul> | <b>STRETCH THE CHALLENGE</b> <ul style="list-style-type: none"> <li>• Add a short interview question.</li> <li>• Ask for two contrasting viewpoints.</li> <li>• Create a second version for a different audience.</li> <li>• Edit the recording down to exactly 60 seconds.</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## PLAYBACK QUESTIONS

|                                                                   |                                                             |                                                                       |
|-------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>CLARITY</b><br>What did the listener understand straight away? | <b>ATTENTION</b><br>Which moment was most engaging and why? | <b>NEXT TAKE</b><br>What one change would improve the next recording? |
|-------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------|

**SHARING RECORDINGS:** Keep recordings within the classroom unless your school's normal safeguarding, consent and publishing procedures allow them to be shared more widely.

### WANT TO TAKE PODCASTING FURTHER?

One Stop Podcasts offers practical student workshops and teacher CPD for schools and colleges.

[www.onestoppodcasts.com/podcasting-in-the-classroom](http://www.onestoppodcasts.com/podcasting-in-the-classroom)

### ONE STOP PODCASTS

[www.onestoppodcasts.com](http://www.onestoppodcasts.com)

