

# TEACHER NOTES



real kids  
real questions

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## What is a podcast?

Similar to a traditional radio program, a podcast is an audio file that aims to inform, persuade or entertain listeners. Podcasts, however, are more convenient than traditional radio programs as they are available online to listen to whenever you choose. This has led to huge growth in the number of Australians listening to podcasts in recent years.

## About kidsQs

A podcast made by kids, for kids! Each week, hosts Kate and Dylan take questions from curious WA students and ask an expert on the topic to share their knowledge. The 10-15 minute podcast helps your students understand the topics relevant to them in an entertaining format.

## Podcasts in the classroom

There are many reasons using podcasts in your classroom can lead to better learning outcomes, including:

- podcasts can be fun and engaging for students;
- many students are better able to comprehend information they hear, rather than read;
- listening to podcasts can help students improve their skills in active listening and concentration;
- it is beneficial for students to be exposed to a variety of text types; and
- KidsQs promotes critical literacy skills.

The format of the kidsQs podcast has been designed especially for use in the classroom. West Australian school children create the questions that drive the podcast, so the content is relevant and interesting to WA kids. The answers are provided by experts, bringing their expertise into your classroom.

## How to listen

KidsQs can be downloaded or streamed at [thewest.com.au/kidsqs](http://thewest.com.au/kidsqs), Apple Podcasts, Google Podcasts or Spotify.

New episodes are released weekly on Tuesday mornings during school term. An archive of previous episodes will remain available.

## Meet the hosts

Find out more about kidsQs hosts Kate and Dylan at <https://bit.ly/3ekVTZU>

## Suggested activities

As with other text types like books, newspaper or film, a podcast could provide the starting point for a topic, spark conversation or simply be listened to for enjoyment.

### Before Listening

1. Introduce the topic: Your introduction to the topic can help set your students up to be engaged and comfortable with the topic. Ways to introduce the topic are endless and will vary greatly depending on the topic and your students. A great way to engage students is to relate the topic to their lives and experiences. For example, if the topic of the podcast is gaming you could ask students to talk about their favourite games or their household rules for gaming. A quiz, picture, song, video clip, news article, discussion, game, cartoon, poem, meme or story are just some of the ways you could engage students with a new topic.
2. K-W-L chart: Students activate their prior knowledge on a topic by listing what they already know. Next, they write some questions they hope will be answered by the podcast. After listening, students list what was learnt, and note if anything in their 'K' column turned out to be incorrect. The K-W-L chart can be completed individually, in pairs, groups, or as a class. Remember, the activity doesn't have to be done in a chart format as long as the three concepts are explored.

K – What I already know	W – What I want to know	L – What I learnt

3. Pre-teach vocabulary: If you think your class may struggle to understand some of the vocabulary used in the podcast, you may want to pre-teach it explicitly before playing the audio to the class. Listen to the podcast before the lesson and note down any new or difficult vocabulary. You may want to create a word wall, matching exercise or simple list of the vocabulary words. Knowing these new or difficult words before listening will help students better comprehend the podcast, and will allow them to listen out for the vocabulary words in context.

### During Listening

1. Repeat: Students may find it useful to listen to the audio multiple times. Often the first listen can be used to orient students and get the gist of the podcast, then subsequent listens could focus on listening for detail or note taking.
2. Active listening: Students may need to practise actively listening with full attention. Some ways to encourage active listening include avoiding distractions (eg. clearing desks before listening), moving to a different location (eg. sitting on the floor) or listening with headphones. Students who struggle with concentration may benefit from listening to the podcast in chunks or building up to the whole podcast.
3. Listen individually: Having students listen on individual devices with headphones allows them to control pausing, rewinding or repeating the podcast as needed.

## After Listening

1. Reflect: Have students consider whether the podcast answered the questions they had on the topic. If not, students may want to do further research using a different information source.
2. P-M-I: Short for 'Plus', 'Minus' and 'Interesting', a P-M-I chart asks students to evaluate the information in a text.

P – Plus	M – Minus	I – Interesting

3. Fact or opinion: Understanding the difference between fact and opinion is an essential critical literacy skill. Students complete the table to demonstrate their understanding of the language used in facts and opinions. For example, phrases like 'I think' or 'the best' often indicate opinion.

Statement	Fact or opinion?	What language shows this?

## Extension

1. Inquire: kidsQs topics and content can be used as the springboard to inquiry-based learning. Have students consider what *they* would like to know on the topic, and investigate strategies to find the answers themselves. More information on inquiry-based learning can be found at: <https://www.education.gov.au/national-stem-education-resources-toolkit/inquiry-based-learning>
2. Deconstruct: A podcast can be deconstructed, like any other text, using the SLAP acronym: Structure, Language, Audience, Purpose. Structure includes the introduction, order, participants, questions, summary, etc. Language can refer to emotive language, technical language, superlatives, etc. The audience asks who the podcast was made for, and the purpose looks at why the podcast was made and what it hoped to achieve.

S – Structure	L – Language	A – Audience	P – Purpose

3. DIY: Your students will probably be keen to hit record and make their own podcast, but there is a lot of planning, research and collaboration that needs to be done beforehand. The podcast could involve the whole class or be done in small groups. A suggested approach is:

1. Consider the audience for your podcast.
2. Decide on a topic or theme suited to the audience.
3. Think about how long you would like your podcast to be.
4. Research and plan your podcast; make sure to use reliable sources.
5. Think about how you will make your podcast enjoyable to listen to, for example with sound effects, interviews or multiple voices.
6. Write a script and practise recording.
7. Record the podcast, using a phone, tablet or desktop computer with a microphone.
8. Use editing software such as GarageBand (Mac) or Audacity (PC) to edit and produce the podcast.



## WA Curriculum links

### WA Curriculum: English v8.1

Strand	Sub-strand	
Language	Language for interaction	<p><b>Language for interaction</b></p> <ul style="list-style-type: none"> <li>How language used for different formal and informal social interactions is influenced by the purpose and audience</li> </ul> <p><b>Evaluative language</b></p> <ul style="list-style-type: none"> <li>How language is used to express opinions and make evaluative judgments about people, places, things and texts</li> </ul>
	Text structure and organisation	<p><b>Purpose, audience and structures of different types of texts</b></p> <ul style="list-style-type: none"> <li>How texts serve different purposes and how the structures of types of texts vary according to the text purpose</li> </ul> <p><b>Text cohesion</b></p> <ul style="list-style-type: none"> <li>How texts work as cohesive wholes through language features that link parts of the text together</li> </ul>
	Expressing and developing ideas	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Meanings of words, including every day and specialist meanings, and how words take their meanings from the context of the text</li> </ul>
Literacy	Texts in context	<p><b>Texts and the contexts in which they are used</b></p> <ul style="list-style-type: none"> <li>How texts relate to their contexts and reflect the society and culture in which they were created</li> </ul>
	Interacting with others	<p><b>Listening and speaking interactions</b></p> <ul style="list-style-type: none"> <li>Purposes and contexts through which students engage in listening and speaking interactions</li> <li>Skills students use when engaging in listening and speaking interactions</li> </ul>
	Interpreting, analysing, evaluating	<p><b>Purpose and audience</b></p> <ul style="list-style-type: none"> <li>Recognising and analysing differences between different types of texts</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Strategies of constructing meaning from texts, including literal and inferential meaning</li> </ul>

### WA Curriculum: Humanities and Social Sciences

KidsQs supports the teaching of Humanities and Social Sciences skills:

- Questioning and researching
- Analysing
- Evaluating
- Communicating and reflecting

Specific episodes of kidsQs may be relevant to learning in one or more areas of knowledge and understanding in HASS:

- Civics and Citizenship
- Economics and Business
- Geography
- History

## WA Curriculum: Media Arts

KidsQs supports the teaching of Media Arts skills in P-6:

- Responding to and interpreting the arts
- Developing skills and processes
- Exploring ideas and improvising with ways to represent ideas

KidsQs supports the teaching of Media Arts skills in 7-10:

Responding:

- Analysing and reflecting on intentions
- Audience