

WRITING A PODCAST AND/OR A FEATURE ARTICLE	TOPIC	Podcast and Article Writing
Using a podcast to prompt feature-article writing and practice for CBA1	SUBJECT	English
	YEAR	Third Year

KEY LEARNING OUTCOMES	RESOURCES NEEDED
R2, 3, 7, 9 W1, 3, 4, 5, 8, 9 10, 11, 13 OL 4, 5	<ol style="list-style-type: none"> <li>Pocast: RTE Brainstorm Podcast <a href="https://www.rte.ie/brainstorm/2020/0407/1128979-gaa-fashion-beards-haircuts/">https://www.rte.ie/brainstorm/2020/0407/1128979-gaa-fashion-beards-haircuts/</a></li> <li>Graphic Organiser for writing Feature/Op Ed Articles</li> <li>Success Criteria for Feature/Op Ed Article Writing</li> <li>Feedback and Reflection Rubric for corrections</li> </ol>

1. INTRODUCTION	2. CLASS DISCUSSION	3. FEATURES OF GOOD WRITING	4. COMPILATION OF IDEAS
Listen to podcast with class. (15 mins)	Class discussion/reaction to the podcast leading to... (5-10 mins)	Pair work: Students list 3-5 elements of the podcast that they feel exhibit good writing. (5 mins)	In pairs/individually, students brainstorm to choose a topic they wish to write about. (5 mins)
5. WRITING	6. PERFORMANCE	7. REVISION	8. PREPARING TO WRITE
Students write a short (1-2 paragraphs) podcast (homework).	Students 'perform' their podcast for the class/teacher. (Each podcast should be approx. 30secs to 1 min.)	Review the features of good writing previously discussed and add any that haven't been mentioned. (10 mins)	Hand out graphic organiser to the class. Students use the graphic organiser to plan their feature article. (10 mins or homework)
9. SHARE SUCCESS CRITERIA	10. ASSESSMENT	11. FEEDBACK	12. REFLECTION
Share the success criteria handout with the class. Spend some time discussing with the class and ask them to revisit their plan with these in mind. (10-15 mins)	Students write their feature article (in class test/ or homework assignment).	Teacher corrects the students' work using the feedback rubric.	Students are handed back the feedback rubric and asked to reflect on their work.  This reflection can be used to assist with analysis of feature articles in the Final Assessment.

**ADDITIONAL INFORMATION**

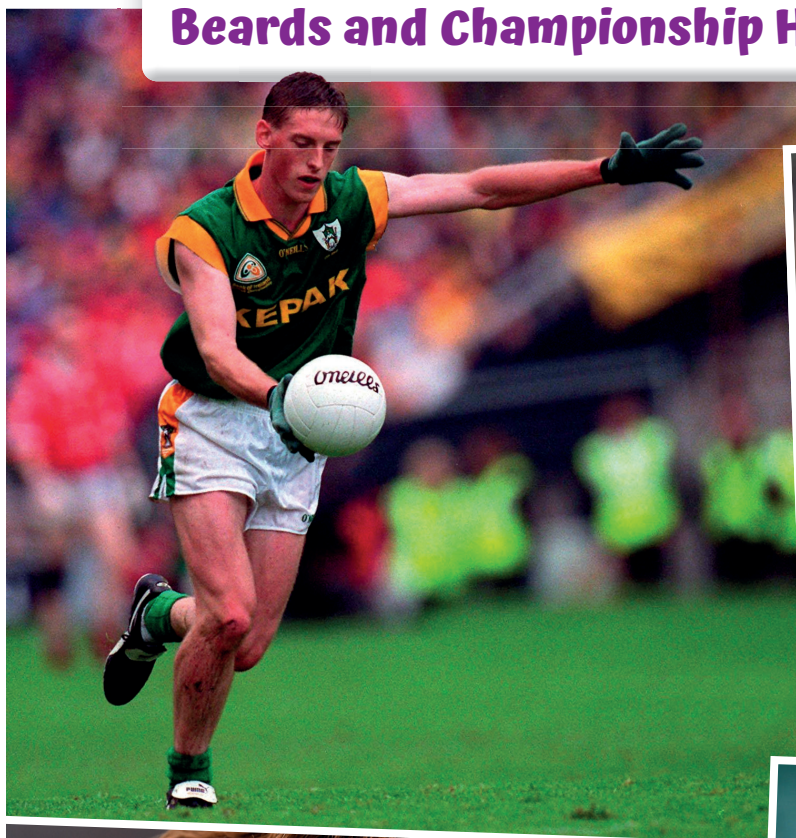
Depending on your emphasis the podcast performance aspect of this unit can be extended for a CBA1-style assessment. It is intended that the feature-article task could be an option to be included in a student's CBA2 collection of texts submission.

Features writing gives more in-depth coverage on topical events, people or issues. Feature writers often approach their topic from a human-interest angle and engage the reader emotionally. Features can vary widely in topic and length and can appear across all media platforms, such as newspapers, magazines, podcasts, television segments and TED talks.

Search on whichever platform you use to listen to this podcast from RTÉ Brainstorm.

## The Mighty World of GAA Fashion, Beards and Championship Haircuts

Dr Siobhán Doyle



**DIVE IN!**

1. What topic did this podcast focus on?
2. What change did Trevor Giles make to his jersey in 1999?
3. Who did Paul Galvin design clothes for?
4. What famous magazine was Oisín Murphy pictured in?
5. Name one of Ciaran McDonald's unusual hairstyles.
6. How can people tell when Brian Cody is stressed?

**TAKE THE PLUNGE!**

1. To what extent did the title of the podcast help you to understand its structure?
2. a) What question is posed at the start by the speaker?  
b) What answer does she give in the end?
3. Can you find examples of colourful, descriptive language in this podcast?
4. Choose one of the words below to describe the tone of this podcast and explain your choice:  
*lighthearted    sarcastic    nostalgic    informative    appreciative*
5. Choose an image from this podcast that stood out for you and explain why you thought it was memorable. **P Q E**

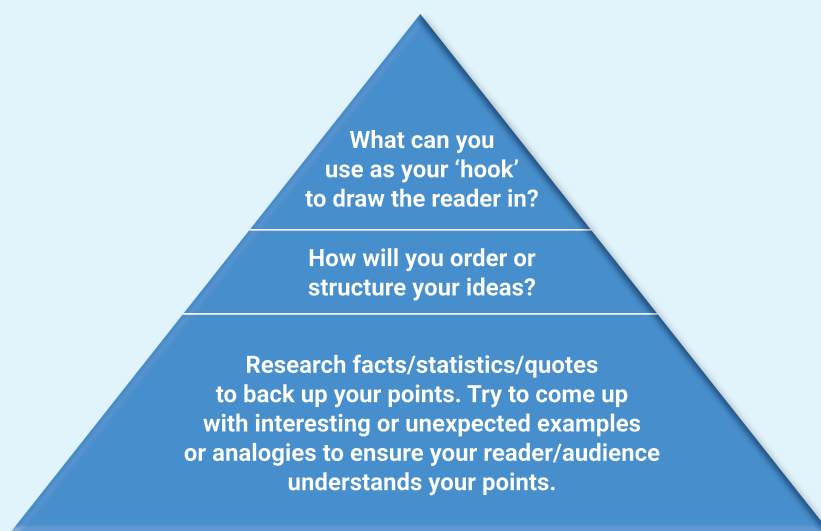
**WHY DON'T YOU...**

Research online for feature articles that might interest you. Do this by clicking on the 'Life', 'Style' or 'Lifestyle' tab of any online newspaper, national or international. Read one that you find interesting. Jot down a brief summary of its contents. Create a class list of good feature articles for everyone to read.

**OR**

Write a list of any topics or issues you have an interest in. Circle the topic that interests you most.

Using **PALS**, **brainstorm** aspects of this topic you could focus on or explore. Use the tips in the triangle to help you structure your feature piece.



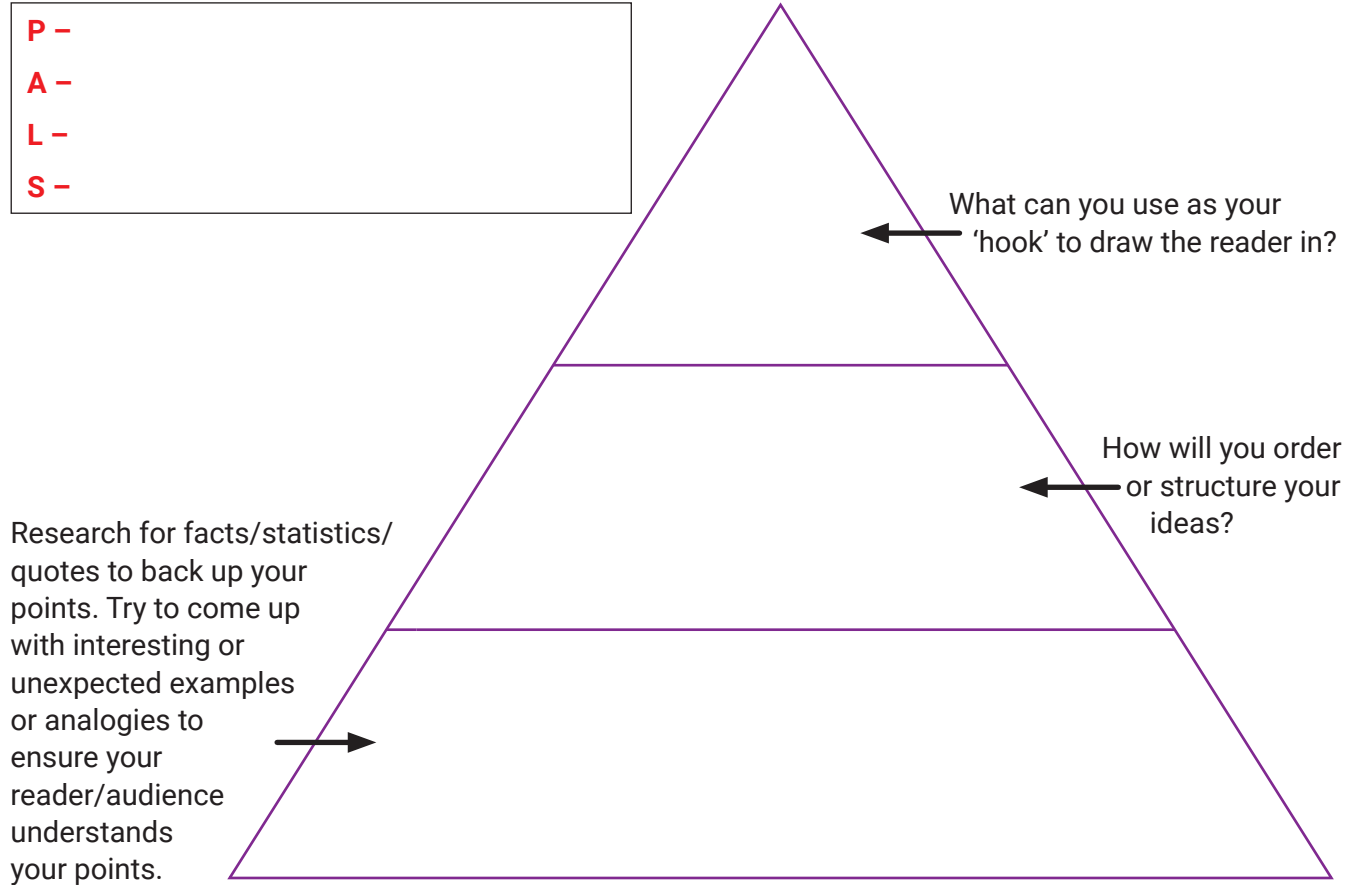
Write a feature on your chosen topic.

**THRASH IT OUT!**

Record a podcast feature using the article that you wrote in the second **Why Don't You....**

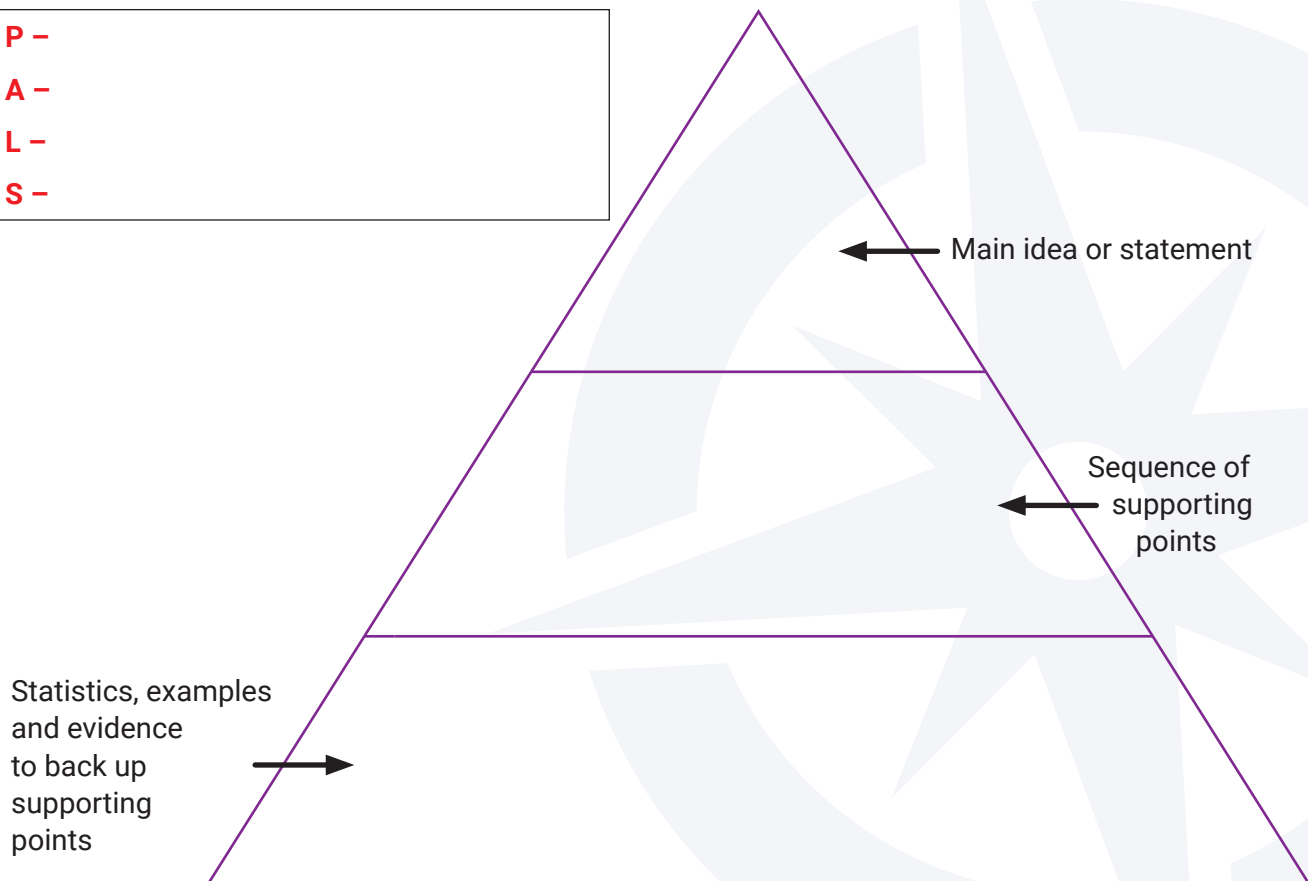
## Feature article structure

- P -
- A -
- L -
- S -



## Op-ed article structure

- P -
- A -
- L -
- S -



# Teacher feedback: Article writing

\_\_\_ / \_\_\_ / \_\_\_

Features of quality of Collection of Student's Texts: Article writing	Y. to M.	I. L.	A. Exp.	Exc.
<b>Command of genre: Article writing</b> <i>(effective opening, use of 5 Ws, op-ed or features structure, engaging expression, sustained discussion)</i>				
<b>Competent writing</b> <i>(evidence of research and organisation, structuring and sequencing of material, logical flow of ideas, sense of focus)</i>				
<b>Evidence of originality and creativity</b> <i>(expression of ideas, use of quotations/statistics, lively phrasing and use of imagery)</i>				
<b>Quality and accuracy of word choice</b> <i>(varied vocabulary, accuracy of mechanics, persuasive language where appropriate)</i>				
<b>Awareness of audience</b> <i>(use of language appropriate to the purpose and audience who will be reading the piece)</i>				
<b>Other comments</b>				

## Reflecting on writing an article

Title of the article: \_\_\_\_\_

I chose to write a news story/op-ed piece/feature article on this topic because \_\_\_\_\_

A change I made while planning was \_\_\_\_\_

This improved my writing because \_\_\_\_\_

Two features of my article which are typical of \_\_\_\_\_ writing are \_\_\_\_\_

They are effective because \_\_\_\_\_