

# From SDGs to SDG Podcasts: How to start a “SMART” SDG Podcast?

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## Abstract

This 6-week lesson plan is embedded within the 18-week English elective course named as 國際任我行 at Pingtung Senior High School. In this course, students are scaffolded to publish SDG Podcasts and one SDG-related episode as groups to raise public awareness of the issues they care the most. Before these 6 weeks, students had fully acknowledged what SDGs are and which SDG they care the most as groups. This 6-week lesson plan serves as a building block to transition students from already knowing what SDGs are to knowing how to start a SDG Podcast. After 6 weeks, students are expected to brainstorm a vision board for their SDG Podcast and strengthen their confidence before getting hand-on productions.

In this sense, this lesson plan is guided by three main questions and phases: What makes a SDG Podcast? How do I know my SDG Podcast is good enough to actually start one? What do other people think about our SDG Podcast? To start with, students are introduced to 7 key ingredients that complete a SDG Podcast by miscellaneous activities such as matching, sequencing, blank filling on devices. Then, they are presented what the SMART goal model is and how can it a potential criteria to start a strong SDG podcast by accessing and evaluating example podcasts. Finally, each group brainstorms their SDG podcast by brainstorming a vision board and eliciting feedback from other groups. This lesson plan is useful for those who are interested in incorporating SDGs creatively and using technology intentionally in an ESL classroom.

## 中文摘要

這個為期6週的課程是包含在屏東高中為期18週的名為國際任我行的英語選修課中。在本一學期的課程中，學生們以小組形式發行 1.一個永續目標導向的自製播客廣播節目 2. 一個永續目標導向的 15分鐘單集。他們發行的目的是為了提高大眾們對他們最關心的議題的認識。在這 6 週之前，學生們已經充分認識到什麼是持續發展目標，以及他們整組最關心的持續發展目標是哪個。這個為期 6 週的課程計劃可作為一個重要的鷹架積木，從已經知道什麼是持續發展目標，牽引到知道如何開始一個永續發展目標為導向的播客。在六週後，學生需要為他們的播客集思廣益，為他們的 SDG 播客製作一個願景板，在實際動手製作之前增強他們的信心。

本課程計劃以三個主要問題和階段為指導：什麼是永續發展目為導向的播客？我怎麼知道我的SDG播客是否夠好準備可以開始了？其他人如何看待我們的 SDG 播客？首先，通過配對、排序、設備上的空白填充等活動，向學生介紹完成播客的 7 個關鍵要素。然後，學生去首次接觸跟他們所選的議題最相關的是市面上以發行的播客節目，並進行評估，來認識 SMART 目標模型是什麼，以及它如何可以是播客的好用潛在標準。最後，每個小組通過集體討論呈現願景板，並徵求其他小組的反饋來精進未來將著手進行的 SDG 播客。本課程計劃希望可以對有興趣在 ESL 課堂上，創意地地融入永續發展目標，且更有意識的使用科技的老師們。

**Keywords:** Substantial Development Goals (SDGs永續發展目標), Issues Integrated Teaching 議題融入英語教學, Information and Communication Technology ( ICT科技融入英語教學), SMART goals (設定目標的原則), Podcasts(播客)

# 教學活動單元設計表

## Unit Planner

<b>授課教師</b> INSTRUCTOR	邱宜賢 Yi-Shian	<b>選用教材</b> MATERIAL(S)	Self made materials		
<b>單元名稱</b> UNIT	高一多元選修 國際任我行	<b>教學年段</b> Grade	高一	<b>教學時數</b> PERIOD(S)	6- 7 periods
<b>學生起點行為概述 ENTRY BEHAVIOR</b>					
<p><i>Proficiency:</i> Ss in this elective course have collective proficiencies. The Majority of them have a limited range of vocabulary words and grammatical structures. They have little confidence, are afraid of making mistakes, and become extremely self-conscious when expressing themselves in written and spoken forms. They are rather more comfortable in listening, reading.</p> <p><i>Readiness:</i> Over the course of semester, Ss have been accustomed to and comfortable using applications on iPads, such as Numbers, Keynote, Google Doc. They at this point of the course already learnt what SDGs are, why it matters, and which SDG each group likes to focus on.</p>					
<b>學習目標（對應課程地圖） LEARNING GOALS</b>					
<b>程度/表現</b> Level/Behavior	<b>聽力</b> Listening	<b>口說</b> Speaking	<b>閱讀</b> Reading	<b>寫作</b> Writing	<b>思考</b> Thinking
<b>初階</b> Basic	<input type="checkbox"/> 聽出主旨 Main idea <input type="checkbox"/> 日常用語 Daily language	<input checked="" type="checkbox"/> 簡易溝通 Communication <input type="checkbox"/> 字詞應用 Word choice	<input type="checkbox"/> 字詞句型 Phrases/ Patterns <input type="checkbox"/> 故事情節 Storyline	<input type="checkbox"/> 拼寫字詞 Spelling <input type="checkbox"/> 基本句構 Basic structure	<input type="checkbox"/> 上下語境 Context <input type="checkbox"/> 訊息釐清 Major message
<b>中階</b> Intermediate	<input type="checkbox"/> 聽懂內容 Specific details <input type="checkbox"/> 辨識語調 Intonation	<input checked="" type="checkbox"/> 介紹描述 Description <input type="checkbox"/> 語調提問 Questioning	文本結構 Text structure <input type="checkbox"/> 上下文意 Inference	<input checked="" type="checkbox"/> 體例格式 Convention <input type="checkbox"/> 正確達意 Clear Expression	<input type="checkbox"/> 分析歸納 Analysis <input type="checkbox"/> 整合預測 Prediction
<b>高階</b> Advanced	<input type="checkbox"/> 理解報導 News reports <input type="checkbox"/> 國際議題 Global issues	敘事討論 Narration/Discussion <input type="checkbox"/> 簡短演說 Speech	<input type="checkbox"/> 題材主題 Genre/Theme <input type="checkbox"/> 觀點態度 Viewpoint	<input type="checkbox"/> 情節發展 Full development <input type="checkbox"/> 組織完整 Clear organization	<input type="checkbox"/> 類推原則 Application <input checked="" type="checkbox"/> 規劃任務 Project Planning
<b>核心概念 CORE CONCEPTS</b>		<b>相關概念 RELATED CONCEPTS</b>			
□ 語言知識 Language		□ 字母Letter □ 語音Sound □ 字詞Word □ 句構Sentence structure <input checked="" type="checkbox"/> 篇章結構Discourse			
□ 溝通功能 Communication		□ 情境Context □ 主題Theme □ 語用Language use □ 賞析心得Appreciation □ 主旨大意Main idea □ 敘述觀點 Viewpoint □ 作者態度Attitude □ 寫作目的Purpose			
□ 思考能力 Thinking		□ 訊息關係Connection between messages □ 觀點分辨Perspectives <input checked="" type="checkbox"/> 資訊評估 Evaluation □ 任務規劃Project planning			
□ 學習策略 Strategy		<input checked="" type="checkbox"/> 工具運用Learning tool			
□ 文化習俗 Culture		□ 多元文化Multi-cultural understanding □ 文化涵養Cultural literacy			
□ 公民意識 Citizenship		<input checked="" type="checkbox"/> 永續發展Sustainable development			

## 探究問題 INQUIRY QUESTIONS

類型 Types	問題 Questions	學習表現 Behavior	學習內容 Content
事實性問題 <b>Factual Questions</b>	1. What makes a SDG podcast show? 2. What are 7 key ingredients that complete a published podcast page?	<u>讀3-V-14</u> : 能從圖畫、圖示或上下文, 猜測字義或推論文意。	<u>溝通能力 B-V-8</u> 短文、書信的內容及文本結構。
概念性問題 <b>Conceptual Questions</b>	1. How do I know my SDG Podcast is good enough? 2. How to make a “SMART” SDG Podcast?	<u>綜*5-V-13</u> : 能了解及欣賞不同體裁、不同主題之文章,並據以發表心得或感想。	<u>溝通能力 *B-V-14</u> 不同體裁、不同主題文章之賞析心得。
辯論性問題 <b>Debatable Questions</b>	1. Is our SDG Podcast “SMART” for you? 2. What do others think about our SDG Podcast so far?	<u>寫*4-V-8</u> : 能依提示寫出符合主題、語意貫且組織完整的段落或說明。 <u>說*2-V-10</u> : 能依主題說出語意連貫且條理分明的簡短演說、簡報或說明。	<u>溝通能力B-V-1</u> 自己、家人及朋友的主題式或情境式介紹及描述。 <u>溝通能力*B-V-7</u> 符合情境或場景的自我表達與人際溝通。

## 表現任務 PERFORMANCE TASK(S)

教學目標 <b>Goal</b>	1. Ss can <u>recognize</u> the 7 essentials that complete a published podcast show: name, cover photo, descriptions, host, episode, guest (Class 1) 2. Ss can <u>acknowledge</u> what SMART framework is and how it can be a potential criteria. (Class 2 ) 3. Ss can <u>evaluate</u> how a published podcast is aligned with SDGs by using SMART framework (Class 3) 4. Ss can <u>produce and present</u> their SDG podcast vision board which helps them brainstorm. (Class 4,5) 5. Ss can <u>access</u> their classmates' vision board and give effective feedback based on the SMART model. (Class 6)
學生角色 <b>Role</b>	Ss are podcasters using podcasts as a means to raise awareness of SDG issues they are concerned about.
溝通對象 <b>Audience</b>	Ss are targeting at their classmates, friends, teachers who share the similar degree of interests in SDGs and who are interested in exploring the SDG issues in a creative way.
素養情境 <b>Situation</b>	Ss are positioned to brainstorm a vision board that serves as a building block for their SDG podcasts publishing.
學習成果 <b>Product</b>	Ss at the end of this 6-class session make a vision board for their SDG podcast.
評量標準 <b>Standard</b>	Ss' SDG Podcast vision boards have to meet two standards. One of them is that their SDG podcasts must entail 7 essential ingredients. The other is that their SDG podcasts have to be as specific, measurable, attainable, relevant, and time-based as they can be.



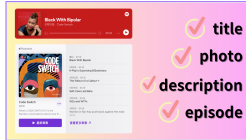
# 教學流程 TEACHING PROCEDURES

(學習內容 Learning Content/學習經驗 Learning Experience/教學策略 Teaching Strategy)

## Period 1: What makes a SDG Podcast show? What are 7 key ingredients that make a published podcast?

### Objective:

- Ss can recognize the 7 essentials that complete a published podcast show: name, cover photo, descriptions, host, episode, guest



Lesson Stage	Lesson Procedure	Used Slides / Materials	Time
Warm-up	<ol style="list-style-type: none"> <li>Ss are asked if they remember what SDG each group picked from the previous session are.</li> <li>Ss identify the designs of the SDG and read aloud the title of their chosen SDG in English.</li> </ol>		3 mins
Main Task  #Matching #Sequencing #Brainstorming #Blank filling	<ol style="list-style-type: none"> <li>Ss log into the Nearpod application on iPads with the given task code.</li> <li>In the designated task, Ss are inquired and asked to respond to the following questions. Each time after Ss respond to one question, T pauses, displays everyone's answers and asks one of the students to read aloud their thoughts or do a further explanation.               <ul style="list-style-type: none"> <li>1). Guess what could be the possible "cover photos" of these "podcast names"? Please match them.</li> <li>2). Guess which SDG are these Podcasts most likely related to? Please match them.</li> <li>3). Guess which "podcast descriptions" match these podcasts? Please match them.</li> <li>4). From these Podcast descriptions as examples, what order in a description is (what/who/how/why)? Please read aloud one of the podcast descriptions you choose and record your thoughts.</li> <li>5). Who can be "guest" invited to the episode named "How I Built This Fashion World." Please record your thoughts.</li> <li>6). If you were the "host" of "Water Are You Talking About", what latest news can you talk about ? Please record your thoughts.</li> <li>7). The following passage is the short summary of what's inside a SDG Podcast. Please grab and drag the given keywords then fill in the blanks of the passage to complete the summary.</li> </ul> </li> </ol>	 <p>Click Appendix 1 for the complete materials</p>	40 mins
Wrap-up	<ol style="list-style-type: none"> <li>T checks in and asks Ss what are the key ingredients that make a SDG podcast.</li> <li>T showcases how a published Podcast layouts these key ingredients respectively on the Apple Podcast and Spotify Podcast websites.</li> </ol>		7 mins



## Period 2, 3: How do I know our SDG podcast is good enough? How to make a “smart” SDG Podcast?

### Objective:

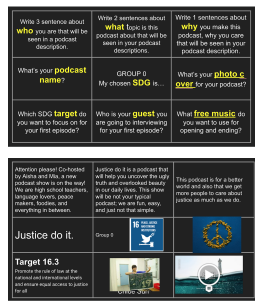

- Ss can acknowledge what SMART framework is and how it can a potential criteria.
- Ss can evaluate how a published podcast is aligned with SDGs by using SMART framework

Lesson stage	Procedure	Used Slide / Materials	Time
Warm-up	<ol style="list-style-type: none"> <li>1. T asks Ss what are the key ingredients that complete a Podcast show , including show name, cover photo, description, episodes, interviews, host, guests, etc.</li> <li>2. T briefly introduces Ss what is the SMART framework in general.</li> </ol>		10 mins
Main Task  #reading #listening # drawing #rating	<ol style="list-style-type: none"> <li>1. Ss open Numbers app on iPads and access to the task sheet.</li> <li>2. In the task sheet, each group of Ss is given an published example podcast show on the market whose SDG is the same as their own chosen one.</li> <li>3. Ss complete the five activities that help them better understand how it can be used as a criteria to help us make a good SDG podcast. The following are 5 activities:               <ul style="list-style-type: none"> <li>• S (Specific): Ss read the description of the example podcast and access to SDG targets on <a href="#">THE 17 GOALS   Sustainable Development</a>. Ss copy and paste which specific target is this example podcast focusing on.</li> <li>• M (Measurable): Ss scroll through the example podcast page and count how many episode titles published between 2022-23 properly aligned with the target. Ss read aloud and record those episode titles in the example podcast..</li> <li>• A (Attainable): Ss check up who was the invited guest in the latest episode of the example podcast. Ss google the guest and upload a photo of the episode guest.</li> <li>• R (Relevant): Ss parallel the example podcast name and its cover photo. Ss draw their own one that can also be a suit for the example podcast.</li> <li>• T (Time-based): Ss listen to the latest episode of the example podcast and take note of how long the opening music, intro lines, and ending lines respectively are.</li> </ul> </li> <li>4. Every time they complete one activity, T asks Ss to rate the example podcast from one star to five stars according to five criteria below.               <ul style="list-style-type: none"> <li>• How SPECIFIC are they with SDGs in their podcast description?</li> <li>• How easy is it to MEASURE their episode that actually match with their SDG?</li> <li>• How ATTAINABLE (possible) is it to invite the guest in their latest episode?</li> <li>• How RELEVANT are their cover photo and podcast name design to their SDGs?</li> <li>• How good is their TIME CONTROL of episode music, opening time length, and ending length?</li> </ul> </li> </ol>	 <p>Click Appendix 2 for the complete materials</p>	60 mins
Wrap-up	<ol style="list-style-type: none"> <li>1. Each group of Ss present the example podcast they just read and listen to by station rotation. Two people from each group stay at their table to introduce what the example podcast is about and how SMART is the example podcast in their personal opinions. In the meantime, the rest of the group members rotate around every 3 minutes to check out the other example podcasts. After the first rotation completes, the roles swat and continue the second rotation. (four groups in total)</li> <li>2. Ss return to the seats and T asks 2 two students to share their thoughts on the SMART framework and asks Ss to raise one question about SMART framework on the exit card.</li> </ol>		30 mins

## Period 5,6: Is our SDG Podcast “SMART” enough? What do others think about our SDG Podcast?

### Objective:

- Ss can produce and present their SDG podcast vision board which helps them brainstorm.
- Ss can access their classmates' vision board and give effective feedback based on the SMART model.

Lesson stage	Procedure	Used Slides / Materials	Time
Warm-up	<ol style="list-style-type: none"> <li>1. T asks Ss what SMART is and why we need it for our SDG podcast.</li> <li>2. T demonstrates what essentials are included for their SDG podcast vision board: <ul style="list-style-type: none"> <li>• Which SDG target from <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a> do you want to focus on in your podcast?</li> <li>• What's your podcast name?</li> <li>• Write 3 sentence about who you are that will be seen in a podcast description.</li> <li>• Write 2 sentences about what topic this podcast is about that will be seen in your podcast descriptions.</li> <li>• Write 1 sentence about why you make this podcast, why you care that will be seen in your podcast description.</li> <li>• What's your photo cover for your podcast?</li> <li>• What free music do you want to use for opening and ending?</li> <li>• Who is your guest you are going to interview for your first episode?</li> </ul> </li> </ol>	 <p>Click Appendix 3 for the complete materials</p>	10 mins
Main Task	<ol style="list-style-type: none"> <li>1. Ss work as groups to coedit and produce the vision board on Google Slides App.</li> <li>2. T reminds them they can only use the copyright-free photo from <a href="https://pixabay.com/">Pixabay</a> and copyright-free music from <a href="https://www.youtube.com/watch?v=KpXp3833330">YouTube - Royalty Free Music - No Copyright Music</a>.</li> </ol>		50 mins
Wrap-up #presenting #interviewing	<ol style="list-style-type: none"> <li>1. Ss log into Notion App on ipad and are given a SMART grading page to evaluate their classmates' podcast vision board.</li> <li>2. As one group presents their vision boards in 3 minutes while the rest of groups evaluate with the SMART grading page.</li> <li>3. To visualizes how SMART their SDG podcasts are by far, they collect the given grades and transform the grades into a radar graph after they finish their presentation,</li> <li>4. To collect individual feedback for potential improvement, Ss are offered speaking templates and walk around to interview two people and elicit positive and negative feedback.</li> </ol>	 <p>Click Appendix 4 for the complete materials</p>	40 mins

## 學習評量 Learning Assessment

Review the vision boards from different groups and rate from 1 to 5.	Group 1	Group 2	Group 3	Group 4
How <b>SPECIFIC</b> is this group with their chosen SDG target mentioned in their podcast descriptions? 你認為這組在播客簡介是否有明確提到要針對的SDG目標？				
How <b>MEASURABLE</b> is one of the potential SDG interview questions Can their potential guest answer it with data or numerical facts? 你認為他們要來訪問來賓的這個關於SDG數據題是否恰當？				
How <b>ATTAINABLE</b> is their potential guest for their SDG podcast? 你認為這組選的guest是否真的有可能接受訪談邀請呢？				
How <b>RELEVANT</b> are their photo covers and their podcast names to their SDG? 你認為這組的選的播客照片和名稱是否與他們的SDG夠相互呼應呢？				
How good is their <b>TIME</b> control of their music for their intros and outro parts? 你認為這組在開場音樂的秒數選擇是否時間恰當？				

## 教學建議 Teaching Suggestions

### Often Check in your big picture - SDGs.

One of the biggest challenge when teaching this course is that I often caught distracted by the sugar-coated podcasting part. It is intrinsically easy to lose the big picture and forget that you and your students are not only making any regular podcast but a SDG podcast.

### Design your tasks backwards.

We need no more emphasis on the importance of scaffolding; however, it is essentially hard. I often go back revisit my syllabus and design three tasks that fits into the reasonable timeframe.

### Prioritize objectives over technology.

Another healthy distraction is the digital devices and tools in our hands. Don't avoid ourselves in the situation where we design for technology, we can ask ourselves "what could be the alternative option if students had no iPad in hands? How can students achieve the same goal without using technology? Would using traditional materials just as effective as digital ones?"

### Limit the pool of candidate guests.

It would be unfortunate if a wishful guest student who wants to interview is unavailable during the class hours. So, if I am teaching this course again, I would look into available time of the potential guests on campus across different domains and group a pool of candidate guests for students to select from. And if students show their interests in outsourcing their guest off campus, make sure they contact that guest and their availability.

### Be aware of the copyrights when choosing the background music and cover photos.

To protect both students and teachers from the contentious issues related to copyrights, it is imperative that students only import photos and music choices from copyright-free websites such as [Pixabay](#) and [YouTube - Royalty Free Music - No Copyright Music](#).

### Treat yourself with compassion.

Teaching any class with self-made materials is definitely not for the faint of hearts. However, we should keep in our mind to pull our strings, build our own support system and take one step at a time. We can easily compare ourselves with others who seem to master using fancier tools, the latest tools then we easily fall into the downward spiral beating ourselves up with negative thoughts. As English teachers, we shoulder whole lots of expectations and responsibilities to be creative, innovative, effective, and efficient. However, don't others' expectations be your own expectation. Focus on your growth and something small. Our second doubts are the signs of stepping out of our comfort zone.

## 教學反思 Teaching Reflection

Teaching this elective course has its learning curve. I have been teaching a similar class four times in the past two years. Each time when I taught this course, I realized that my intention pivoted every time when I taught. The first time when I taught this course, I was at a position where I simply just wanted to fulfill my curiosity and realize my personal dream of becoming a podcaster on the side. So back then, my mind was full of crazy monkey ideas and designated activities were fun but not necessarily well- scaffolded for the purpose of podcast production. It doesn't mean that I was less intuitive or attentive to my lesson preps. I was just more driven by a non-linear thought process and was more at a phase of exploring and giving a crack at podcasting both for my personal and professional interests. As I grew more exposed to podcasts teaching, I started to build a system of mine when I taught this course again. I broke down a big podcast project into smaller scaffolded tasks. For instance, students were encouraged to brainstorm a podcast layout by mind-mapping; students are led to identify what key ingredients complete an intro by sequencing; they were trained to prepare guest interviews by rehearsing, eliciting feedback, etc. Solid as the course appeared, a void still held deep down in my core. I was hoping to see myself helping my students connect to a purpose bigger than themselves. So that was when SDGs kicked in which have been widely discussed in the educational domain. I spotted a gap I could possibly bridge between and continued my passion of teaching how to make a podcast embedded with altruistic perspectives.

This idea of making a SDG featured Podcast was bold, rough, but undercooked. When I taught this course for the third time in a row, I was extremely overwhelmed. If a teacher couldn't even name specific reasons why SDGs mattered to her, how on earth could she persuade her students to make a podcast based on them? Moreover, it is technically challenging. I didn't know how to draw a clear line between teaching a regular podcast and teaching a SDG podcast. Their productions were therefore rigid and unnatural. They had SDGs logo as their own podcast cover photo and SDGs title as their own podcast titles. Their interview The course turned misaligned with my intentions. What's worse, I lost perspectives, I often found myself comparing myself to other teachers who teach SDGs, second doubting myself thinking "Am I just afraid to miss out on this so-called big thing? What's the point of jumping on this SDGs bandwagon?" I hit a wall and my confidence level swayed.

It literally took a village to help me get back on my feet to regain my passion towards teaching this elective course. I am beyond grateful for a good colleague of mine, teacher Chloe Liang 梁亦屏. She has been teaching with iPads for years and introduced me to how to incorporate iPads in an ESL classroom. This completely and drastically changed the trajectory of the elective course the fourth time I taught this. On top of the game-changing tool, I am so lucky enough to have worked with Castro Aisha, a foreign teacher from Belize. Aisha is based in my school and is also an experienced ESL teacher. She helped students rehearse intros before recording; trained students on how to make responses during interviews. These collective efforts silhouetted the success of the course.

## References

1. [THE 17 GOALS | Sustainable Development](#)
2. [Pixabay](#)
3. [YouTube - Royalty Free Music - No Copyright Music.](#)
4. [The Happiness Lab with Dr. Laurie Santos on Apple Podcasts](#)
5. [How I Built This with Guy Raz on Apple Podcasts](#)
6. [Nice White Parents on Apple Podcasts](#)
7. [LGBTQ&A on Apple Podcasts](#)
8. [Code Switch on Apple Podcasts](#)



# Appendixes

## Appendix 1. Materials for Class 1

Guess what are the **podcast cover photos** of those podcast?

The Happiness Lab  
1

Code Switch  
2

How I Built This  
3

Nice White Parents  
4

Water Are You Talking About  
5

A
B
C
D
E

to match the podcast title and cover photo.

Link which podcasts best stands for the SDGs they try to focus on.

8 DECENT WORK AND ECONOMIC GROWTH  
Group 1

4 QUALITY EDUCATION  
Group 2

3 GOOD HEALTH AND WELL-BEING  
Group 3

5 GENDER EQUALITY  
Group 4

16 PEACE, JUSTICE AND STRONG INSTITUTIONS  
Teachers'

A
B
C
D
E

to match podcast with SDGs.

Which **Podcast title** do you think fit well its SDGs?

☐ A. A. Code Switch

☐ B. B. How I Built This.

☐ C. C. Water Are You Talking About.

☐ D. D. The Happiness Lab

☐ E. E. Nice White Parents

THE LAB  
HAPPINESS  
PUSHKIN

If you want to understand what's wrong with our public schools, you have to look at what is arguably the most powerful force in education.

npr CODE SWITCH

Guy Raz interviews the world's best-known entrepreneurs to learn how they built their iconic brands. This is a masterpiece on

LGBTQ&A  
THE MOST DIVERSIFIED PEOPLE IN THE WORLD ARE BLACK.

More money, better job, and perfect body? Yale professor Dr. Laurie Santos will take you through the scientific research and share some

Hosted by journalists of color, our podcast tackles the subject of race with empathy and humor. We explore how race affects every part of

HOW I BUILT THIS  
WONDERLY • AMAZON PRESENT

Nice White Parents  
C S

PhD students studying urban water systems talk, explain, debate, and review the news and technology. We'll be producing a

to match podcasts and res possible describing

Read the descriptions of each example podcast, what are the **common things** you find from their **podcast descriptions**?

Ready? Enter your answer here.

Record Audio

to observe the elements like "who, why, what" in descriptions

you were the "host" of "Water Are You Talking About", wh

Slide 7 / 9

Instructions

Who can be "guest" invited to the episode named "How I Built

Slide 6 / 9

Instructions

Fill in the blanks

In short, in a podcast, we need a [ ] so our listeners can quickly tell this is OUR show among thousands of them. Also, we need a interesting [ ] so can we can have our listeners be curious about what our show is. Besides, we also need to give clear [ ] Inside, we need to let them know [ ] we are, [ ] we make the show, and [ ] this show is about. Finally, in our podcast show, we upload our [ ] which talk about the SDG problem we care with our [ ]

description cover episodes who title what guests photo why

DONE

to wrap the 7 elements in a SDG podcast.

Appendix 2. Materials for Class 2

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

CODE SWITCH

本週主題：From a SDG to a Podcast

Task 1: How SMART is this SDG Podcast?

Step 1. 點選你指定的SDG目標並回答關於這個SDG目標的問題嗎?

Step 2. 閱讀與聆聽並回答關於這個SDG目標的問題嗎?

Step 3. 繪製你指定的SDG目標並回答關於這個SDG目標的問題嗎?

Step 3. 輸入上台介紹你們這組所負責的SDG目標

S

SPECIFIC

Click on the link and Copy SDG target that is mentioned in podcast descriptions.

M

MEASURABLE

Name 3 episode titles that match well with their SDG targets.

A

ATTAINABLE

Google who is their guest in their latest episode and upload his or her photo.

R

RELEVANT

Draw another picture that you think can also be an good option for this podcast.

T

TIME BOUND

Listen to their latest episode, take note of how long is their opening music? How long is their opening lines? How long is their ending lines?

Copy the SDG target here.

16.7 Ensure responsible, inclusive,

Record the EP titles here.

Whose Nightmares Are We Telling

Put the person's photo here.

Draw a new podcast cover here.

Put down the numbers here.

Music time?	Opening line time?	Ending time?
1m 2s	1m 50	

	How SMART is this SDG podcast?				
How SPECIFIC are they with SDGs in their podcast description?	★	★	★	★	★
How easy is it to MEASURE their episode that actually match with their SDG?	★	★	★	★	★
How ATTAINABLE (possible) is it to invite the guest in their latest episode?	★	★	★	★	★
How RELEVANT are their cover photo and podcast name design to their SDGs?	★	★	★	★	★
How good is their time control of episode music, opening time length, and ending length?	★	★	★	★	★

8 PEACE, JUSTICE AND STRONG INSTITUTIONS

CODE SWITCH

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3 PEACE, JUSTICE AND STRONG INSTITUTIONS

CODE SWITCH

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How RELEVANT are their cover photo and podcast name design to their SDGs?	★	★	★	★	★
How good is their time control of episode music, opening time length, and ending length?	★	★	★	★	★

These are works from students at each group.

下午12:09 4月6日 週四

W7 從SDGs到Podcast Task 1

Group 1

Group 2

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How good is their time control of episode music, opening time length, and ending length?	★	★	★	★	★

下午11:58 4月6日 週四

W7 從SDGs到Podcast Task 1

Group 1

Group 2

Group 3

Task 1: How SMART is this SDG Podcast?

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下午11:58 4月6日 週四

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Group 1

Group 2

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How good is their time control of episode music, opening time length, and ending length?	★	★	★	★	★




# Appendix 3 Materials for class 5,6




Write 3 sentence about <b>who</b> you are that will be seen in a podcast description.	Write 2 sentences about <b>what</b> topic is this podcast about that will be seen in your podcast descriptions.	Write 1 sentences about <b>why</b> you make this podcast, why you care that will be seen in your podcast description.
What's your <b>podcast name</b> ?	GROUP 0 My chosen <b>SDG</b> is...	What's your <b>photo cover</b> for your podcast?
Which SDG <b>target</b> do you want to focus on for your first episode?	Who is your <b>guest</b> you are going to interviewing for your first episode?	What <b>free music</b> do you want to use for opening and ending?




↓ These are what students have to put in the vision board.

Attention please! Co-hosted by Aisha and Mia, a new podcast show is on the way! We are high school teachers, language lovers, peace makers, foodies, and everything in between.	Justice do it is a podcast that will help you uncover the ugly truth and overlooked beauty in our daily lives. This show will be not your typical podcast; we are fun, easy, and just not that simple.	This podcast is for a better world and also that we get more people to care about justice as much as we do.
Justice do it.	Group 0	
<b>Target 16.3</b> Promote the rule of law at the national and international levels and ensure equal access to justice for all		

↓ Example from T.

Ryan Tony Hi Tom Kg Leo we are high school student, online game lover, Concerned about the international situation	<b>economic life</b> is a podcast that will explore whether employees with different identities and abilities are treated the same in the workplace	We are very interested in the development of the world economy
<b>economic life</b>	Group 1 	
8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value	Teacher Ben 陳正文	

Hey guys we are Make it scool! We are high school students	Make it cool is a podcast that will let you know there is many "special" people has their trouble receiving education, and we will tell you about how can they fixed their own problem of their education and studying at school.	We broadcast this podcast so that more with disabilities, indigenous peoples and their voices can be heard.
Make it scool	Group 2 	
Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Teacher Zoe Teacher Jason	

Welcome to What The Health!We are Jinwei and Wilson.	Our podcast features interviews with experts in the medical field, as well as individuals who have been directly impacted by the virus. We also discuss the latest developments in treatments, vaccines, and public health policies, and how they are affecting communities around the globe	We make this podcast for a good health and good body. In recent year,we have greatly affected by COVID-19,we don't want this to happen again.
What the health !	Group 3 	
Target 3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases	school nurse	

We are PTHS monkeys,a new podcast is made by Daniel,Kevin,Adam and Jay,We committed to make the world a better place,we hate the gender inequality.	"WE ARE EQUAL" is a podcast that we will bring you learn more about some small stories of gender equality and inequality.This show is very different from others,it is very fun and easy to understand.	We make this podcast for the equally treat on the gender and let more people know the importance of the gender equality
WE ARE EQUAL	Group 4 	
<b>Target 5.c</b> Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality.	洪柏禎	<a href="https://youtu.be/CU7Sp7fw1yk">https://youtu.be/CU7Sp7fw1yk</a>

↓ These are the final works from each group.



Appendix 4  
Materials for class 5,6



Hide description

**How SMART is everyone's SDG Podcast??**

Group 1's Podcast Vision Board:  
[https://docs.google.com/presentation/d/18i4AWp6OFEWuZsnJvzPumzHSPH34iVBtxLVHo5tk2TQ/edit?usp=share\\_link](https://docs.google.com/presentation/d/18i4AWp6OFEWuZsnJvzPumzHSPH34iVBtxLVHo5tk2TQ/edit?usp=share_link)

Group 2's Podcast Vision Board:  
[https://docs.google.com/presentation/d/18i4AWp6OFEWuZsnJvzPumzHSPH34iVBtxLVHo5tk2TQ/edit?usp=share\\_link](https://docs.google.com/presentation/d/18i4AWp6OFEWuZsnJvzPumzHSPH34iVBtxLVHo5tk2TQ/edit?usp=share_link)

Group 3's Podcast Vision Board:  
[https://docs.google.com/presentation/d/18i4AWp6OFEWuZsnJvzPumzHSPH34iVBtxLVHo5tk2TQ/edit?usp=share\\_link](https://docs.google.com/presentation/d/18i4AWp6OFEWuZsnJvzPumzHSPH34iVBtxLVHo5tk2TQ/edit?usp=share_link)

Group 4's Podcast Vision Board:  
[https://docs.google.com/presentation/d/18i4AWp6OFEWuZsnJvzPumzHSPH34iVBtxLVHo5tk2TQ/edit?usp=share\\_link](https://docs.google.com/presentation/d/18i4AWp6OFEWuZsnJvzPumzHSPH34iVBtxLVHo5tk2TQ/edit?usp=share_link)

As 評分標準	Group 1	Group 2	Group 3	Group 4	1 more...
# G1想要給這組幾分呢?					
# G2想要給這組幾分呢?					
# 我們G3想要給這組幾分...					
# G4想要給這組幾分?					
How SPECIFIC is this group with their chosen SDG target mentioned in their podcast descriptions? 你認為這組在播客簡介是否有明確提到要針對的SDG目標?	4		3		2
How MEASURABLE is one of the potential SDG interview questions Can their potential guest answer it with data or numerical facts? 你認為他們要來訪問來賓的這個關於SDG數據點是否恰當?	3		1		3
How ATTAINABLE is their potential guest for their SDG podcast? 你認為這組選的guest是否真的有可能接受訪談邀請呢?					5



[Click me for a Notion template](#)

### How SMART is our SDG Podcast?

### Interview Note Card 回饋採訪語音記錄卡

Specific

Time-Based

Measurable

Relevant

Attainable

Interview a person from a different group, and ask him for words of encouragement.  
採訪一個非自己的組員請他給予關於我們這組的Podcast的優點。

Take a photo here: Record here: Take note here:

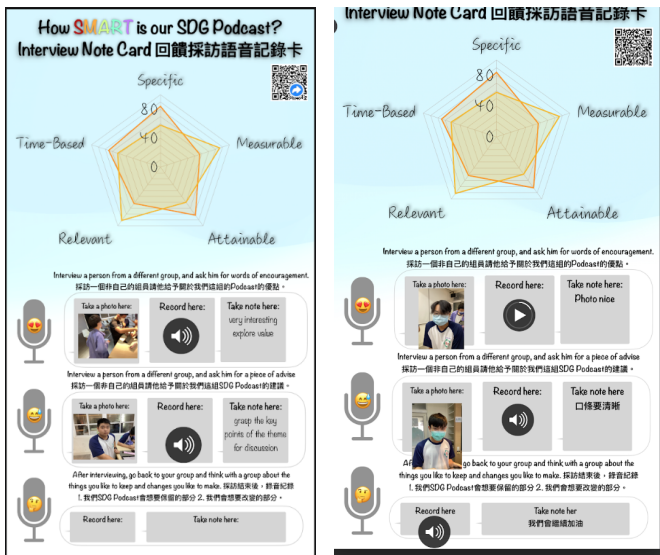
Interview a person from a different group, and ask him for a piece of advise  
採訪一個非自己的組員請他給予關於我們這組SDG Podcast的建議。

Take a photo here: Record here: Take note here:

After interviewing, go back to your group and think with a group about the things you like to keep and changes you like to make. 採訪結束後，錄音記錄  
1. 我們SDG Podcast會想要保留的部分 2. 我們會想要改變的部分。

Record here: Take note here:

These are works from students.



英語文素養導向課程設計檢核表

檢核面相		項目內容	檢核
運用學習地圖檢核教學重點	教學目標	敘述學生學習起點行為，包含學生程度、學習狀況，以及所需要加強的部分	✓
		針對學生需要加強部分，運用課程地圖定位學生聽、說、讀、寫、思考能力的學習目標	✓
	教學重點	核心概念（1～2項）與相關概念（3～4項）相互呼應並且聚焦	✓
設計探究問題聚焦教學重點	語言知識	分析學習單所聚焦的語言知識教學（重點字詞或句構）	
		判斷學習單文法句構對課文理解有直接幫助	
		讓學生學到的文法教學大量運用在學習活動及各項任務完成	
	篇章結構	學習單協助學生認識不同體裁或主題	✓
		學習單幫助學生找出字句或段落間的關聯性或連貫性	
		學習單有助學生分析段落或文章鋪陳，理解文章結構與發展脈絡	✓
	思考能力	找出扣合文章核心及相關概念的事實性問題	✓
		找出扣合文章核心及相關概念的概念性問題 備註：可以探討作者想傳達的概念，問題呈現學生學習理解此文的過程，例如A和B的關係、A如何影響B、A和B對C有何影響、A和B如何產生交互影響	✓
找出呼應核心及相關概念的辯論性問題，導引學生進行思辨、歸納、類推或反思		✓	
檢視學習任務呼應核心素養	學習任務（形成式評量）	學習表現任務導向，反映日常生活情境	✓
		學習任務能讓學生呈現已學的語言知識（字詞、句構）	
		學習任務能反映學生已學會的思考能力（事實、概念、辯論性問題）	
		學習任務反映學生在篇章架構裡的重要技能（文本結構、分析文章、文章鋪陳、關聯性或連貫性）	
		表現任務評量敘述明確扣合學習地圖上的學習目標與探究問題	✓