

## Radio Ad - Podcast Project

### Overview

The goal is for your group to critically analyze a health topic, become experts on it, and record your voice by making a podcast. You have been granted a small time slot on PBS Radio to create a 90 second radio ad or public service announcement about your topic.

### Getting Started

- A. Each group will choose a topic from the class list. Topics may not be repeated.
- B. The goal is for your group to *critically analyze* a topic. This means you should go beyond simply telling us basic info. It is more than just a summary. Your group should evaluate, analyze and speculate about your topic by demonstrating deeper levels of thinking.
- C. **Distribution of Work** - Each group member should equally contribute to the research, script writing and recording to this project. Part of your overall grade will be based on group members feedback about your individual contribution to the group.

### 1. Research

You will research your topic by using the guiding question(s) from your teacher.

### 2. Script

Each group must print and turn in a written script to the teacher after recording. Speaker names need to be identified. You might consider using a Google Doc to collaborate. The script should include the following:

- a. Content is well organized with a hook, body, important statistic (please cite your source) and conclusion.
- b. Covers topic with details and examples. Subject knowledge is excellent.
- c. Content is appropriate to the target audience (your classmates).
- d. All members of the group have equal speaking roles.
- e. 85-95 seconds in length, audio is clear, delivery holds audience's attention.
- f. Bibliography – Must include 2 sources using MLA format (use Noodles to help).

### 3. Recording

Use any recording app or software like Voice Memos, Garagband, Audacity, etc.

### 4. Submitting Your Recording

When you are finished recording your script, you must submit your audio file to your teacher.

## Topics for Radio Ad Podcast Project

**Chocolate Milk** – Is it true chocolate milk can be used as a post workout recovery drink? Why should we eat after exercise?

**Physical Inactivity** - Is it true that sitting kills more people than smoking? How bad is physical inactivity for our health?

**Diet Soda** – Are diet sodas making us fat? If they have no calories, how is this even possible?

**Soda Ban** – Should schools ban soda? Should entire cities ban soda?

**Gatorade vs. Water** – Should athletes use sports drinks or water to rehydrate after exercise? Are there times when Gatorade is more ideal to use than water?

**Hydration** – Should we really drink 64 ounces of water every day? How does hydration affect our physical and mental performance?

**I Run, Therefore I Am Smarter** – How does exercise impact our brain? Can it really make us smarter?

**High Stakes Exercise?** – Is it true exercise can help students perform better in school and score higher on tests? How is this even possible?

**Big Waistlines** – Why are so many Americans overweight or obese? What factors are contributing to America's growing waistline?

**Killer Nutrition** - Can some supplements really kill people? Which ones? How is this even possible?

**Is That Dirt In Your Protein Powder?** - Why doesn't the FDA (Food & Drug Administration) regulate supplements? Can companies really put "anything" in their product and sell it? What do consumers need to know about this?

**Risky Steroids** – Will steroids make me a better athlete? Can I not get strong without using steroids? What are the risks associated with using steroids as a high school athlete?

**From A to ZZZZ's** – Why do teenagers need about nine hours of sleep? What would happen if you did not sleep for two or three days straight?

**Stressed Out** – How can stress negatively impact our health? What are good coping strategies?

**Muscle Necessity** – Why is it important to strength train and develop muscle? Is it true muscle is more metabolically active than fat?

**Girl Power** - Should girls be afraid of gaining too much muscle when strength training? Why or why not?

**Jogging for Youth** – Can jogging regularly make you live longer? How so?

**Do calories count?** - Should all restaurant menu items contain calorie information? Will this information help people eat healthier?

**Organic food** – Should teenagers even consider eating organic food? Or is it a waste of money?

**Spoiler Alert** – Is it ideal to eat foods that will eventually spoil? Why should people focus on eating foods that eventually spoil versus eating processed foods?

**Chocolate Lovers** – Is it better to eat dark chocolate or milk chocolate? What are the health benefits and health concerns?

**Leafy greens** - supposedly spinach is a “superfood.” Why? Are there greens better than spinach? How can it be cooked to be tasty?

**High fructose corn-syrup** - It's in so many foods. What's the problem?

**Dieting vs. Exercise** - Why is it some people who exercise struggle to lose weight?

# Radio Ad Podcast Rubric

Group Members: 1. \_\_\_\_\_ 2. \_\_\_\_\_

Topic: \_\_\_\_\_

CATEGORY	5	4	3	2
<b>Content</b>	<p>Covers topic in-depth with details and examples. Subject knowledge is excellent and there is evidence of critical analysis.</p> <p>Content is well organized with a hook, body, important statistic and conclusion.</p> <p>Presentation shows a large amount of original thought. Ideas are creative and inventive</p> <p>Content is appropriate to the target audience.</p>	<p>Includes essential knowledge about the topic. Subject knowledge appears to be good and there is some evidence of critical analysis.</p> <p>Content is organized but a hook, body, important statistic and conclusion are not obvious.</p> <p>Presentation shows some original thought. Work shows new ideas and insights.</p> <p>Content is appropriate to the target audience.</p>	<p>Includes essential information about the topic but there are some factual errors OR lacks critical analysis</p> <p>Content is poorly organized and at least one of the hook, body, important statistic and conclusion are missing.</p> <p>Uses other people's ideas (giving them credit), but there is little evidence of original thinking.</p> <p>Content not appropriate to the target audience.</p>	<p>Content is minimal OR there are several factual errors. The topic is not critically analyzed.</p> <p>Turned in late, poorly organized, no evidence of planning. Plagiarized.</p> <p>Uses other people's ideas, but does not give them credit. Lacking original thought.</p> <p>Content not appropriate to the target audience.</p>
<b>Script</b>	<p>Printed script is submitted on time. Planned and written/typed, timings have been rehearsed, and speaking roles have been identified.</p>	<p>Printed script is submitted on time written/typed, but timings or speaking roles are somewhat unclear or inappropriate.</p>	<p>Printed script is late or It is written/typed, but lacking substance. Timings or speaking roles are unclear or inappropriate.</p>	<p>Printed script has not been submitted, or is lacking substance, timings, speaking roles, and images. Needs major revision.</p>
<b>Audio Recording</b>	<p>Interesting, well-rehearsed with smooth delivery that holds audience attention. Audio is clear.</p> <p>85-95 seconds.</p>	<p>Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention. Presentation is less than/more than 80-100 seconds.</p>	<p>Delivery not smooth, but able to hold audience attention most of the time. Audio is unclear. Presentation is less than/more than 70-110 seconds.</p>	<p>Delivery not smooth and audience attention lost. Audio is unclear. Presentation is less than/more than 60-120 seconds.</p>
<b>Bibliography</b>	<p>Bibliography is formatted in MLA style. Includes two or more sources.</p>	<p>Bibliography is formatted in MLA style. Only includes one source.</p>	<p>Bibliography is improperly formatted.</p>	<p>Missing bibliography</p>

Possible Points = 20 pts.

Your score \_\_\_\_\_