

Investigating Identity: Creating & Exploring Podcasts

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Where are you today?



Our learning today

- Give you some tools for using podcasts in your teaching
- Give you and your students a path into creating original podcasts
- Connect podcasts (listening and creating) to a sense of identity, belonging, and voice

First Breakout (zoom chat report back)

- What podcasts do you listen to and love?
- How have you used podcasts in your teaching?
What's worked?

Why I use podcasts:

- Widely accessible
- Meets students in a space they are already inhabiting
- Feature diverse voices and stories
- Students can create their own
- Spoken language and oral tradition

Starting out?

This American Life

Thunder Bay

Heavyweight

Code Switch

Serial and S-Town

Missing and Murdered and Stolen

Radiolab

99% Invisible

Reply All

New Yorker Fiction

Modern Love



CBC's Finding Cleo



How I teach this:

- In-class excerpts
- Listening and re-listening for meaning and for craft
- Complementary or synthesis texts (Wagamese's One Native Life)
- Showing learning - responses, concept maps
- Understanding the practice of trauma-informed reporting

60's SCOOP

In need of survival, feeling lost, they seek longing and belonging

The burden of carrying a trauma from the physical of initial abuse that restricts or how their life is shaped.

Survivors have attachment issues from the separation they experienced.

LEARNING OBJECTIVE
"The aspect of being removed from her culture, and having her identity taken away from her, is not an easy one to deal with."

LEARNING OBJECTIVE
"When I learned to speak English, I retained a huge part of myself."

ANALYSIS
The example shows the pain of feeling lost and seen, the feeling of belonging and wanting. They find that feeling after being separated from their community and families and placed in a new place foreign to them without any resemblance of the culture they had come from. It shows the loss of their self after the loss of their cultural identity.

UP FROM PAINMENT
"It was the feeling of being exposed, of knowing someone was watching on the other side of a door for the sound of my footsteps. It was the feeling of welcome, of belonging, the feeling of being known. I craved that feeling."

EMOTIONAL
Cleo felt lost and she remembered from the tests like she wants to be like others.

EMOTIONAL
April, sister of Cleo was in BCJ to learn her language depression for years.

ANALYSIS
The examples show how we found from the US's past had affected even on how they learned using their life, some of the survivors had difficulties picking up and speaking with the language they were expected to learn, try to retain in every way. Although some of them had learned well, it didn't work for some because of the memories that are so strong.

Cleo: The Shiles family tried to reorganize our culture and our spirit.
"This silent child became an isolated adult, an isolated adult, a very quiet adult, post-traumatic stress disorder, possible compulsive disorder, anxiety, depression."

UP FROM PAINMENT
"Europe is living for escape, and leaving is easier since you never truly settled in the first place."

ANALYSIS
The children of the US's were had attachment issues after being taken away from their family, they are unable to form that connection to the people around them when they were just in their adoptive family. They never feel like they were in the first place and still have the feeling of wanting to people and leave in that place to make that feeling.

UP FROM PAINMENT
"My home life was a disaster, and it hurt too much to be here, so I left one day. I had a grade five education and no sense of who I was. I was filled with anger, resentment and fear."

Cleo: "Survivors of the US's keep their stories of displacement in their interactive map."
"It leaves a big hole."
It's a hole that can never be mended. It's a hole that never gets away."

Creating Investigative Podcasts



judgment of strangers, it just wouldn't be as *satisfying*.

This is the structure of every story on our program—there's an anecdote, that is, a sequence of actions where someone says "this happened then this happened then this happened"—and then there's a moment of reflection about what that sequence means, and then on to the next sequence of actions.



It is an ancient storytelling structure, really. It's the structure, essentially, of a sermon; you hear a little story from the Bible, then the clergyperson tells you what it means.



Anecdote then reflection, over and over.

Student Sample 1: LGBTQ Immigrant Lives

Structure Draft:

Hook:

-START WITH A QUOTE "Let go of who you think you are supposed to be and be who you are."-
by Brene Brown.

-"Brene Brown once said.... "Let go of who you think you are supposed to be and be who you are."

DION 1:

[Mention about how everyone suffers from pretending to be who they are not just to feel validated, loved and accepted by people.]

"Most people in this world somehow pretended to be someone who they are not to receive the love and acceptance from other people to make themselves feel validated. We all suffer some parts of our lives to act a certain way and try to look a certain way which we think that it is a necessary way to receive love as if we are robots that google created to satisfy other people. A lot of LGBTQ members who lives in countries where being the minority is not fully accepted



Student Sample 2: Making Public Transit Better



Skytrain noise

There's a problem with our cities. We don't have enough public transit.

Clip of wilhelm talking about his bus not coming

Last November the liberal government announced its goal to get Canada to net-zero emissions by 2050, to meet that goal we need reliable and environmentally friendly public transit and right now

Student Sample 3:

Understanding Our Mothers' Experiences

Introduction: We all came from something, from a tiny speck of dust in this wide universe, into our mother's womb. It gave us life. However you may define it, they have showered our life with light, with sacrifice of their own life, just to secure her child's future and safety. Her satisfaction of seeing a smile across her child's face.

(Introducing ourselves)

Sam: Hi my name is Samantha

Marianne: Hi, I'm Marianne and we will explore the experiences of employment in Canada from one country to another, specifically looking at the experiences of our mother from different countries in Asia.

Narration (Samantha): Both of our mothers have something in common, they both made sacrifices of making decisions of leaving a life behind to put in the good of others before themselves. Leaving the life they are used to and starting from scratch to find a good opportunity for their families.

How we made these

- **Investigation** as goal of podcast
- Balance of scripted sections and interviews
- Review of rhetorical devices and speakers' tools
- Listening for craft (to a variety of podcast excerpts)
- How to do an interview
- Considering perspective, respectful treatment of subjects, and trauma-informed reporting
- Teacher as executive producer: approve proposal and review script
- Students brought their own media skills or used the Anchor.fm app

Thank you!

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