

All Inclusive
The Podcast for everyone



2024-1-CZ01-KA220-ADU-000246131

EASY PODCAST PRODUCTION TRAINING

Manual for Trainers



Co-funded by
the European Union



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INTRODUCTION

Podcasts are popular: worldwide 505 million listeners; despite that a survey among 30 people with disabilities in Czech Republic, Germany and Italy realized in the early stages of the project All Inclusive (2024-1-CZ01-KA220-ADU-000246131), demonstrated that people with cognitive disabilities do not even know what a podcast is.

Media is often a one-dimensional and pity-inducing portrayal of people with disabilities not providing fully accessible news and entertainment programs (European Economic and Social Committee): 74% of information issued by companies and public authorities is on C1 or C2 level. But over 70% of the population, even if they are native speakers, reads and understands B1 and B2 level.

Listening to a podcast requires the possession of basic ICT skills, to be able to download an app and look for topics for example, but also in the ability to understand the mainstream language: nobody listens to something they do not understand.

In Czech Republic, Germany and Italy there are only a handful of podcasts made by people with disabilities. However, they only reach a few people and are often in mainstream language. In Germany, most podcasts in easy language deal with daily news and politics, not entertainment or everyday topics.

On the other hand Podcasts serve as a low-threshold platform, allowing anyone to produce or listen with minimal resources, reaching a broad audience.

In light of these considerations, a training programme about “How to produce a podcast” has been drawn up, to make training as easy as possible with the aim to introduce this popular communication channel among social groups not very accustomed to it, starting from the assumption that podcasts can serve

as both a tool for expression and a means to obtain information and cultivate passions and interests for all.

The modules of the handbook “How to produce a podcast”, written using the easy to read and to understand language, can be freely downloaded by scanning the following qr code or by clicking [here](#):



The publication you are reading contains suggestions and procedures to support trainers in teaching podcasting using Easy-To-Read language: you will learn how to deliver high quality accessible training sessions on the different aspects of the podcast production, from podcast design to promotion strategies.

Starting from a deeper comprehension of the structure, aims and contents of the training programme “How to produce a podcast”, you will be guided through the specific guidelines for the course delivery: preparatory activities, structure and length, facilitation skills and tools, general tips to ensure accessibility. To finish with a toolbox: an exhaustive collection of practical exercises to complete the theoretical contents provided in each module of the handbook and of evaluation tools to evaluate the learning processes and get the participants feedback.



1

DESCRIPTION OF THE TRAINING PROGRAMME

“How to produce a podcast” is a complete programme aiming at developing knowledge and competences on podcasting, using an easy to read and to understand approach: it empowers the reader with the needed skills and know-how to feel ready to start podcasting, or at least to be a member of a podcast team.

“How to produce a podcast” is intended as a handbook to be used by readers independently, but above all as a training material for the delivery of the training course Easy podcast production, addressing people with low literacy skills and among them especially people with cognitive disability.

1.1 TARGET LEARNERS

The scope of the manual for trainers is to support the trainers in organizing and delivering the training course “How to produce a podcast” to an inclusive class specifically addressing adult people with a cognitive disability or low literacy skills, more in general (people who need a simplified and clearer language).

The specificity of the training course “How to produce a podcast” is its accessibility for people whose learning style benefits from the use of an easy to read and to understand language to completely understand concepts and procedures but also for a wider range of people as groups that are not part of mainstream communities, including people with functional illiteracy, low language skills, and refugees or even people with low ICT literacy who would like to try to express their opinions through a podcast.



1.2 STRUCTURE OF THE TRAINING PROGRAMME

The training programme is based on the handbook in easy to read and to understand language “How to produce a podcast”.

Handbook
**How to produce
a podcast**

All Inclusive
The Podcast for everyone



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The handbook is structured in 9 independent modules:

- 1. What is a podcast**
- 2. Concept, episode and script design for your podcast**
 - 2.1 Podcast formats
 - 2.2 How to create the concept for your podcast
 - 2.3 Podcast series and episode design
 - 2.4 Research Work
 - 2.5 Guide to content creation - The Script
- 3. Technical skills for podcasting**
 - 3.1 Basic tools for a recording studio
 - 3.2 Platforms for recording and dissemination
 - 3.3 Technical tips: filming, editing, publishing

- 4. Investments for your podcast production**
 - 4.1 Must-Have Equipment (around € 500)
 - 4.2 Nice-to-Have (If You Can Spend More)
 - 4.3 DIY: Build Your Own Podcast Studio
- 5. Public speaking and presenting skills**
 - 5.1 Tips for a better performance
 - 5.2 Practical exercises
 - 5.3 Guest Management and Moderation Skills
- 6. Tips for social media presence and engagement**
 - 6.1 Target audience
 - 6.2 Brand identity
 - 6.3 Social media platforms
 - 6.4 Engaging contents
 - 6.5 Listeners engagement
- 7. Evaluating content impact**
 - 7.1 Listeners' feedback
 - 7.2 Social Impact
 - 7.3 Analytics
- 8. Legal issues in podcast production**
 - 8.1 Types of legal issues
 - 8.2 Tips to avoid legal issues
- 9. Main features of a Barrier free podcast**
 - 9.1 Key features of a Barrier-Free podcast
 - 9.2 Easy to understand language
 - 9.3 How to prepare the guests to speak in easy to understand language
 - 9.4 Easy to read and understand graphic layout
 - 9.5 Easy to understand video and audio

This structure gives flexibility to the training programme itself, because it can be delivered as a whole, from module 1 to module 9, or it can be adapted to the learner needs and abilities: some modules can be skipped if not necessary or interesting for the participants, not compromising the integrity of the training. It can be delivered as a whole if the participants want to discover more about podcasting or they want to have a clear overview about it and everything is needed to start and manage a podcast.

You can compose a personalized learning path: if for example a learner already has a general knowledge about podcasting and desires to gain the needed knowledge and know-how to be a podcast host, that specific learner training programme may just include Module 5 - Public speaking and presenting skills and Module 9, but just the sections 9.2 and 9.3.

1.3 ROLES AND ABILITIES REQUIRED FOR A SUCCESSFUL PODCAST TEAM

Your group of learners will be composed of diverse people with different interests and different strengths: these unique features of each learner will make him/her suitable for a specific role in the podcast team. It is important that, at the end of your training course, or at the beginning (if the learner is already aware of them) you guide them in the discovery of the role they would like to have in the podcast team and in understanding if they can be independent in it or if they need some external support (by a volunteer for example).

A typical podcast team will have someone in charge of overall project management, someone to serve as host or co-host, one or more producers, and possibly additional support staff like editors, researchers, and social media managers.

Follows a table where the main role of a podcast team is associated with the tasks to be accomplished and the related needed skills.



Roles in a podcast team

HOST(S)

the primary voice of the podcast



Tasks

- Presenting
- guiding discussions and interviewing
- engaging with the audience



Skills

- be personable, charismatic, insightful
- be capable of building a rapport quickly with your guests
- having a semi-pleasing voice for audio
- be expressive
- Be articulate
- enjoy connecting with others
- stamina: speaking for a long period of time while maintaining good vocal control, cadence, and interest.



EXECUTIVE PRODUCER



Tasks

- oversee the production process
- make sure the show is executed according to his/her vision.
- managing schedules
- making the hard decisions
- keeping everyone focused and organized.



Skills

- be focused, organized, and always thinking ahead
- comfortable learning new things every day
- be comfortable with taking on a leadership role and being the one to make tough decisions
- good at communicating with other team members.

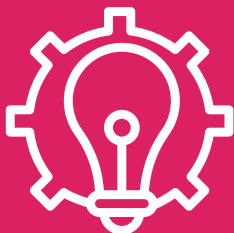


COORDINATOR



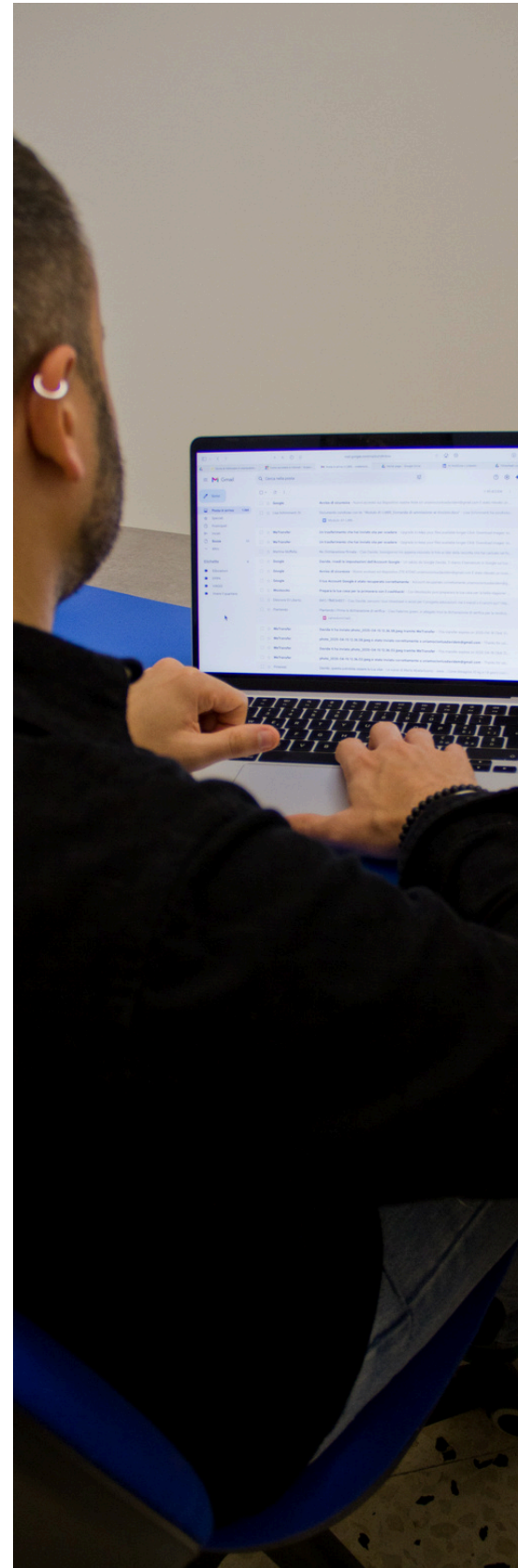
Tasks

- make sure everything is done on time
- to keep things running smoothly
- register the podcast domain name and set it up ready for the show to launch
- scheduling the episodes, coordinating the email list
- make sure guests have everything they need, and are notified by email once their episodes have gone live.



Skills

- be organised and focused.
- be confident in communicating with everyone else in the team.
- Monitoring
- Self-confident (ready to pipe up if something isn't happening on time).

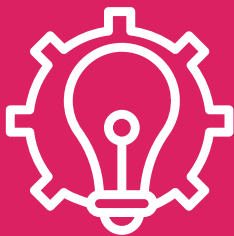


AUDIO ENGINEER



Tasks

- Recording
- Editing (turn the raw recording into a polished episode, adding intros, outros, ads, and any other segments)
- ensuring high-quality sound.
- They may also handle sound effects, music, and other audio elements.



Skills

- technical skills in audio setting and editing
- good attention to detail - cleaning up all the little blips and mistakes in a recording takes a careful ear.

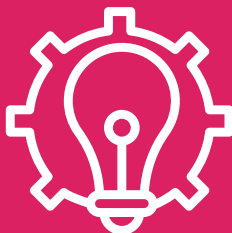


VIDEO EDITOR



Tasks

- Recording
- Editing (turn the raw recording into a polished episode, adding intros, outros, ads, and any other segments)
- ensuring high-quality video.



Skills

- technical skills in video setting and editing
- creativity

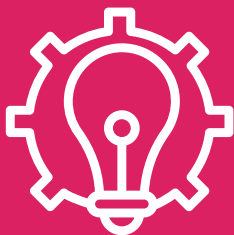


RESEARCHER



Tasks

- conducting background research on topics, guests, and current events.



Skills

- be able to find, compile, and interpret information in order to answer a question
- be able to interpret the reliability of a source
- put the information in an organized and logical way
- be able to present the findings to others.

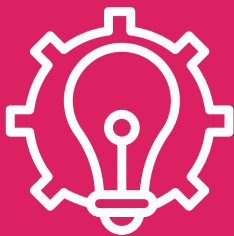


WRITER/ EDITOR



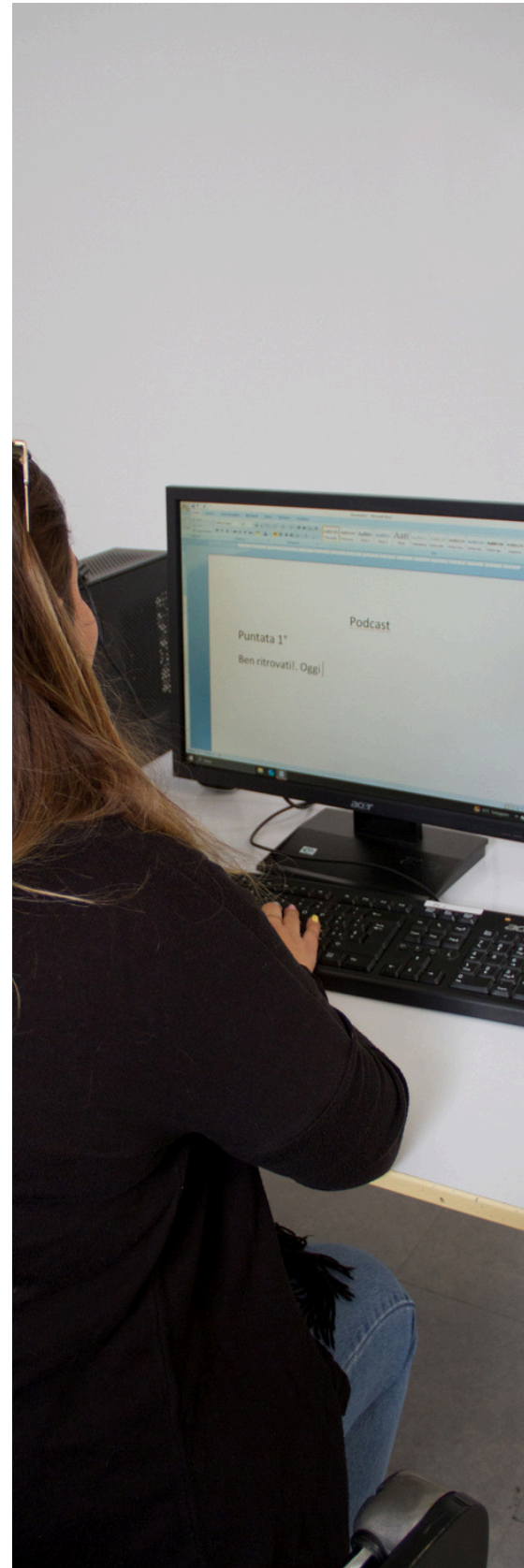
Tasks

- writing scripts
- Episodes title and descriptions
- writing show notes
- Writing promotional content.
- Writing the audio transcription
- Writing blog posts



Skills

- good writing skills
- creativity
- Some knowledge of the fundamentals of SEO and social media marketing can be useful

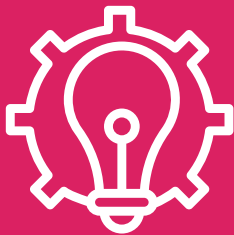


GRAPHIC DESIGNER



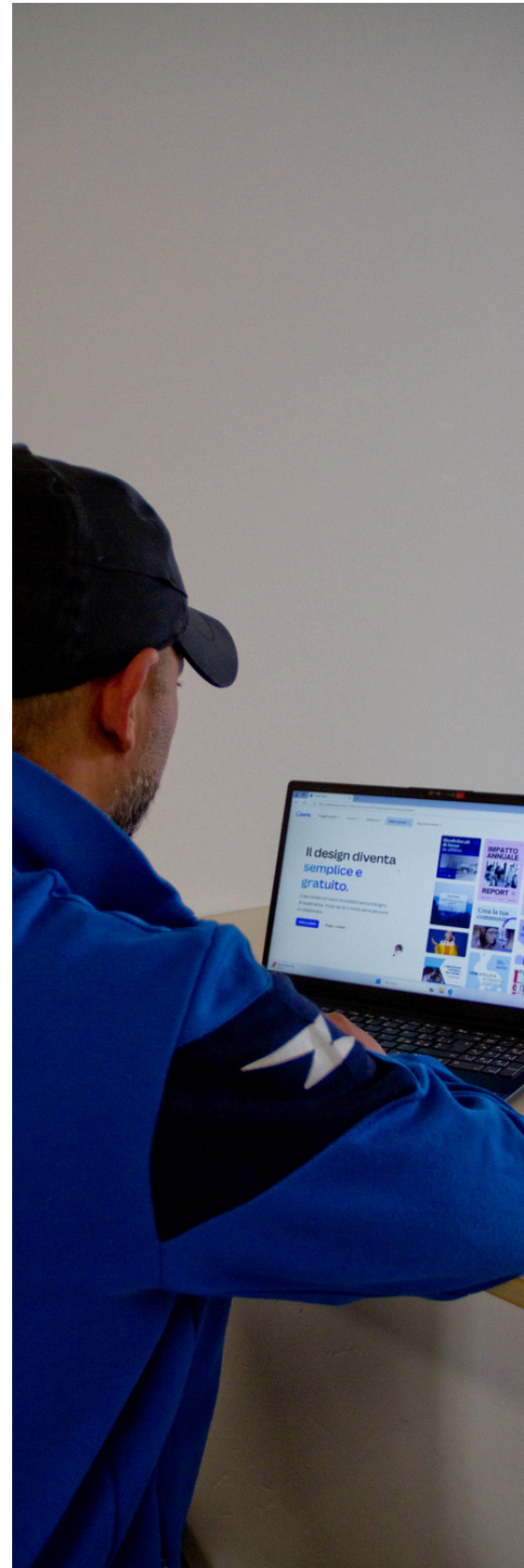
Tasks

- designing the podcast logo, episode artwork, and promotional materials



Skills

- making different types of graphics for different purposes.
- be organised and focused, so they can make promotional images to go out with every episode release.



SOCIAL MEDIA MANAGER



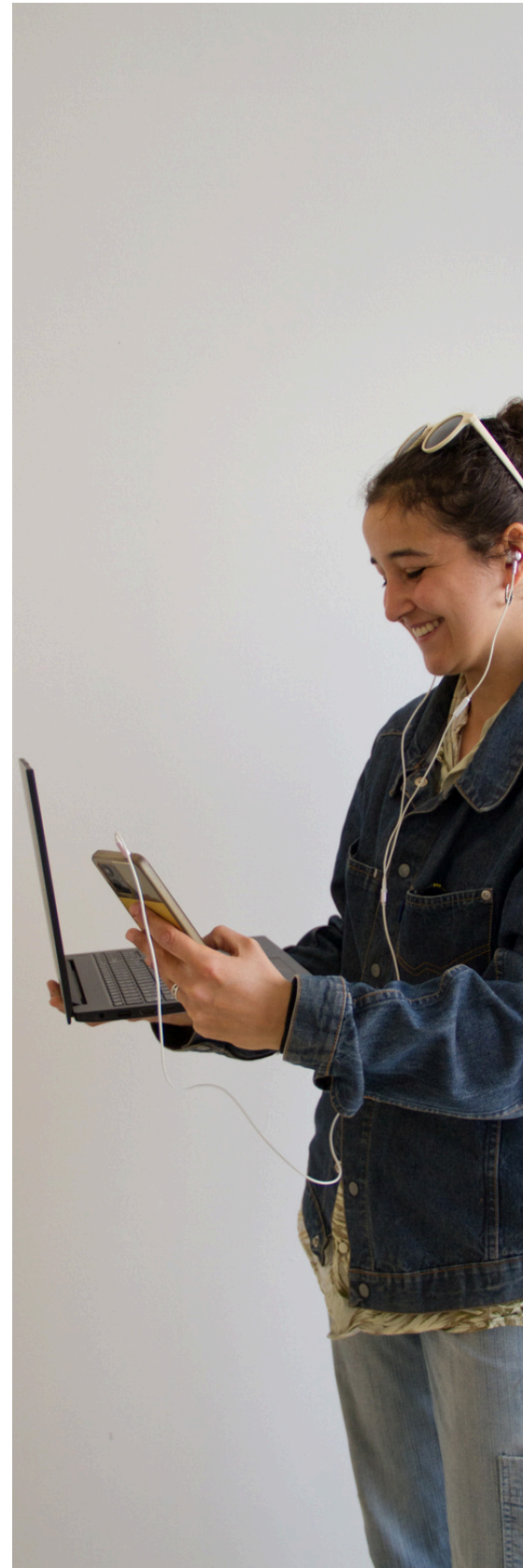
Tasks

- managing the podcast's social media presence
- engaging with the audience
- Promoting episodes across various platforms.
- They also can engage with the podcast community, moderate forums or discussion groups, and foster a sense of community among listeners.



Skills

- Writing
- proofreading skills
- Knowledge and understanding of the main social media platforms
- Flexibility
- Timeliness



OUTREACH MANAGER



Tasks

- finding new guests for your podcast.



Skills

- Sending emails
- Cultivating relationships with a variety of people
- be personable and persuasive
- be organised, as it's their job to schedule in guests for recording sessions and liaise with the rest of the team.



VOICE OVER SPECIALIST



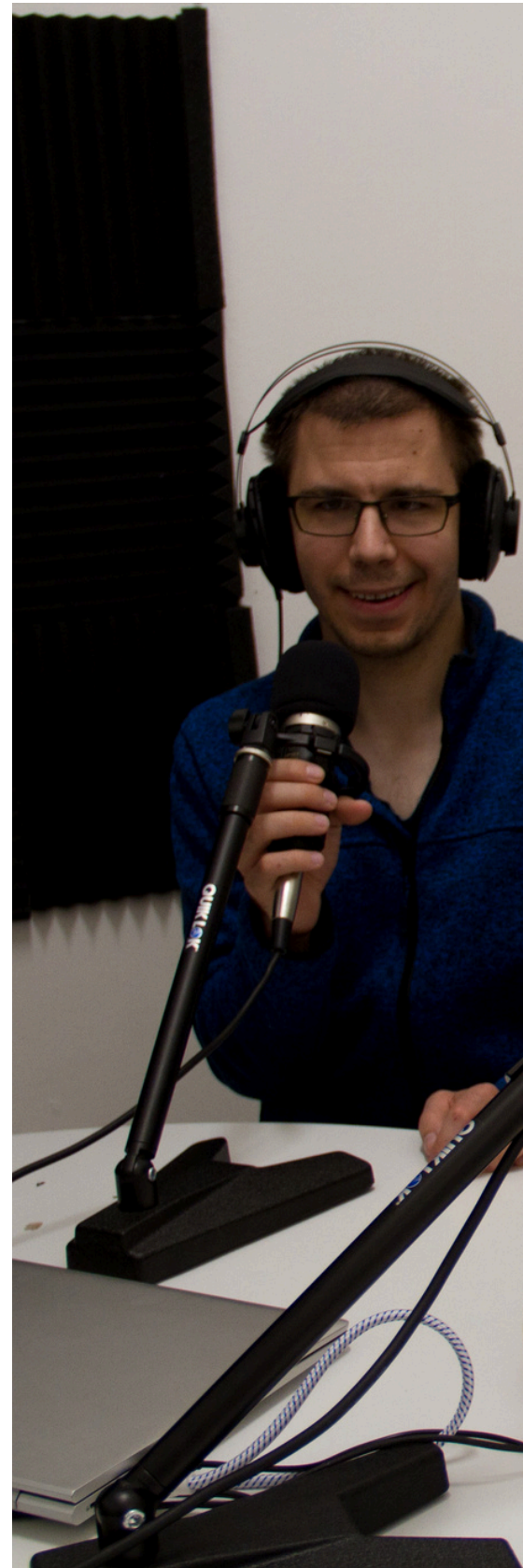
Tasks

- to record advertisements, intros, and outros



Skills

- Versatility to be able to adapt their performance to different types of recordings
- Creativity: manipulating their voices to convey different emotions
- Articulation: so listeners can understand the message completely.



Consider that it is not necessarily needed to appoint a separate person for each of these podcast roles: a same person can take on multiple roles as well as the same position can be filled by more than one person.



Advice:

- If the aim of your training is to guide the learners in the creation of a podcast team where each of them will collaborate, a focus group could be a good solution for leading the process of assigning the roles within the team: the participants express their preferences and the trainer can take note of the attitudes and skills possessed by them, thus facilitating the delicate task of distributing the roles and matching the right person at the right role: one of the most important aspects of launching a successful podcast is building a podcast team you can rely on.
- If the aim of your training is just to train the participants so that they can create their podcast team on their own, it can be useful if you illustrate to them the needed roles and give some tips about how to create their podcast team: starting from the analysis of their own skills and the roles they can cover themselves, they should look for the other people they need; if they are working on a limited budget, they can even look into their personal network of friends and family who might be willing to help out. Suggest them to be sure to clearly explain what the team members' responsibilities will be and what level of commitment they are expecting from them, during the recruitment process. When it comes to building a podcast team, the most important thing is to find people they can trust: find people who have the same vision for the podcast as they do, and who they can count on to help them see that vision through. The people they surround themselves with will have a big impact on how their brand is perceived by the audience, as well as the success of the podcast.

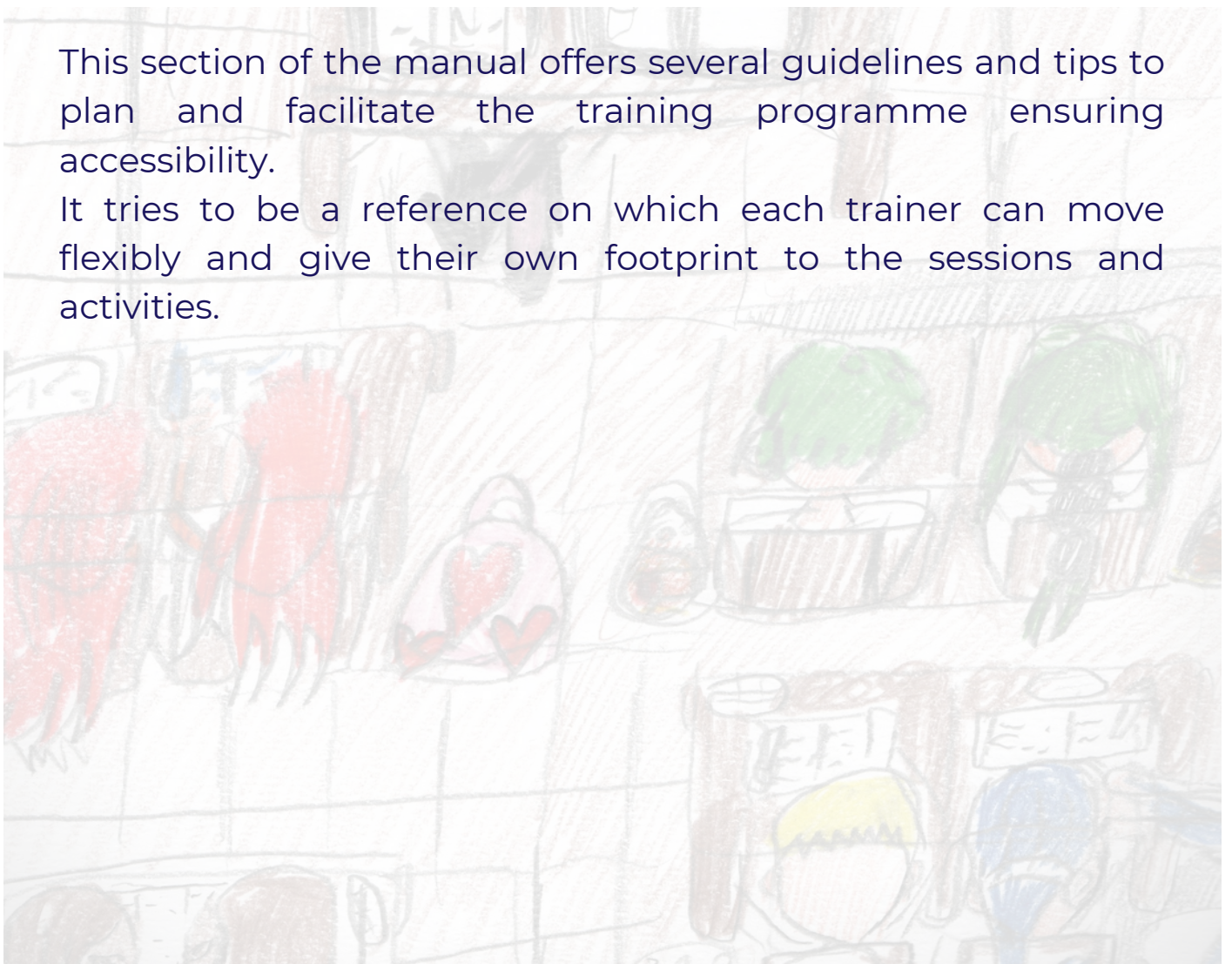


2

COURSE DELIVERY

This section of the manual offers several guidelines and tips to plan and facilitate the training programme ensuring accessibility.

It tries to be a reference on which each trainer can move flexibly and give their own footprint to the sessions and activities.



2.1 PREPARATION BEFORE CONDUCTING THE TRAINING

Prepare yourself:

- **Read the modules of the training handbook How to produce a podcast** that you are going to deliver in order to familiarize with its structure and master the contents.
- **Take a look at chapter 3 of this manual:** there you will find some exercises to propose to the learners allowing them to learn contents by doing and some evaluation tools (prior skills assessment, daily evaluation, learner self-assessment questionnaires module by module, final evaluation). It would be good to perform the exercises on your own previously, to make sure that you are clear about all their instructions, steps and expected results.
- **Schedule the sessions** of the training course.

Note: it is not necessary to prepare a media presentation of the contents, because the Handbook How to produce a podcast is in the presentation layout already!



2.2 SUGGESTED STRUCTURE AND LENGTH

The suggested length of a training session is 2 hours, with a small pause of 15 minutes in between. Longer sessions are not recommended because it could be difficult for the participants to stay focused.

Be aware that each module may need several training sessions, depending on the learning rhythms of the group.

An additional training session on the same module could be planned:

- to deepen the topic, for those learners who managed to acquire the contents and expressed the will to know more
- to strengthen the basic skills of that module for those learners who had more difficulties.

Anyway, the trainer should introduce the next module only when the previous one is already consolidated.

At the end of each module, the trainer should assess the basic skills developed through that module.

Follows a general scheme about the **expected number of lessons per module**, but be aware that it can change depending on the learning dynamics within the group.

Module	Approximate number of lessons*
1.What is a podcast	1**
2. Concept, episode and script design for your podcast	2

Module	Approximate number of lessons*
3. Technical skills for podcasting	2
4. Investments for your podcast production	1
5. Public speaking and presenting skills	3
6. Tips for social media presence and engagement	2
7. Evaluating content impact	1
8. Legal issues in podcast production	1
9. Main features of a Barrier free podcast	2
TOTAL	15 ***

* 1 lesson is considered having a length of 2 hours and composed by theoretical parts and exercises

** This module is very short, it is recommended to deliver it together with some introductory activities, see the paragraph below.

***It is suggested to add a 16th session to make a recap of the training course, eventual facilitation of role assignment, final evaluation and certificate delivery.

The first lesson should be an introductory one, where you will introduce yourself and the participants will start to get to know each other (you will find a suggested knowledge activity in the next chapter).

Take time to explain the training methodology and the concrete tools you are going to use, like the accessibility cards. You can hand out accessibility cards to participants: this is one of the tools suggested by Inclusion Europe to run easy-to-understand seminars and meetings. Each participant receives a card of each colour. Participants show the green card when they agree with what is being said. They hold it up to show that they are understanding and following the activity leader. Participants hold up the yellow card to communicate that you are speaking too fast, or that they feel confused. Participants hold up the red card to communicate that they do not understand what is being said or to ask a question. Accessibility cards can be a good way to make sure that everyone is understanding what is being said and to give participants a lot of power.

Furthermore, on the first day you should explain the goals of the course and ask the learners about their expectations (you will find a suggested activity for this purpose in the next chapter).

Finally, you can explain how the structure of each session will be, their duration, and other details you think could be important (always follow the same structure for the training sessions, so the participants know what to expect).

You can make a brainstorming session to discover what the participants already know about podcasts and then present the module 1 of the training programme (you will find a suggestion about how to handle it in the paragraph 2.3 and in the next chapter).

The first lesson is also a good occasion to make an initial skills and knowledge assessment of the participants (see chapter 3), in order to adapt the training approach to the participants needs and to have a reference to later evaluate the participants' degree of learning after the course.

The training How to produce a podcast could be delivered In-Person and online.

In-person:

Classroom training remains one of the most popular techniques for building skills capacity.

Online:

Online Learning as a delivery method uses Internet technologies to deliver a broad array of solutions to enable learning.

Since the target learners are people with cognitive disability, it is important to get information on their level of ICT competences: if their competences do not allow the participants to be independent in taking the online course, a good

solution, is to have the learners in presence in a room with an educator and some volunteers (to help them with technicalities), there should be at least one computer per 2 learners (so to allow interaction) connected with the trainer online. The structure of the course would not change a lot: just all the evaluations should be taken using online tools (as the Google Modules) as well as the final quizzes and the exercises will need a bit of adaptation, but in the most of the cases, the participants can do them even collaborating in person with their classmates and then sharing the results with the trainer online, or if they are computer independent users, they can connect from home and work together with classmates using breakout rooms.

General suggested delivery mechanisms:

1. **Start from the learners previous knowledge** about the topic and allow knowledge transfer between the learners, using small group discussions and Q & A sessions.
2. **Use Multimedia:** multimedia training materials tend to be more provocative and challenging and, therefore, more stimulating to the student's mind.
3. **Interactive tools:** the engagement of students can be easily achieved by using interactive tools in integration to the theoretical explanations (see chapter 3, for inspiration).



2.3 FACILITATION TECHNIQUES

Facilitation in training involves more than just imparting knowledge; it's about enabling participants to engage deeply with the content, collaborate with others, and apply their new skills effectively. For trainers, excellent facilitation skills can mean the difference between a forgettable session and a transformative experience.

The trainer should be able to promote a classroom culture where students feel secure in taking risks and learning from their failures, key components of growth and learning. Key elements of a positive classroom culture are:

Trust and Respect

Setting clear expectations for behavior and interaction, and modelling these behaviors yourself. When students feel respected and safe, they are more likely to take risks and engage deeply with the material.

Embrace Diversity

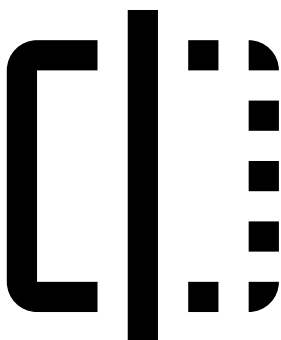
Acknowledging and celebrating the diverse backgrounds and perspectives that students bring to the classroom to reach higher levels of learner engagement and satisfaction.

Encourage Autonomy

Giving learners some control over their learning process. Options could include choosing how they want to complete an assignment or selecting which topics they want to explore in greater depth. This autonomy can increase motivation and investment in their learning.

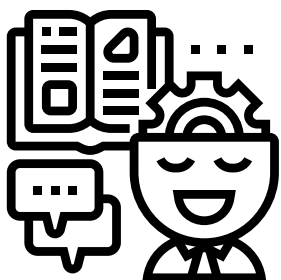
Follows some training methods that can inspire you in the planning and delivery of your training sessions:

Flipped classrooms



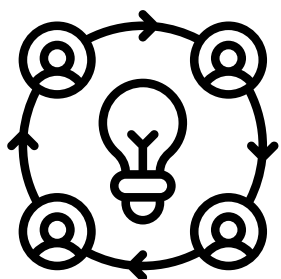
It is also known as inverted classrooms: learners review class materials before lessons as homework. In-class time is dedicated to diving deeper and understanding the materials better through discussions, interactive exercises, and independent work that would have previously been completed at home — all under the guidance of the trainer, who is present and available to respond to any questions that may arise.

Blended Learning



It combines online digital media with traditional classroom methods. Blended learning is a method of teaching that integrates technology and digital media and the traditional instructor or educator. It requires the physical presence of both trainer and learners, with some element of student control over time, place, path, or pace. Face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. It gives students a more flexible customised learning experience.

Collaborative learning



It is a situation in which two or more people learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources, knowledge, and skills. Learners actively engage with each other to problem solve, conversations and discussions take place, synthesize information. Collaborative learning as a result can also directly support the development of a range of high-level intellectual skills, such as critical thinking, analytical thinking, synthesis, and evaluation, which are key requirements for learners in a digital age.

Here an overview of **facilitation techniques** you can embed in your training:

Brainstorming

It allows learners to share lots of ideas quickly without fear. It is a useful tool for creative thinking and dialogue.

1. Select a topic for brainstorming and phrase the question to stimulate the group to share their ideas.
2. Write the participants' ideas on a large sheet of paper or on an online canva (for example using a nice template on [canva.com](https://www.canva.com) whose access could even be shared with the participants by email). To encourage participation, tell the group that, at this stage, we are not making value judgments on whether we agree or disagree with the ideas.
3. Once the group has provided a wide range of ideas you can work with them to cluster, discuss and focus on key points of interest.

Think, Pair, Share

It encourages all the participants to reflect thoughtfully before sharing in a pair or group. It can give confidence and encourage greater participation.

1. Participants reflect on a question/topic on their own, writing their thoughts (es. 3 - 5 ideas).
2. Participants then share their thoughts in pairs before finally sharing in larger groups. You can then take feedback of key points from each group.
3. Another approach to step two is to ask participants to share the key points made by their partner. This encourages important active listening. Or to choose together in pairs the 3-5 ideas to share with the group, among the ones they collected and discussed together.

Debriefing

It is used to reflect on and reinforce the learning that has emerged from an activity or to identify how the participants are feeling and what needs to happen next.

Prepare it in advance, choosing questions related to the activity that will best allow the group to share their learning and experiences for example How did you feel during that activity? Why? What did you learn during that activity? Are there different perspectives? Keep the question simple and choose questions that are relevant and inspiring!

Questioning Techniques

Skillful questioning helps uncover insights, stimulates critical thinking, and keeps participants engaged. Questions should be open-ended to elicit detailed responses.

Use reinforcement to consolidate learning

for example by using badges or stickers to give the learners when they complete a task.

Let the participants show their work

to the rest of the class and to inspire them with their achievements.

Make use of AI

in the facilitation of your training sessions: it can be used for brainstorming, content creation, and summarization, visual facilitation and generating images, sorting and grouping of content, creating engaging presentations, enhancing collaboration and insights.

Structured approach to training sessions, modeled after a common format that ensures consistency and clarity

- Start each session with a recap of the topics addressed during the previous lesson, followed by the evaluation of its learning outcomes through the knowledge assessment questionnaires. Take time to evaluate the results and to identify the difficulties: give and receive feedback, using it constructively to enhance learning and personal growth;
- Make a short and clear introduction to the topic of the day;
- Try to start from the knowledge and previous experiences of the learners: learners' previous experience and knowledge can be used as a starting point to motivate towards new learning;
- Add additional content and concepts gradually making sure they have understood, and that there are no unclear concepts and passages left behind. Make examples, show figures. Try to use different means, sounds, images and words to explain. In this way your lesson will be more inclusive because you would involve different types of intelligences (verbal, visual and auditory intelligence);

- Summarize the main points of the lesson;
- Make available printed versions of the module: this way the participants can consult them during the learning process;
- Ask often feedback to the group to keep the level attention high;
- Alternate theoretical explanations with practical activities and exercises;
- Share the participants' products from the exercises with the class and give feedbacks or as the class mates for giving feedbacks;
- Conclude by asking the participants how they feel and anticipating the content of the next session.

2.4 GENERAL TIPS TO ENSURE ACCESSIBILITY

- **Active Listening:** listen actively to understand the concerns and needs of participants, adapting their sessions in real-time to address these issues.
- **Group Dynamics Management:** try to be adept at managing diverse personalities and ensuring that all participants are included, minimizing dominance by any single attendee.
- **Adaptability:** be flexible and ready to alter training approaches as needed; it is crucial, especially in response to group feedback and changing circumstances.
- **KEEP IT SIMPLE**

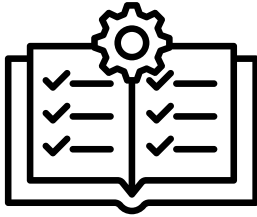


Use an easy to understand language: simple words and short sentences. Speak to people directly. Use words like “you” to do this. Use positive sentences rather than negative ones. Use active language rather than passive language. Try to always use the same word to refer to the same thing, avoiding synonyms. If you need to use difficult words, explain them clearly and use examples. Do not use difficult ideas or metaphors. Do not use words from other languages. Avoid using initials, percentages (63%) or big numbers (1,758,625). If an explanation does not seem to be understood, repeat the message but using other words, in a simpler way. If giving advice or instructions, phrase them positively.

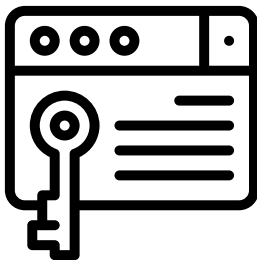
In a spontaneous conversation, you might find it difficult to keep all these requirements in your head; however, you will have a chance of getting immediate feedback from your conversation partner, and you should be able to adapt to them quite naturally. With some practice, you should find it easier to adjust your language, even in spontaneous conversations.



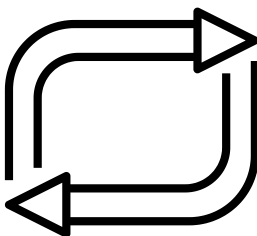
Speak slowly and clearly but naturally, with breaks between each phrase. Express one idea in one short sentence. Offer concrete and specific guidelines, avoiding generalities and ambiguities. Choose active voice over passive voice. Speak calmly and be patient.



When you give instructions, break them down into simple steps and allow the person to finish one small step before giving directions for another step: it may be difficult to remember more than one step and follow it; breaking the directions into small and easy steps and giving them one by one with enough time to finish the previous one before going on may be beneficial. Also, make sure you give directions for every step your listener needs to take, not leaving anything to be inferred.



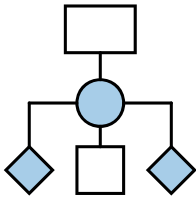
- **Indicate keywords as you speak:** repeat the main terms, emphasise that the listener should remember them, and ask questions regarding these keywords. You can also use pictures, objects, sounds, and writings that illustrate the keywords and help your listener to keep them in mind.



- **Repeat and summarise important information:** frequently repeat and summarise the most important information during the lesson. Also, make sure you repeat the most important things after the explanation.



Accompany your talk with gestures: spontaneous hand gestures, especially illustrators (such as indicating the size or the shape of the object you are talking to), regulators (like head nods), and body movement can help you be more effective.



Represent visually the main line of the argument: you can draw a scheme of the main argument you are making.

Always remind yourself of the acronym KISS: Keep it short and simple!

- **Keep a calm atmosphere in class**
- **Allow repetition learning** to adapt to the characteristics of the participants: different participants will need a different number of tries to solve each activity.
- **Give time to the learners to understand and to ask questions:** adapt to the pace of work and the learning style of the target learners, which means to be patient and reduce the speed of the expected response and the amount of work required per session. Learning will be slower, but the climate will be safer, and more positive for the user.
- **Use the accessibility cards** (green, yellow and red) and ask the learners if they are following the session. If they raise the red card, it will mean that they are in trouble.
- **Prepare the space and think about accessibility:** the room and each participant's working place should be comfortable enough. Be aware that some participants could need different adaptations to have easy accessibility to the course. Look for tools and equipment that could facilitate the work of your learners, there are many devices available: mice, keyboards, screen options, letter sizes and fonts, voice recognition, etc. Ensure that the room conditions are good to develop your class: light, temperature, etc.

IF THE GROUP IS A MIXED ABILITY ONE

Your group of participants may involve a very diverse range of people (even if mainly targeting people with cognitive disability), so here follows some simple

tips to keep in mind to ensure accessibility for all.



In the case of **people with physical disability** (people in a wheelchair, people using crutches, people with motor difficulties), you must make sure that:

- the venue is accessible (without relevant architectural barriers)
- the space is not prepared with too many chairs because some of the participants will not need them
- enough volunteers are involved as supporting staff to provide support to the participants to move in the venue, take a seat, write, pick up objects from the floor, open doors etc., when and if the learners need it.



If the group of participants involve **people with mental health issues** (ex. anxiety disorders, mood disorders and psychoses), you must make sure that:

- instructions are broken down in small tasks to be easily understandable
- only concrete expressions are used and no concepts are given for granted
- the participant's personal space is respected (in some people it could cause anxiety).
- some limits are fixed: ex. "I have just 5 minutes to talk with you" or "if you are so excited I cannot talk with you".
- The staff has a welcoming and reassuring attitude.



In the case of **blind people**, you must make sure that:

- there are no obstacles (ex. chairs or tables) in the walking path
- before to start, some information is given to the participants about the features of the venue where the info-session is being hosted, where the facilities are located, who is in the room
- all the information is provided using the voice and avoiding the use of abstract words
- To facilitate the comprehension, you could send the training material in advance, so that the participants can hear them already before the lesson using the screen reader option on their smartphone or laptop: it will make it easier for them to follow the rhythms of training.
- enough volunteers are involved to guide the participants to their seat, to the facilities (if needed), to take objects, open doors etc., to write the participants contributions during the group activities, when and if the learners need it.



If the group of participants involve **deaf people**, you must make sure that:

- a sign language interpreter is invited, to facilitate the communication or a software for the real time transcription of what is being said, is used and connected with a projector (or more simply, you could invite a volunteer to type in real time what is said and to project it on a screen)
- the facilitator speaks slowly and with a normal tone of voice, he/she is in a well-lighted position, his/her mouth is well visible, and he/she is close to his/her audience to facilitate the lip reading
- the information is provided in a written format too
- facilitators/volunteers have a flexible attitude: some deaf people communicate through sign language, some others use lip reading and they can speak, some others prefer the written communication: they must be prepared to adapt the facilitation of the session to the needs of the participants
- If the participants are **hard of hearing**, it is important to allow them to sit next to the trainer (or in general next to the person who is talking), so that they can hear more easily.

It should be noted that every person is different and there are different levels of functioning even within the same type of disability, which may impact the learners' needs in terms of facilitation (this is particularly important for people with learning and intellectual disabilities and also for people with autism spectrum disorders); the advice and adaptations suggested here are general and may not be specific to every participant



3

TOOL BOX

This section is an exhaustive collection of:

- **practical exercises** to complete the theoretical contents provided in each module of the handbook allowing you to compose the training sessions based on your participants needs and with the right alternation between theoretical explanations and practical applications. This way it is possible to ensure active and effective learning and participants' engagement.
- **evaluation tools** to evaluate the learning processes and get the participants feedback: prior skills assessment, daily evaluation, learner self-assessment questionnaires module by module, final evaluation.

3.1 PRACTICAL EXERCISES FOR EACH TRAINING MODULE

For previous knowledge sharing

Some ideas to share the participants' previous knowledge, as an alternative to the usual brainstorming - choose the more suitable for your group of learners:

- **One Word Method**

Start by introducing a topic of theme and let participants know that they'll collaboratively create a sentence by each contributing one word of that sentence in order. The aim of the game is to create a sentence that makes sense and which also covers the subject or topic you've chosen. This training game is especially effective at encouraging everyone in the group to speak early in the session and can help introduce a difficult subject in an approachable manner.

- **Catch All**

Choose a topic relevant to your lesson and ask the participants to stand in a circle. Next, throw the ball to a participant who must respond by recalling something he/she knows or has learned about the topic before throwing it to another participant. You can use this at the start of a session to gauge existing knowledge or use it after to help the group recall what they did previously.

- **Walking Questions**

Sometimes, one of the best sources of information and insights is from learners themselves. In this training activity, you'll invite groups to answer one another's questions in order to close knowledge gaps and encourage proactivity in the group.

Start by giving each participant a sheet of paper at the end of a training block. Each learner writes one open question on its top. They then hand the paper to the person to their right. On the new sheet they receive, each learner will read the question and write down any ideas or insights they might have before handing it onto the next person. The activity ends

when everybody has their original sheet back, complete with ideas from everyone else in the group.

- **Fun with Snowballs**

Creating an opportunity for participants to recall and share information while also having fun can enhance learning and create a memorable training experience for all. Start by distributing paper to each participant. Next, ask a question relevant to your lesson topic of the day and ask each participant to write their response on the piece of paper.

Next, get everyone to move into an open space and have a snowball fight using the responses they've made. After a few minutes, blow a whistle and have each participant grab the snowball closest to them and read the answer or information out loud.

- **Facts about ...**

Start by defining a topic the group is going to list facts about.

For example, for training on social media engagement, the topic might be "Facts about good social media management." Next, invite the group to sit in a circle and have each person in turn contribute a fact about the topic. While this is easy to start with, it can be difficult to keep going around the circle without repeating a fact or introducing an opinion or unproven theory. When someone breaks the rules of the game, another member should challenge by saying "Just the facts!" and then the group will vote on whether it is a fact or not. This is a great training icebreaker to get people warmed up while thinking critically about the topic at hand.

- **Box of surprise**

Prepare in advance a box with some objects. The learners are required to choose an object and say something connected with the object and the topic.

First lesson and Module 1

- **Magic Box** - An effective training icebreaker game:

1. Prepare a box with objects
2. Ask the learners to start by choosing an object from the box.
3. Next, they'll tell the group who they are, why they selected the object and what they think it has to do with the training ahead.

Participants are asked to think creatively about the relationship between the object and the workshop they're about to undertake, creating engagement and allowing space for personal expression.

- **I Expect**

Having the group share their expectations of a training course can help

create alignment and spur engagement while also giving the trainer insight into how they might best serve the group.

Start by dividing a flipchart or virtual whiteboard into four quadrants. Then ask participants to respond with what they expect from: 1. The Training, 2. The Trainer, 3. From Yourself and 4. Other Participants.

You can have participants write their responses on sticky notes and add them to the chart, or simply ask for responses and write them in the necessary place. Check back at the end to show the group what they've achieved in line with their expectations.

Module 2

- **One minute to guess:**

to give a concrete idea of the different types of format, you can do a small research among famous podcasts in your country and show the participants 1 minute of a podcast for each different format. To make it more interactive, you can ask the learners to guess which type of podcast is. At the end you can ask them which format do they like the best and why.

- **Practicing research work**

Tell the participants to imagine they are part of a podcast team, running a specific format and give them the task to make a web research on a specific topic.

- **Three exercises to practice Creative Writing**

1. Five Senses Exercise

Choose a place (e.g., a café, a park, a bus stop) and describe it using your five senses:

- What do you see? (colors, movement, people)
- What do you hear? (conversations, noises, music)
- What do you feel? (temperature, wind, smells)
- What do you touch? (materials, textures)
- What do you taste? (if anything)

Goal: To develop vivid and sensory-rich descriptions.

2. Shifting Perspectives

Write a scene from two different points of view. For example, a dog gets lost in the park.

Write it from:

- The dog's perspective
- The owner's perspective

Goal: To practice writing from different viewpoints.

After this exercise you could have a discussion on how to apply this method to the general objective of the podcast. The topics of the podcast are intended to interest a broad public, not just people with disabilities. Participants should think about what is interesting for people without disabilities in the topic and why they should listen to the podcast. And what about the topic is interesting for people with disabilities. In other words, the change of perspective can also be practised in this way. As with the topic of travelling, for example: what might interest people without disabilities about traveling and what is important for people with disabilities when they want to travel.

3. 10-Minute Free Writing

Set a timer for 10 minutes and write non-stop about whatever comes to mind. It doesn't need to be perfect — just don't stop to think.

Goal: To overcome writer's block and practice spontaneous writing.

Module 3

- **Basic tools for a recording studio: memory task**

After showing the images and explaining the tools, stop the projection and ask the learners as group to recall as many of those basic tools as they can.

- **Audio and video setting**

If you have at your disposal the basic tools for a recording studio, you can place them on a desk and ask the participants to place and connect everything as if they are creating their recording studio. Promote learning by doing and peer learning during this exercise, but make sure you are able to give eventual support and explanations to the participants, or invite an expert who can give his guidance if needed and feedback at the end of the exercise.

- **Practicing the basics of audio and video editing**

If you have the availability of a laptop for each 2 participants, you can provide the learners with a non-edited video with an interview for example, or simply a person talking about a specific topic, asking them to edit it using Leonardo Da Vinci. More than an exercise it will be a workshop. At first you have to show them the small steps needed to use the basics of the programme, letting them do each small step on their laptops right after you, then leave them some time to practice and to show their final result.

Module 4

Ask the learners in couples, to make an online research of the basic tools they would choose for their own recording studio, and check how much budget they would need for that.

Module 5

Three group exercises to improve public speaking and the ability to conduct interviews

- **Storytelling Using Pictures (20 min. max):**

Storytelling is essential to keep the listeners interested and make them remember the particulars that are being delivered.

You can use Dixit playcards or find an intriguing picture on the internet and ask the participants to tell a story about it to practice constructing storytelling.

They should talk about the characters' backgrounds, personalities, goals, driving forces, and everything else that will help to create a fascinating tale about them. You can involve a few participants as volunteers or all the participants one by one. Each story cannot be longer than 2 minutes.

- **Prattle on about a Subject you don't care about (6 min. max):**

Excitement spreads easily: a good speaker must be enthusiastic about your issue for your listeners to be as well.

You can involve a few participants as volunteers or all the participants one by one. Pick anything they don't care about, like a household tool, and invite them to practice talking excitedly about it using their tone, intensity, and gestures to convey the impression that it is the most exciting item in the world. Set a time per person, as 30 seconds, and change the object for the next participant.

- **Practice interviewing abilities**

Tell the participants to imagine inviting one of their classmates as guests in their podcast. They have to create a list of 6 questions to create an interesting interview about them (something they like, something interesting in their life).

Ask one or more participants to conduct the interview. Ask the group for feedback on the interviewer's performance and give your own.

- **DEBRIEFING:**

Thank the participants for their involvement in this challenging activity and tell them that feeling anxious is normal, but if they want to succeed in public speaking, they have to overcome their anxiety: the things they have to say are worth it.

Module 6

- **Create your brand style**

Canva is a great free tool to use: it's user -friendly and offers a range of templates and design elements to help you create professional-looking branding materials . Just invite the learners, individually or in couples (depending on the available ICT equipment and volunteer support) to sign up, choose a template, and start customizing it to fit their brand's style. (Familiarize a bit with the website and its tools before the training session and step by step guide the participants in signing up and choosing the project they want to modify and the tools they can use. Let them create, give some advice and allow them to present their product to their classmates!)

- **Create your post for a specific social media**

Now ask the learners to choose a social media platform, individually or in couple, and to create the content to promote the next episode of their podcast: they can use canva.com also for this purpose, showing them the available resources there.

Module 7

Practice with trend analysis

- Go to your organization's social media analytics page, on different channels and make printouts. Divide the participants in small groups and distribute the analytics among them. Give the learners some time to have a look at them and draw some conclusions, and ask them to present their trend analysis to the group.
- Share with the learners these links:
 - **TikTok Creative Center**
 - **X's Explore page**
 - **Instagram's Explore page**
 - Or national ones like for Germany from the Social Media Akademie and ask them to find trends and they have to identify the most popular hashtags for example or other relevant trends.

Module 8

Ask the learners to create a **Check-list to avoid legal issues** and propose them a photo or a video or a jingle to be used for their podcast creation or a podcast promotion and ask them what they need to check to avoid legal issues from their checklist.

Module 9

- **Easy to understand speech**

Choose a topic and ask the learners to try to talk about it, following the tips about easy language. While a learner is speaking, the rest of the class are listeners and they are asked for feedback about their mate's performance: how do they find it? What was good? What can be improved?

- **Accessible graphics**

Ask the participants to go back to their brand created on canva and to review it according to the accessibility standards and then to show the group the before and actual layout, talking about the changes they made. Suggest them the use of the following online tools to check the contrast: [WebAIM: Contrast Checker](#) and [WCAG & APCA Kontrastrechner: Barrierefreie Farben mit Kontrast | barrierefreies.design](#)

Last session

Artful Closer

Closing a training seminar by asking participants to create a visual representation of something they've learned can be an effective way to aid knowledge retention, share insights and create a memorable experience. Start this training activity by asking participants to close their eyes and think about the highlights of the training and choose one of the key lessons they learned.

Next, participants will create an abstract image to represent that learning and which captures the essence of what they've learned. After they're done, learners then share the images in small groups and try to guess what each image represents prompting interesting discussions and aiding knowledge retention.

Whenever needed

Motivation and clarification

During the implementation of the training sessions it was realized that the learners, even after 2 -3 lessons, did not have a clear idea of what a podcast is and that they could really be involved in managing a podcast. An in depth session was held to clarify doubts and rebuild motivation. Read about the extra motivational session through the educators' diary of it.

“Why should a group of people with disabilities work together to create a podcast?”

Yesterday's session, the third one of the training *How to produce a podcast*, May 19, 2025, started with this question, raised by some participants.

Before focusing on the motivational aspects, I thought it was useful to take a step back to clarify what a podcast is and under what circumstances it can be similar or different from a web radio - this because our organization manages a web-radio channel, so the learners could have a concrete thing in mind that could help them to realize what a podcast is. through a work of identification and discrimination.

Participants understood that a podcast is a recorded broadcast, which can be listened to whenever desired. Furthermore, it produce episodes with thematic content that can be streamed, listened or downloaded.

The main difference between a standard web radio and a podcast is the level of audience interaction, which occurs in real time on web radio. Listeners can participate in the live stream either through incoming broadcasts, direct calls to speakers to comment or share their experiences, or through a dedicated space on the web for comments.

On the other hand, podcasts, being usually recorded broadcasts, involve interaction with the public after publication.

These clarifications made the objective of the training more clear. Providing practical, relatable examples is the best way to deliver quality training.

At this point, I asked the participants why they thought podcasting was important. Let's analyze what emerged.

The word cloud contains the following phrases:

- to talk about specific things
- to create a team
- work
- to be followed
- to surprise
- to inform the community
- brand
- to gain a culture
- to talk in a simple but stimulating way
- to understand what the listeners want
- to help
- to be available
- to get to know things
- specific listeners
- cheerfulness
- usefulness
- preparation and being self-confident
- to talk about social topics

One of the learners' said it was important to create a team! This response, while not answering the why but rather the how, made me reflect on the fact that it was first necessary to understand how the participants now perceived themselves after the clarifications they had received.

Here, the learners began to see themselves as a team that must collaborate to create something together. This was the starting point.

Some participants said that podcasting means raising awareness and addressing social issues, but also helping others become aware of the importance of discussing specific and relevant topics.

These contents could be condensed into the two expressions used by two participants "Informing the community" and "transmitting culture".

Furthermore, in order to make a podcast, the participants identified some characteristics that hosts must possess: being prepared and fluent in language, speaking in a simple but also stimulating way (they reflected on the possible target audience, such as adults with disabilities).

Presenters must have a predisposition for helping others, understand what the audience expects, and therefore convey availability and reliability.

Another quality is the ability to convey useful content in an original way.

A participant, speaking about understanding and identifying one's niche audience, reflects on the importance of psychology, branding, and implicit marketing, which must be understood and managed to effectively reach potential listeners but also to be identifiable in style and identity.

At this point I sent them an evocative image in the wake of in the wake of what they had shared:

"To be a beacon, a stable and responsible presence."

I explained to the participants that the symbol of the lighthouse is that of a guide, one that brings light, is fixed in place and carries a great responsibility!

The participants welcomed it.

Now the participants have defined the mission and vision of their little creature, the podcast, and they have an image to guide them.

At this point, I told the participants to start looking at the training they will receive as a toolbox that will help, motivate, and accompany them in discovering their talents, curiosities, and abilities, on the one hand, and as an opportunity to learn new and useful things to use in the roles they feel they want to play within the podcast team, on the other.

I told them that a team is made up of different people: some have a leading role and some others work behind the scenes. Everyone is crucial to produce a quality podcast! Someone might take care of the jingle, someone else of the script, somebody takes care of other aspects. I showed them the structure of a podcast.

At this point a participant said to me: "I would like to be a presenter!"

Goal achieved!

Daide Martino -Educator and Psycho-pedagogist

3.2 EVALUATION TOOLS

In general we can define evaluation as a systematic process to measure the demonstrable effect of an intervention, in our case, ; in our case, the easy podcast production training, evaluation tools are instruments used to measure outcomes, gather evidence, and assess impact. They can be used to evaluate individuals, projects, or programs.

Types of evaluation tools are:

Questionnaires: Gather quantitative data from a large group of people

Focus groups: Gather qualitative data from a small group of people

Performance metrics: Track progress against benchmarks

Checklists: A tool used to measure learning outcomes

Rating scales: A tool used to measure learning outcomes

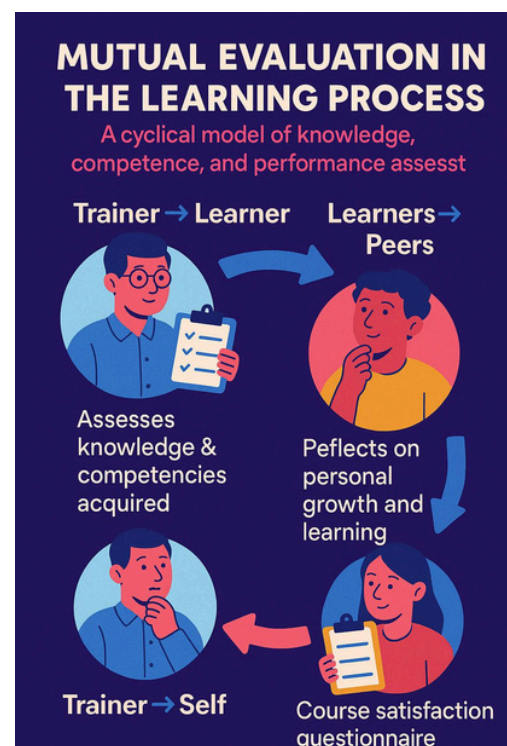
Interviews: A tool used to gather data

Observations: A technique used to gather data

Surveys: A tool used to gather quantitative data

Feedback forms: A tool used to gather data

This chapter is offering some tools to carry out an evaluation of the participants' prior knowledge and learning outcomes, efficacy and liking of training programme and methods through assessment and self-assessment activities in a dimension of mutual evaluation between trainer and learner where the trainer assess the learner acquired knowledges and competences, the learner reflect on his own acquired knowledges and competences, learners evaluate their peers, learners (through the administration of a course satisfaction questionnaire) evaluate the trainers performance who can in turn self-assess their work and the achievement of some of the course objectives.



Evaluation is a process that you should carry out at all stages of the learning path:

At the beginning of the training course

to identify the starting level of the participants and their previous knowledge.

During each training session

to monitor the learning process and the effectiveness of the adopted methodologies, taking into account the needs expressed by the participants. For some participants, in order to consolidate their learning, it will be necessary to provide in-depth activities, for some others, to repeat some steps.

At the end

of each session or/and the entire course, to check whether the learning objectives have been achieved and to what extent.

• **SELF-ASSESSMENTS AT DIFFERENT STAGES OF LEARNING**

Self-evaluation before, between and after activities could be useful to the learner:

- to better understand his/her standards (they could be too high or unrealistic, for example)
- to be aware of the effective outcomes of the learning process.

A **preliminary self-assessment** is a way to learn something about the participants through information like their background, previous knowledge and competences in the training subjects, interests and aptitudes. After the assessment, the trainer will be more able to propose activities that are suitable to the learners' abilities, based on the results of self-assessment.

Follows an example of preliminary self assessment to be printed and used directly or to be used as an inspiration for the creation of your own preliminary self-assessment in easy to understand format:

Name and surname _____

Age _____

What is your educational background? _____

Do you know what a podcast is? YES NO

Have you ever listened to a podcast? YES NO

- If yes, please write which one or which kind

What competencies do you think are useful for creating a podcast?

What tools do you think you need to know to create a podcast?

How would you define your digital skills?

LOW INTERMEDIATE GOOD

A few questions to let us know your skills better:

Can you read?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Are you able to research topics on the internet?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Are you able to connect a camera or a microphone to a computer?	YES <input type="checkbox"/> NO <input type="checkbox"/>

Do you know how to edit a video or audio file?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Do you use social networks? Which ones? _____	YES <input type="checkbox"/> NO <input type="checkbox"/>
Are you active on social media?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Do you know how to create a logo or visuals?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Have you ever spoken in front of a camera/in public?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Do you like writing?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Do you like to talk with people?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Do you like to organize things as activities or events?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Do you like to collaborate with other people to accomplish a task?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Do you know how to record something on video?	YES <input type="checkbox"/> NO <input type="checkbox"/>

Date _____

In the middle of the activity, self-assessment is important in order to be able to assess whether changes are needed in the training: more clarification, more breaks, more time to complete tasks, and so on.

Some examples of self-assessment activities you can carry out daily or periodically:

- **The Blob Tree**

This method is a psycho-emotional test developed by Pip Wilson. It is a very versatile tool, and it can be used in a variety of fields: to express current feelings, satisfaction with the activity or learning experience so far, and so on. It can also be used over a period of time to track skills' development. The participants are asked to choose (and color) one blob figure in the picture that they think is most relevant to them, representing themselves in relation to the topic addressed by the evaluation, and then to explain their choice to others.

Download the image here:

<https://www.blobtree.com/collections/slideshow-collection/products/blob-tree>

- **The ruler**

Numbers from 0 to 10 are placed on the floor in a straight line.

Participants are told a statement about the training. The participants then move over the number on the line according to their agreement with this statement. Statements can be, for example: I can use what I have learned in training in everyday life; all explanations were clear; the training had enough time to practice the tasks, and so on.

- **The brick wall and the starry heavens**

Prepare some small papers in the shape of stars and bricks. Ask the group first as individuals to take 5 minutes to write 3 – 5 items that they appreciated during today's session and 3 – 5 items that they found should be improved. Group the learners in small teams (2-3 people) and ask each small team to share their thoughts with each other and take 10 minutes to create 5 – 7 stars and 5 – 7 bricks, and to post them on a pre-prepared chart. Have the whole group come stand at the chart and read it. Ask: What do you notice on the chart? Where would you say there is agreement about points that need to be corrected for today? Where is there some agreement about things that went well today? Are there things that should be added?

After the training, it could be important for every learner to make a self-evaluation about their experience, new achievements, learning outcomes, performance and troubleshooting, trainers competence, adequacy of materials and acquired competences.

Example of final course questionnaire, also known as an end-of-course survey to be printed and used directly or to be used as an inspiration for the creation of your own final self-assessment in easy to understand format::

Name and surname _____

How do you evaluate the training course?

BAD GOOD VERY GOOD

What did you like the most?

What did you like the least?

Did you learn new things during the training course? Which ones?

Was the information well explained during the training course?

YES PARTIALLY NO

Think about the lessons: are there things that you did not understand?

YES NO

Which ones?

Do you think that the exercises were:

Too less The right number Too many

Do you think the breaks were:

Too less The right number Too many

Do you think the lessons were:

Too less The right number Too many

Do you think the lessons were:

Too short The right duration Too long

Do you think that in the training room there were all the necessary things (ex. Computer, chairs, paper, markers)?

YES NO

What was missing?

About the trainer, do you think he/she knew the things he/she teached you:

A FEW ENOUGH WELL WELL VERY WELL

Was there a nice atmosphere in the class?

Will you be part of a podcast team?

YES NO

Which role would you like to have in a podcast team?

Host(s) - the primary voice of the podcast

Executive Producer

Coordinator

- Audio engineer
- Video editor
- Researcher
- Writer/editor
- Graphic designer
- Social media manager
- Outreach manager
- Voice over specialist

Do you think that you will use what you learned during this course in your life?

Would you invite somebody to participate in this training course?

YES MAYBE NO

What can we do to make this training course better?

THANK YOU!

- **Knowledge assessment**

Follow some knowledge assessment questionnaires to evaluate the learning outcomes from each learning module. You can consider delivering them in a more engaging way, for example as a quiz on Kahoot! which is a game-based learning and trivia platform used in classrooms, offices, and social settings. You can compile a quiz, which can be answered by the learners on their phones/tablets/computers. It is possible to get immediate feedback and

results.

To obtain a global evaluation of the effectiveness of the training programme, you should combine these results with the outcomes of the learners performances during the exercises.

It is suggested to propose the knowledge assessment questionnaires to the learners at the beginning of the first lesson about the new training module, to check if and at what extent the training contents have been understood and absorbed.

Chapter 1 – What is a podcast?

- A podcast is mainly a TV show.

TRUE FALSE

- When can you listen to a podcast episode?

- Just while it's on streaming.
- Anytime you want.
- On special events.
- It depends on the type of podcast.

- Conventional radio and podcasts are the same thing.

TRUE FALSE

- You need to tune to a specific station at a specific time and be within range of signal to listen to a podcast.

TRUE FALSE

- Some examples of applications or platforms where you can listen to a podcast are:

- Play store, Google drive, WhatsApp.
- Spotify, YouTube, Apple Podcasts.
- Disney+, Amazon Prime, Netflix.
- HBO Max, Apple TV+, Hulu.

- Podcasts are exclusively about:
 - Personal stories from people's lives.
 - Funny or entertaining topics.
 - News, sports and crimes.
 - Actually they can be about anything.

Chapter 2 – Concept, episode, and script design for your podcast.

- A podcast team is composed by a maximum of 3 people (host included).
TRUE FALSE
- A podcast for being successful should be all improvised.
TRUE FALSE
- A podcast should be composed of three parts. These three parts are called:
 - Introduction, main part and closing.
 - Prologue, main content and epilogue.
 - Protons, neutrons and electrons.
 - Beginning, continuation and final.
- Which one of the following things should be done in the closing part of the podcast
 - Say what the episode is about in as few words as possible.
 - Write 3 or 4 ideas you want to talk about.
 - Ask your listeners to share your podcast.
 - Introduce yourself and your program by name.

- A interview podcast is a podcast where:

- A small group talks about a topic.
- The host talks to a guest.
- One person talks about a topic.
- The host teaches something.

- You have to choose the format for your podcast by thinking about what you want to talk about and how, and who your listeners are.

TRUE FALSE

Chapter 3 – Technical skills for podcasting.

- You don't need any basic equipment for recording a podcast.

TRUE FALSE

- You need a high-definition camera for recording, editing and saving your podcast.

TRUE FALSE

- What do you need to stop loud "P" and "B" sounds that make your podcast harder to listen to?

- Desktop Absorber
- Microphone Stand
- Pop Filter
- Microphones

- Which platform can you use to record your podcast?

- OBS Studio
- Zencastr
- Riverside.fm
- All of the above

- You can use YouTube, Vimeo or Twitch for sharing your video podcasts.

TRUE FALSE

- What can you do to make people find your episodes more easily?

- You can add background music or sound effects.
- Cut out mistakes, silence, or background noise while editing.
- Use keywords and tags when you write the titles and descriptions of your episodes.
- Do a test recording to make sure your microphone and settings are right.

Chapter 4 - Investments for your podcast production

- To buy the must-have for your recording studio, you will spend around:

- 500 euros
- 1000 euros
- 1500 euros

- What is necessary in a recording studio:

- Audio interface
- Pop filter
- Portable recorder

- What is nice to have (if you can spend more)

- Microphone
- Studio lighting
- Headphone

- You can create your recording studio even at home

TRUE FALSE

- For a recording studio you need a big room

TRUE FALSE

- The name of the free software for recording and editing is:

- Bigcity
- Vidacity
- Audacity

Chapter 5 – Public speaking and presenting skills.

- To improve your public speaking, you can repeat several times the words that you find hard to pronounce.

TRUE FALSE

- You should use only complex terms, literary and technical terms that nobody knows while recording a podcast.

TRUE FALSE

- You should try to avoid regional accents and jargon to reach a wider audience.

TRUE FALSE

- It is good to speak fast so you will be able to introduce more information for your listeners.

TRUE FALSE

- Mark the correct exercise you can do to improve your pronunciation:

Airflow Control, Breathing and Watching TED-Talks.

Vocal warm up, Thirty Seconds Without Fillers and Diaphragmatic Breathing.

Warm up (tongue trill), Vocal warm up (lip trills), Thirty Seconds Without Fillers and One Minute to improvise.

Diaphragmatic Breathing, Two Seconds With Fillers, and Studying.

- What is the name of the talk you have with your guest before the recording of your episode?

Warming-up.

Research work.

Friendly conversation.

Pre-interview briefing.

Chapter 6 – Tips for social media presence and engagement.

- Do you know what a target audience is?

It is a kind of speaker used to listen to a podcast.

It is a group of people with a descriptive label.

It is the type of people you want to hear at your podcast.

It refers to the group of people speaking on the microphone while recording a podcast.

- You need a brand identity for your podcast to be easily recognised by your listeners on social media, websites or other tools for advertisement.

TRUE FALSE

- Your brand name should be simple to be understood by all, short, specific and easy to remember and to say.

TRUE FALSE

- It is recommended to use as many colors as possible for your logo in the podcast.

TRUE FALSE

- A good logo is:

Common but complex; with very little originality and lots of colors.

Hard to remember but easy to design and draw.

Always an image taken from the internet without copyright.

Unique, easy to understand and remember, it should be a loyal representation of your podcast brand personality.

- Which one of the following social media is the best option for involving the community with discussion posts and questions related to the episode topics?

Facebook.

LinkedIn.

Instagram.

Tik Tok.

- Which one is a good way to involve your listeners in the content creation?
 - By inviting the most trendy and popular influencer at the moment.
 - By creating a poll with proposals for the next topic on the next episode.
 - By offering your listeners unlimited access to bonus episodes or extra materials.
 - By mentioning your listeners in the podcast, one by one individually.

Chapter 7 – Evaluating content impact.

- Qualitative information refers to:
 - The number of people who listen to your podcast.
 - The number of platforms that are accessible for your listeners to listen to your podcast.
 - The background sounds your podcast records.
 - What the listeners think about your podcast.

- Why is it important to read the discussions between the listeners in the post comments and groups related to the podcast?
 - To get to know people in an individual way and build a strong bond.
 - To feel important and raise your self-esteem; they talk about something you produced.
 - To collect the listeners feedback and get some qualitative information.
 - To gossip about what your audience thinks about you in a personal way.

- You can examine the social impact of your podcast by checking if more people engage in conversations about your podcast topics or platforms.

TRUE FALSE

- If your podcast inspires the sharing of personal stories or actions taken by the listeners, you are doing a pathetic job.

TRUE FALSE

- (Analytics) On your podcast social media channels, you can...:

Monitor the number of comments, likes, shares and reactions to posts related to your podcast.

Collect informations about the geographical areas where the podcast is most popular.

You can track the growth of your audience.

You can test new formats, topics or ways to engage the audience.

- On the platform where you publish your episodes, you can check if your audience listens to your episodes entirely or if, on the other hand, they usually stop listening to it at some point.

TRUE FALSE

Chapter 8 – Legal issues in podcast production.

- Podcast, internet, television, radio, newspaper and magazines are types of communication media.

TRUE FALSE

- Which ones are forms of intellectual property?

- Free speech issues and licensing issues.
- Trademark and copyright.
- Commercialmark and copyleft.
- Registration and subscription.

- How can you be allowed to use music covered by copyrights?

- By asking for the artist's consent and by paying a tax.
- By asking permission from your boss.
- By downloading it from the internet.
- By removing lyrics from the song and putting it in the background of your podcast.

- A website where you can look for royalty-free music is:

- Pixabay.
- Creative Market.
- Canva.
- Mixkit.

- Which one of these is the symbol for copyright?

- €
- @
- ©
- ®

- You can register your trademark in Europe by contacting the ESC (European Solidarity Corps).

TRUE FALSE

Chapter 9 – Main features of a Barrier free podcast.

- What does “Barrier-free podcast” mean?

- A podcast recorded outside a studio.
- A podcast studio without stairs.
- A podcast that is accessible for everyone.
- A podcast that uses complex terms and is hard to understand for some people.

- How can you make your podcast accessible?

- Providing subtitles, transcripts and audio descriptions for every episode.
- By using an easy to read and to understand language.
- By using accessible design on websites and social media.
- All of the above are correct.

- To promote a barrier-free podcast you should spread information that raises awareness about accessibility and equality in society.

TRUE FALSE

- The podcast should focus on intolerance, delusion, discouragement, cynical behaviour and, in short, destroying society.

TRUE FALSE

- People with low literacy skills that have a mental disability, or people with a different mother language or people with low education can listen to your podcast and understand it due to:

- The use of easy to understand language.
- The positive tone of the interviewed guest.
- The inspirational stories that can be told on the episode.
- The music without copyright.

- How can you help your guest to keep the language easy and understandable for everyone while recording a podcast episode?
 - You can invite your guest to explain the meaning of a difficult word you have noticed he/she has just said.
 - You can ask your guest to say his or her idea in an easier way.
 - You can interrupt him/her as the talk becomes harder to understand.
 - Both a) and b) answers are correct.



4

TIPS FOR PRACTICAL IMPLEMENTATION

This chapter contains some practical suggestions useful for finding the trainees and podcast team members and for guiding and supporting your group of learners in creating their own podcast. These indications derive from the direct experience of the three partner organizations in promoting the setting up of inclusive podcast teams that produced (at least) 10 podcast episodes each.

Each partner organization supported its own podcast production in its national language starting from a common podcast concept: click [here](#) or scan the qr code to have a look and listen to them:



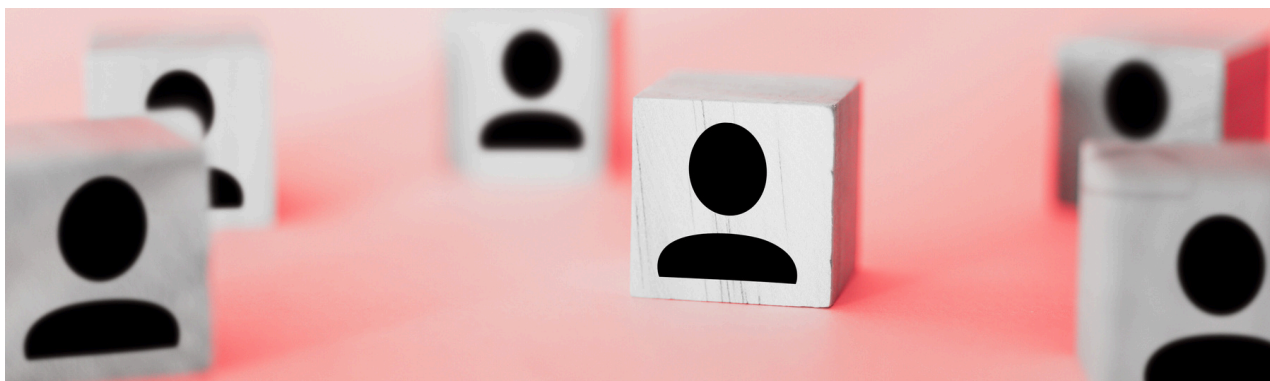
4.1 HOW TO FIND THE TRAINEE AND PODCAST TEAM MEMBERS

The training course How to produce a podcast is specifically addressing people with cognitive disabilities or more in general people who can benefit from an easy to understand language.

If who is organizing the training is an organization dealing with people with disabilities, the trainees can be found among the users of the organization itself and through a call for participants shared on the communication channels of the organization.

If it is necessary to recruit the learners externally, you can:

- present the offer at events for people with disabilities, such as open days or sports or residential events for clients
- Contact day centers, work shelters, homes, organisations or networks for disabled, and ask for their support to spread the request for participation
- Write a nice article and if possible include pictures about the initiative and get it published in local newspapers
- Spread your request in local social media groups, which are focused on inclusion, disability or mental health
- Contact the local volunteer center
- Publish your volunteer position in an online volunteer platform



4.2 HOW TO SET UP THE PODCAST STUDIO (FOLLOW-UP ACTIVITY)

Thanks to the training course How to produce a podcast, your learners will gain all the necessary knowledge and know-how about podcasting and, after agreeing on their own podcast format, audience, branding, they will be ready for recording their first episode. But first, you need to get their equipment and studio setup in order. Follows 3 different possibilities:

1

Own fixed recording studio

If you have enough space in your organization and podcasting is a long term project, you can dedicate a small room to the recording studio, furnishing it permanently: you can use the list provided in module 3 of the handbook to orientate in buying the necessary equipment for recording and editing.



The recording studio at Uniamoci APS in Palermo: it is divided into two rooms, one equipped for the hosts and guests and the other for the technicians who deals with recording and postproduction: the glass in between and the microphone system allows to the teams to communicate between each other.

2

Rental or free use of a recording studio

There are some companies who rents professional podcast recording and production studios (you can make a research about similar places in your city); but there could be also some public services that offer the possibility to people and organizations to book their equipped room, even offering for eventual technical support, if needed: if in your city there is something like that, it is for sure a very good opportunity to save money and have good quality results.



The audiovisual studio of the Ústí nad Labem Regional Library is available to the public interested in creating podcasts. A fully equipped room and audiovisual experts are available.

3

Do it your own: How to set up a mobile podcast studio

If you have no access to an (external) professional studio, you can build your own mobile, low-cost home podcast studio that reduces background noise and echo, even in suboptimal rooms. Here are some tips, on how to do it:

MATERIALS AND GEAR LIST

CATEGORY	ITEM	ESTIMATED PRICE	NOTES
Microphone	Samson Q2U / Audio-Technica ATR2100x / FIFINE K688 (USB/XLR)	50,00 – 80,00 €	Dynamic mics = less room noise

CATEGORY	ITEM	ESTIMATED PRICE	NOTES
Mic Isolation	Portable Isolation Shield (or DIY)	50,00 – 100,00 €	Helps block reverb from walls
Headphones	Closed-back headphones (e.g., Sony MDR-7506)	80,00 €	To monitor audio without bleed
Interface	(Optional) USB Audio Interface if using XLR (e.g., Focusrite Solo)	100,00 €	Needed if your mic isn't USB
Sound Dampening	Acoustic foam panels / blankets / foam mattress topper	30,00 – 70,00 €	Helps reduce reflections
Mobile Booth	DIY PVC booth or collapsible sound booth (instructions below)	20,00 – 50,00 €	Great for consistent sound
Extras	Mic stand, pop filter, cables, zip ties	20,00 – 40,00 €	Cheap but essential

We have created two options for a studio: **a)** a minimum sized tabletop sound booth, and a **b)** PVC Pipe Mobile Booth.

a) To build a mimum sized tabletop sound booth (60 x 60 x 60 cm - which is the size of a large cardboard box) you need:

Materials:

- One medium plastic storage bin (flip on its side)
- 1 foam mattress topper / acoustic foam
- Adhesive spray or double-sided tape
- LED puck light (optional)

Instructions:

- Flip the bin on its side (open end facing you).
- Line the inside with acoustic foam or egg-crate foam.
- Place mic + stand inside, run cable out the back.
- Optional: Add a small LED light inside.












b) PVC Pipe Mobile Booth

To build a bigger mobile booth (height 150-180 cm, width 90 cm, depth 80 cm) you need:

Materials:

- ½" or ¾" PVC pipe (~10m total) + 6-8 connectors
- Thick moving blankets or sound blankets (2-3)
- Zip ties or clamps

PODCAST STUDIO SHOPPING LIST*

ITEM	DESCRIPTION	PRICE (Approx)
 Microphone	Samson Q2U (USB/XLR dynamic mic) – includes stand + pop filter	70,00 €
 Mic Isolation	Pyle Portable Vocal Booth (foldable shield w/ foam)	70,00 €
 Headphones	Superlux HD-681B or AKG K92 (closed-back)	30,00 – 40,00 €
 Audio Interface	Not needed if you use USB – if XLR: Behringer UM2	0,00 - 40,00 €
 Mic Stand	Small desk boom stand or floor boom arm	15,00 – 25,00 €
 Acoustic Foam	12-pack wedge foam (30x30cm) or mattress topper	25,00 – 35,00 €
 Plastic Bin	Large plastic storage bin (from local store or IKEA)	10,00 – 15,00 €
 LED Light	USB rechargeable puck light for inside booth	10,00 €
 PVC Pipes and Blanket	DIY frame (hardware store) + Moving blanket	30,00 – 40,00 €

* (Prices in Germany, April 2025)

Total Estimated Cost: €280–€350.

Building Steps:

1. Build a 3-sided frame (U-shape): 150 - 180 cm high, 90 - 100 cm width, 80 cm depth
2. Drape blankets over the frame to make a "booth".
3. Add foam panels or extra blankets behind mic area.
4. Set mic and chair inside



Tips to Maximize Sound Quality

- Use a **dynamic mic**, not condenser (picks up less room noise)
- Get your mouth 10-15 cm from the mic
- Record in a **closet with clothes**, or a corner with blankets. Or record in a room with lots of cupboards, bookshelves, carpet, not so many and if possible small windows
- Turn off fans, AC, or anything buzzing during recording
- Use software like **Audacity, Reaper, or Descript**



Podcast Studio Final Result

The studio at Gemeinsam leben und lernen in Europa e.V.: it is a mobile podcast studio consisting of a self-built recording booth and compact audio equipment. For the construction, PVC pipes (6x2m and 3x1m), four broomsticks (each 2m), and metal rails (4x2m and 2x1m) are used. These are connected with fittings and stabilized with wooden rods. A sound curtain is attached to the upper pipes using a curtain holder to improve acoustics. The floor and roof are built from the same materials. The studio is transported in a large plastic container and can be equipped with a USB rechargeable LED light inside.

4.3 HOW TO IDENTIFY POPULAR TOPICS (FOLLOW-UP ACTIVITY)

Once the group has chosen the podcast format, it will be time to choose the exact topics to speak about during each episode.

They should be topics the team and the hosts love to speak about but they should also be topics that the potential podcast audiences enjoy listening to.

Follows some tips to help the identification of the right podcast topics, that will be helpful for producing relevant and timely content while also providing inspiration when the team is experiencing a creative dry spell:

1. Make an **online research to look at trending shows and genres** in your Country, podcast charts on different podcast platforms
2. **Monitor trending searches on search engines like Google and social media platforms** (for example the [TikTok Creative Center](#) is a goldmine of trending data, the X's [Explore page](#) shows trending topics and hashtags and the [Instagram's Explore page](#), allows you to search for any topic you're interested in and find the most popular posts, accounts, and hashtags related to it).
3. **Make a research among a poll of target listeners** to identify potential podcast topics that align with their interests: you can make in person short interviews or you can make a survey on social media. For example, when creating the script of the podcast Simply Mixed, a research has been done among people with disabilities in order to get relevant information about what type of podcast/programmes/videos they usually look, what makes a "good" podcast, which are interesting podcast topics for them, which is their suggested length for a podcast (click [here](#) to get the full research description or frame the qr code).



CONCLUSION

The contents of this manual allow the trainers to create inclusive learning environments on podcast production through free tools and validated methods and procedures.

These topics are addressed from an extremely practical point of view, so that they can be successfully used by educators usually working with people with disabilities but even by the staff in media institutions: actively engaging people with disabilities contributes to the overall well-being and diversity of our communities.

Easy podcast production will contribute to affirming the principles of diversity in an indirect but powerful way.

Support our mission - organize a training course on Easy podcast production!

SITOGRAPHY

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All Inclusive

The Podcast for everyone



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Partner organizations



Dobrovolnické centrum, z.s.
Czech Republic

A Volunteer Center operating in the Ústí nad Labem region since 1999. It responds to community needs connecting the world of needy and helping: it coordinates around 500 volunteers every year.



Gemeinsam leben und lernen in Europa e.V.
Germany

A grassroots NGO based in Passau, Eastern Bavaria. It focuses on cooperating with individuals, organizations, and communities to eliminate discrimination and inequality, through actions and projects.



Uniamoci APS
Italy

Non-profit association based in Palermo since 2008, promoting respect and valorization of diversity through inclusive actions that ensure participation and equal opportunities — especially for people with disabilities.

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