



PODCAST

Thanh Truc
(Olympia) Nguyen

By: Thanh Truc (Olympia) Nguyen

Grade: 7

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1. What is the situation?
2. What research do you need to complete?
3. Analyse existing products (the 'ask an activist' podcasts we analyzed last week could fit in here).
4. Summarise your research findings and analysis. If you do this well, it will make writing your specifications so much easier.

INQUIRING & ANALYSING

INQUIRING & ANALYSING:

i. **explain** and **justify** the need for a solution to a problem.

For our HIS podcast in the past year, there have been many programs but not a lot of people listen to them. This is because the programs might be low quality or not the topics that our audience likes. Our task is to create a podcast that our audience will be interested in, be high quality, and be able to gain more traction so that more people will listen to them. Our audiences are secondary students and teachers. We are a radio channel called Radio HIS and our audience expects quality podcasts from us. The challenge involves dealing with many news topics that the clients want to listen to, writing short and long scripts, interviewing others, and using the tools used to create a podcast. In conclusion, we will create a podcast in order to inform and entertain secondary students and teachers about topics that they are interested in or don't know about.

(This is also where you can use your GRASP analysis to structure your paragraph see [HERE](#) for more

Strand ii) Research plan- **Constructs** a **detailed** research plan, which **states** and **prioritizes** primary and secondary research

Brainstorm your initial ideas about the 'Design Problem', from this develop your research Questions, justify and prioritize them in a table. Write down everything that comes to mind about the problem- what will you need to research?

**What do
teachers
want to
listen to?**

**How often do
teachers listen
to the
podcasts?**

**What do
students
want to
listen to?**

**What
emotions do
listeners want
from the
podcasts?**

**How often do
students
listen to the
podcasts?**

**Do listeners
want music in
the podcast?**

**How long do
people usually
listen to
podcasts?**

**Why do
they listen
to
podcasts?**

**What do they
want to get
out of these
podcasts?**

Research Plan (THIS IS HOW YOU PLAN TO DO YOUR RESEARCH- WHAT DO YOU NEED TO FIND OUT? You can use [ACCESSFM](#) to help you develop questions)

(MAKE SURE ALL YOUR TABLES, CHARTS AND ILLUSTRATIONS HAVE A TITLE)

Priority High - Med - Low	What will I research about? What do I need to know?	Research Question	How will I gather the information? Primary / Secondary - type of research - interview, internet
High	Topics listeners want to listen to	What do my listeners want to listen to?	Primary - We will make forms and send them directly to the listeners.
Med	The amount of time the listeners want to listen to	How long do they want to listen?	Primary - We will also put this question in a form and send them directly to our audience.
Low	Do listeners like listening to podcasts?	How often do they listen	Primary - We

		to it?	will directly ask our listeners
High	Do they listen to inform, entertain, understand,...?	Why do they listen?	Primary - We will directly ask our listeners and put this question in forms
Med	Do they want to music to be funky, pop, dark,...?	What kind of music do the listeners want to listen to?	Primary - We will directly ask our listeners
Med	The tools we need to create this podcast	What do we need to create this podcast?	Secondary - We will search on the internet using relevant sources

(Complete your research and put in an appendix at the end of the unit)

INQUIRING & ANALYSING: Analysis of existing solutions.

<https://cnduk.org/education/peace-education-blog/ask-an-activist-podcast/#:~:text=Ask%20an%20Activist%20is%20a.explores%20how%20pressure%20groups%20operate.>

For this example, they put music at the beginning and the end of the podcast and it slowly fades out or fades into the conversation. During the conversation, the interviewer asked questions and the girls who were being interviewed would answer the questions. The questions were also mostly open-ended questions so the girls answered for a long time in a storytelling style of answer. Although the interview was interesting and can make the listeners understand the content easily, it still felt dull and sleepy at times.

[Covid 19 tips Podcast \(Ha Anh and Olympia\)](#)

We wanted this podcast to be only a bit more than a minute but listeners can still learn a lot from it so we put minimal information that we found important and interesting. To make it not feel boring, we tried to use a lot of tonations and informal language when we record so that listeners will feel like they are listening to someone just chatting to them about Covid tips. We also put funky music throughout the podcast but we made its volume smaller than that of the voice in the podcast so that the listeners can still focus on the content of the podcast.

The Design Brief

This is where you summarise the most interesting and relevant parts of your research. Write 2 or more paragraphs about your research citing your sources and concluding everything you have learned from your inquiry and analysis. Having a good brief will mean that you can create SMART specifications and the solution that your client needs to address the problem.

For this project, we need to create podcasts about some topics that our clients, Secondary HIS students and teachers, are interested in at an adequate length of time. Through our surveys and research

(<https://docs.google.com/spreadsheets/d/1HY0Ue8FvEKIG7wy7haV5yV2ym4qTGSV8bHxd8ReA5xs/edit>), we now know that many of our listeners want to listen to world news, climate change, situations in the world, facts of history, food, traveling, school, etc We also know that most of them like to listen to short (under 10 minutes) podcasts or medium (10 to 20 minutes) podcasts and they also want interview-style

podcasts where we can go interview teachers, students, parents,... Most of our clients don't really listen to podcasts a lot with most listening to them a few times per month so we feel the obligation to make podcasts better: more interactive, more interesting, and more topics that our listeners want to hear. To be able to do this, we will use soundtrap, recorders, and microphones (occasionally) to record interviews and fun podcasts. For the podcasts where we talk, we will try to use informal language at times to make it funny and interesting and also talk about the subjects that the listeners want to listen to. For the interviews, we will choose the people that know a lot about a problem or those that our clients are interested in listening to interview. We will ask them first and if they accept then we will go to them or ask them to come to use to interview. The interview can be 10 to 20 minutes and we will ask them open-ended questions so that they can give many clear explanations and tell their stories fully. To add some effects and music to the podcasts, we will try to incorporate funky and pop music to our podcasts. We can add them for the whole time but not make the sound as loud as the dialogue so that the listeners can still focus on the content or fade in and out at the beginning and the end of the podcast.

Works Cited

This is where you put your references to the works you cited.

Radio. "Radio HIS Podcast Survey (Responses)." Google Docs, 2022,

docs.google.com/spreadsheets/d/1HY0Ue8FvEKIG7wy7haV5yV2ym4qTGSV8bHxd8ReA5xs/edit#gid=379700438.

Accessed 21 Mar. 2022.

Appendix

This is where you answer all your research questions. Include in here your interview questions and responses.

(MAKE SURE ALL YOUR TABLES, CHARTS AND ILLUSTRATIONS HAVE A TITLE)

What will I research about? What do I need to know?	Research Question	Answer
Topics listeners want to listen to	What do my listeners want to listen to?	<p>Google form https://docs.google.com/spreadsheets/d/1HY0Ue8FvEKIG7wy7haV5yV2ym4qTGSV8bHxd8ReA5xs/edit)</p> <p>World news, climate change, situations in the world, facts of history, food, traveling, school</p>
The amount of time the listeners want to listen to	How long do they want to listen?	<p>Google form https://docs.google.com/spreadsheets/d/1HY0Ue8FvEKIG7wy7haV5yV2ym4qTGSV8bHxd8ReA5xs/edit)</p> <p>Short (under 10 minutes) podcasts or medium (10 to 20 minutes) podcasts</p>
Do listeners like listening to podcasts?	How often do they listen?	<p>Google form https://docs.google.com/spreadsheets/d/1HY0Ue8FvEKIG7wy7haV5yV2ym4qTGSV8bHxd8ReA5xs/edit)</p> <p>A few times per month</p>
Do they listen to inform, entertain, understand,...?	Why do they listen?	<p>Google form https://docs.google.com/spreadsheets/d/1HY0Ue8FvEKIG7wy7haV5yV2ym4qTGSV8bHxd8ReA5xs/edit)</p>

		Entertain and inform
Do they want to music to be funky, pop, dark,...?	What kind of music do the listeners want to listen to?	Can be chosen by creator
The tools we need to create this podcast	What do we need to create this podcast?	Soundtrap, microphone (Optional), recorder

TERM	DEFINITION	TERM	DEFINITION
CLIENT	AN INDIVIDUAL, A COMPANY OR ORGANIZATION THAT COMMISSIONS A DESIGNER TO DEVELOP A SOLUTION TO A PERSONAL OR PARTICULAR DESIGN PROBLEM.	DESIGN BRIEF	THE STUDENT'S RESPONSE TO THE DESIGN SITUATION, BASED ON HIS OR HER RESEARCH, DETAILING HOW HE OR SHE INTENDS TO SOLVE THE PROBLEM. THIS WILL SUMMARIZE THE RELEVANT FINDINGS FROM HIS OR HER RESEARCH, AND INFORM THE DEVELOPMENT OF HIS OR HER DESIGN SPECIFICATION.
DESIGN SITUATION	A SHORT INTRODUCTION TO A PROJECT WRITTEN BY THE TEACHER OR CLIENT, WHICH FRAMES A DESIGN PROJECT IN TERMS OF THE NATURE OF THE PROBLEM TO BE ADDRESSED OR AN AREA FROM WHICH STUDENTS WILL IDENTIFY A CHALLENGE OR PROBLEM THAT NEEDS TO BE SOLVED. THE DESIGN SITUATION IS DRAWN FROM THE STATEMENT OF INQUIRY AND PRESENTS THE SCOPE OF THE PROJECT.	DESIGN SPECIFICATION	A DETAILED DESCRIPTION OF THE CONDITIONS, REQUIREMENTS AND RESTRICTIONS WITH WHICH A DESIGN MUST COMPLY. THIS IS A PRECISE AND ACCURATE LIST OF FACTS, SUCH AS CONDITIONS, DIMENSIONS, MATERIALS, PROCESS AND METHODS, THAT ARE IMPORTANT TO THE DESIGNER AND FOR THE END USER. ALL APPROPRIATE SOLUTIONS WILL NEED TO COMPLY WITH THE DESIGN SPECIFICATIONS.

ISOMETRIC DRAWING	A 3D REPRESENTATION OF AN OBJECT DRAWN WITH THE HORIZONTAL PLANE AT 30° TO THE VERTICAL PLANE.	PLANNING DRAWINGS	DETAILED DRAWINGS OR DIAGRAMS, WHICH INCLUDE DETAILS OF A PRODUCT'S COMPONENTS AND HOW THEY ARE COMBINED / ASSEMBLED.
ORTHOGRAPHIC DRAWING	A SERIES OF FLAT VIEWS OF AN OBJECT SHOWING IT EXACTLY AS IT IS IN SHAPE AND SIZE.	SUMMARIZE	ABSTRACT A GENERAL THEME OR MAJOR POINT(S).
ANALYSE	BREAK DOWN IN ORDER TO BRING OUT THE ESSENTIAL ELEMENTS OR STRUCTURE. TO IDENTIFY PARTS AND RELATIONSHIPS, AND TO INTERPRET INFORMATION TO REACH CONCLUSIONS	CONSTRUCT	DISPLAY INFORMATION IN A DIAGRAMMATIC OR LOGICAL FORM.
CREATE	TO EVOLVE FROM ONE'S OWN THOUGHT OR IMAGINATION, AS A WORK OR AN INVENTION.	DEFINE	GIVE THE PRECISE MEANING OF A WORD, PHRASE, CONCEPT OR PHYSICAL QUANTITY.
DEMONSTRATE	PROVE OR MAKE CLEAR BY REASONING OR EVIDENCE, ILLUSTRATING WITH EXAMPLES OR PRACTICAL APPLICATION.	DESCRIBE	GIVE A DETAILED ACCOUNT OR PICTURE OF A SITUATION, EVENT, PATTERN OR PROCESS.
DESIGN	PRODUCE A PLAN, SIMULATION OR MODEL.	DEVELOP	TO IMPROVE INCREMENTALLY, ELABORATE OR EXPAND IN DETAIL. EVOLVE TO A MORE ADVANCED OR EFFECTIVE STATE.
EVALUATE	ASSESS THE IMPLICATIONS AND LIMITATIONS; MAKE JUDGMENTS ABOUT IDEAS, WORKS, SOLUTIONS OR METHODS IN RELATION TO SELECTED CRITERIA.	EXPLAIN	GIVE A DETAILED ACCOUNT INCLUDING REASONS OR CAUSES.
IDENTIFY	PROVIDE AN ANSWER FROM A NUMBER OF POSSIBILITIES. RECOGNISE AND STATE BRIEFLY A DISTINGUISHING FACT OR FEATURE.	JUSTIFY	GIVE VALID REASONS OR EVIDENCE TO SUPPORT AN ANSWER OR CONCLUSION.

LIST	GIVE A SEQUENCE OF BRIEF ANSWERS WITH NO EXPLANATION.	OUTLINE	GIVE A BRIEF ACCOUNT.
STATE	GIVE A SPECIFIC NAME, VALUE OR OTHER BRIEF ANSWER WITHOUT EXPLANATION OR CALCULATION.	PRIORITIZE	GIVE RELATIVE IMPORTANCE TO, OR PUT IN ORDER OF PREFERENCE.

Criterion B


There is a more complete glossary available on the website and [HERE](https://tinyurl.com/y87wdu8v) (<https://tinyurl.com/y87wdu8v>)

TASK 1:

Develop design specifications for your solution, which clearly states the success criteria. Aspects to consider when creating your specifications include **aesthetics, cost, customer, environmental considerations, form, function, manufacturing, materials, safety, and size** (More on this from the IB website table 18 [HERE](#)).

The table below is an example- you need to create your own specifications.

Aspects to consider THERE ARE MANY MORE YOU CAN ADD. USE ACCESS FM where you can..	SPECIFICATIONS (WRITE AS A SENTENCE)	JUSTIFICATION (WHY IS THIS IMPORTANT)	TESTING METHOD (HOW ARE YOU GOING TO KNOW YOU WILL BE SUCCESSFUL?)	Essential or Desirable (is the specification something you must have (E) or something you would like to have (D)?
AESTHETICS (Music, Sounds, Sound effects)	Pop music, funky music, soft music, folk music, jazz, classical music, electronic music, soul music, alternative rock, drum and bass,...	If we can add the music into a podcast, such as a theme song or an intro, we'll be building a new link with listeners. In podcasts, music may also help to set up the tone. Music may enhance the ambiance and tone of your podcast, whether it's	Let listeners listen to different types of music and let them choose.	E

		hilarious, serious, terrifying, suspenseful, or sweet.		
FUNCTION (HOW IT WORKS OR IS CONSTRUCTED)	A 5 to 10-minute long podcast with around 10 episodes	We want to keep the podcast as short and entertaining as possible so that our clients won't feel bored about the content	Create a starter podcast and let clients listen to them	E
	Some episodes can be informational podcast (Podcasts to inform people about sub-topics inside the main topics)	As we are making 10 different episodes for our podcasts, we want the episodes to be as diverse as possible so there will be 3 main types: Information, Tips, Interviews <ul style="list-style-type: none"> - Information: These are the episodes where we will talk about one subject that not many know to inform people about them - Tips: Give simple tips that people can do to create a spark in our client and inspire them to do something to help the environment - Interviews: Give our audience other's perspective on the environment and inspiration to create a sustainable world. 		
	Some episodes can be interviews with stakeholders in the climate crisis or those who are knowledgeable about climate change.			
	Some episodes can be informational videos where we will inform people about tips or ways to be more mindful or actions that they can take to protect the environment.	We will also try to use the Typical school radio show structure to make it feel professional.		
	 Example Show Structur...			
CUSTOMER (Who is it for? What is the target user's age, gender,	All genders, ages, can listen to podcasts but mostly students from middle school and high school. Our target is	Customers are important because we need someone to listen to our podcast. We also gather the ideas from customers to create a music type that fits them.	We have a form to see who our main customers are.	E

socio-economic background?)	to help students to understand the importance of climate sustainability and protection.			
<p>MATERIALS</p> <p>(What materials are available? What properties do the materials need to have?)</p>	<p>We need to have a recording app on our phone and a microphone if we can.</p> <p>We also need to master using Soundtrap.</p>	We need materials to be able to create anything and that includes this podcast. These materials are essential to be able to make the perfect podcast	Use all the materials that we can get our hands on and find out which one is the most suitable	E
<p>ENVIRONMENTAL CONSIDERATION</p> <p>(Where will the solution be used? How will the design directly or indirectly affect the environment?)</p>	<p>We aim to inspire people to be more environmentally conscious and act to help the environment</p> <p>We hope that people will do these actions and directly help the planet</p>	Climate change and sustainability are a big problem that is being debated around the world so we believe that informing others about it can bring forth change.	We can research examples of other people in the world doing this.	D

The specifications should be directly connected to the design brief. Writing a specification can be a difficult job if the design brief is not well researched and written. If a solution or design fails to meet an aspect of the specification, it can be considered that it has not met the criteria for success. In your justification cite your research from criterion A

TASK 2: complete 4 layout designs of your product and any special features

This is where you use your Design sketch books

scan your designs and put into this document.

1. ALL DESIGNS MUST HAVE FULL ANNOTATION, AND DIMENSIONS ON THEM. AND EXPLAIN ANY COMPLICATED DESIGN ELEMENTS, FUNCTIONS OR MOVEMENTS.
2. EACH OF THESE 4 DESIGNS **MUST BE** DIRECTLY TESTED AGAINST YOUR SPECIFICATIONS (TASK 1).

DESIGN 1

Script 1

Hi, we are Olympia and Ha Anh from grade 7 and we are here to talk about climate change. You might be bored with climate change and such as we are all bombarded with news about how destructive climate change is but we are here to inform you about some interesting impacts of climate change that you might not know. You are here with us, the eco girls. Let's get started!

Firstly, temperature averages are rising continuously with every consecutive year. This has made our lives more miserable and gives us less time to enjoy doing our favorite activities outdoors. It has also increased the risks of getting heat shocks and other heat-related illnesses and this causes a second big effect, health risks. Climate change has caused tropical diseases to spread faster and wider. As Vietnam is a tropical country, mosquitos, the main transmitter of these diseases, thrive here. In urban areas or rural areas, nowhere is safe, and because of the rising temperature, the epidemics are getting longer, making more people prone to get it.

Secondly, besides rising temperatures, climate change also brings unprecedented weather patterns. Vietnam lies in the zone where there are many typhoons and tropical storms and throughout the past decade, these events have become increasingly more intense. In the most recent storm seasons, flooding in many parts of Hanoi has become much worse and from what I have seen, it has made going out to buy simple needs harder and some can't even get out. These typhoons and storms have also brought much damage to the infrastructure and caused many losses of human life.

One other big consequence is the rising sea levels. As the temperature keeps rising, glaciers, icebergs, and ice sheets at the poles are melting faster and faster, making sea levels rise. Estimates say that if we don't do anything to stop this melting, many areas in the world will be underwater by 2050 including parts of the Mekong River delta which is home to nearly 20% of Vietnam's population. If this critical region is underwater then there will be mass migration events that can greatly impact many people's lives.

While many areas will have too much water, we will also have other regions that will have too little water, if at all. Many parts of the world and Vietnam are experiencing droughts, making it hard to plant crops. This will significantly affect agriculture and lead to the depletion of our food

source. As we have seen in the effects of climate change I have listed above, we can deduce that poverty rates will rise because of climate change. Floods will destroy many agricultural communities, where living standards are already very low without climate change. Rising heat will also make it harder to work in outdoor manual jobs.

Severe weather events can also displace millions of lives, and the rising sea levels can make even more people homeless. All of these impacts can leave many vulnerable to poverty and an unsustainable future. ‘

Through all this, I want to show you that we have clear evidence of the impacts of climate change on our own lives, mine, yours, and everyone else's so let's start thinking and taking action. Through our series of podcasts, we hope that you will have more knowledge about these topics and know what you need to do to help the planet. That's all from us, bye!

DESIGN 2

Script 2

Hello, we are Ha Anh and Olympia from grade 7. We are here to talk about the rising of sea levels, one of the most disastrous effects of climate change.

Oceans have softened the effect of people continuing to dump greenhouse gases into the sky. The world's waters have absorbed more than 90% of the heat from these gases, but it's taking a toll on our oceans: in 2021, ocean temperatures established a new high.

One of the repercussions of climate change is rising sea levels. Since 1880, average sea levels have risen by more than 8 inches (approximately 23 cm), with almost three of those inches added in the previous 25 years. Every year, the sea level rises by 13 inch (3.2 mm.) Sea level rise is quickening, and is expected to climb by a foot by 2050.

Sea level rise is caused by three basic reasons, all of which are exacerbated by continuing global climate change:

1. Thermal expansion: Water expands as it warms up. Warmer seas simply take up more space, accounting for around half of the rise in sea level over the last 25 years.
2. Glaciers that are melting: Mountain glaciers and other large ice formations naturally melt a little in the summer. In the winter, snowfall, largely from evaporated seawater, is usually enough to counteract melting. However, rising temperatures induced by global warming have recently resulted in higher-than-average summer melting as well as reduced snowfall owing to longer winters and earlier springs. This causes a mismatch between runoff and ocean evaporation, resulting in rising sea levels.
3. Increased heat is forcing the enormous ice sheets that cover Greenland and Antarctica to melt more quickly, similar to what is happening with mountain glaciers. Scientists believe that meltwater from above and seawater from below is seeping through Greenland's ice sheets, lubricating ice streams and driving them to travel faster towards the sea.

When sea levels rise as quickly as they have, even a slight increase can have severe consequences for coastal ecosystems further inland, including damaging erosion, wetland floods, salt pollution of aquifers and agricultural soil, and loss of habitat for fish, birds, and plants.

Higher sea levels are causing more destructive storms and typhoons to move more slowly and drop more rain, resulting in more powerful storm surges that may wash everything away in their path. According to one research, storm surges were responsible for over half of all deaths caused by Atlantic storms between 1963 and 2012.

Flooding in low-lying coastal regions has already forced many to relocate, and millions more are at danger from floods and other climate change consequences. Because most of the underlying communications infrastructure is in the path of rising seas, the likelihood of greater coastal water levels threatens fundamental services such as Internet connectivity.

As a result of these dangers, many coastal towns are already developing adaptation measures to deal with the long-term implications of rising sea levels, typically at great expense. Seawalls are being built, roadways are being redesigned, and mangroves and other vegetation are being planted to absorb water.

A \$40 billion project in Jakarta will build an 80-foot-high barrier to safeguard the city. The Global Center on Adaptation in Rotterdam has served as a model for other towns looking to address floods and land loss. Barriers, drainage, and unique architectural features such as a "water plaza" with temporary ponds have been erected by the Dutch city.

Of course, towns at risk from rising oceans can only do so much to stem the tide. Residents in the Marshall Islands, where rising sea levels are forcing them to choose between evacuating or building up the land, may require assistance from other countries if they choose the more costly latter option.

DESIGN 3

[Script 3](#)

Tips to help the environment

1. Reduce, reuse, and recycle as much as possible. Reduce the amount of waste you produce. Conserve natural resources and landfill space by following the three "R's." It conserves energy. Reduces greenhouse gas emissions, which help to cause global warming. Aids in the long-term preservation of the ecosystem for future generations. Reduces the quantity of garbage that must be recycled or disposed of in landfills or incinerators.

2. Water conservation is vital because it ensures that water remains pure and clean while also safeguarding the environment. Conserving water entails being careful with our water supply and utilizing it properly. Because everyone relies on water for survival, we must learn how to preserve our limited supply of water clean and free of contamination.
3. It makes sense to be environmentally conscious. It has the potential to enhance health, promote safety, and save costs. Driving less, for example, minimizes air pollution, reduces road wear and tear, and saves money.
4. When you shop properly, you can not only acquire precisely what you want, but you can also save time and money. Here are a few basic shopping strategies to help you save money. If you know exactly what you want from the start, you'll be more likely to acquire it. Making a list ensures that you do not forget anything.
5. Trees produce the oxygen that we need to live. Trees minimize stormwater runoff, which helps to prevent erosion and pollution in our rivers, as well as the risk of flooding. Many animal species rely on trees as a source of food and shelter. Many birds and animals rely on trees for food, shelter, and shelter.
6. When it rains, the chemicals run into rivers, where they feed waterfalls and eventually end up in the ocean. When a hazardous waste damages one creature, it has the potential to wipe out a whole aquatic food chain. Chemicals that have been improperly disposed of harm marine life and kill sea animals, corals, and fish.
7. When you ride a used bike instead of a new bike, you reduce your carbon footprint even more since you're reusing existing materials rather than creating new ones. The more you ride your bike, the better it is for the environment. Bicycling also helps to alleviate traffic congestion.

DESIGN 4

[Script 4](#)

The ozone layer is located in the lower atmosphere of the earth. It has the ability to absorb around 97-99 percent of the sun's damaging UV radiation, which can kill life on Earth. Millions of individuals would acquire skin illnesses and their immune systems would be compromised if the ozone layer disappeared.

Scientists, on the other hand, have identified a hole in the ozone layer above Antarctica. This has heightened their awareness of different environmental challenges and the activities that may be taken to address them.

The lowering of the ozone layer in the high atmosphere is referred to as ozone layer depletion. When chlorine and bromine atoms in the atmosphere come into contact with ozone, the ozone molecules are destroyed. One molecule of chlorine may destroy 100,000 ozone molecules. It is depleted faster than it is made.

Depletion of the ozone layer is a serious worry that is linked to a variety of reasons. The following are the primary factors that contribute to the ozone layer's depletion:

Chlorofluorocarbons

The major source of ozone layer depletion is chlorofluorocarbons, or CFCs. Solvents, spray aerosols, freezers, and air conditioners, among other things, emit these.

The UV radiations in the stratosphere break down chlorofluorocarbon molecules, releasing chlorine atoms. These atoms degrade ozone by reacting with it.

Rocket Launches That Aren't Regulated

According to studies, the unregulated firing of rockets depletes the ozone layer far more than CFCs do. If not addressed, this might result in a significant depletion of the ozone layer by 2050.

Compounds containing nitrogen

The loss of the ozone layer is mostly caused by nitrogenous chemicals such as NO₂, NO, and N₂O.

Natural Factors

Certain natural phenomena, such as Sunspots and stratospheric winds, have been discovered to degrade the ozone layer. However, it only contributes to a 1-2 percent reduction in ozone layer depletion. Volcanic eruptions are also to blame for the ozone layer's depletion.

The ozone layer's depletion has negative consequences for the environment. Let's look at the key consequences of ozone depletion on humans and the environment.

Human Health Effects

Due to the ozone layer's depletion, humanity will be directly exposed to the sun's dangerous UV radiation. Humans may have major health problems as a result, including skin illnesses, cancer, sunburns, cataracts, rapid aging, and a weakened immune system.

Animal Reactions

In animals, direct exposure to UV light causes skin and eye cancer.

Environmental Implications

Plants may have little growth, blooming, and photosynthesis as a result of strong UV light. The woodlands are also subjected to the detrimental impacts of UV radiation.

Marine Life Effects

Exposure to damaging UV radiation has a significant impact on planktons. These animals are at the top of the aquatic food chain. The creatures in the food chain are also harmed if the planktons are killed.

The ozone layer's depletion is a severe problem, and many programs have been established by governments throughout the world to combat it. However, individual actions should be made to keep the ozone layer from being depleted.

The following are some suggestions for preventing this problem on a worldwide scale:

ODS should be avoided.

Reduce the usage of compounds that deplete the ozone layer. Avoiding the use of CFCs in refrigerators and air conditioners, as well as substituting halon-based fire extinguishers, are just a few examples.

Vehicles should be used as little as possible.

The cars release a lot of greenhouse gases, which contribute to global warming and ozone depletion. As a result, automobile use should be minimized to the greatest extent practicable.

Make use of eco-friendly cleaning supplies.

The majority of cleaning products include chlorine and bromine-releasing compounds, which enter the atmosphere and deplete the ozone layer. To safeguard the environment, they should be replaced with natural goods.

It is recommended that the use of nitrous oxide be prohibited.

The government should take action and limit the use of hazardous nitrous oxide, which is causing the ozone layer to deplete. People should be educated about the dangers of nitrous oxide and the goods that release the gas so that its usage is reduced on a personal level.

TASK 3: Take your client's favourite design from the task above, and then develop your design further and present your final design.

1. **This** must be a SCALE drawing and be fully annotated and dimensions **must** be included. The design must be well drawn, and include color and texture where appropriate.
2. **Test** your design. Refer back to your specifications, **compare** your final design against them, and state whether or not you have met the specifications.
3. Finally, fully **justify** why you have chosen this design, instead of the others that you have initially designed.

We chose this one because it was able to provide the reason why climate change is important. It is critical that we comprehend how the climate is changing in order to plan for the future. By jeopardizing food and water supplies, increasing the risk of morbidity and mortality from infectious diseases and heat stress, and changing social determinants of health as a result of extreme weather events, rising sea levels, and other factors, global warming will cause significant harm to people and communities' health.

FINAL CHOSEN DESIGN

[Script 1](#)

Check the Marking Criteria MYP 3 [HERE](#)

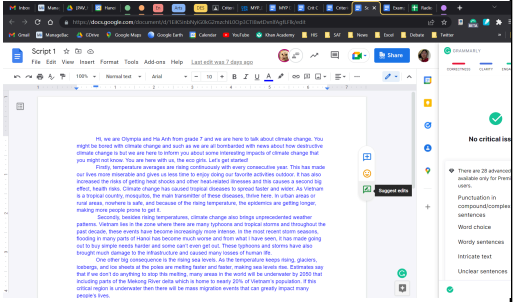
Criterion C

TASK 1: Develop a plan, (start with post its [HERE](#). Then use a table similar to below that outlines the efficient use of time and resources (write this as if you are explaining how to create your product to someone else).

Step	Description	Diagram	Estimated time to complete	Actual time taken
.	(Remember to include what resources you will be using. These include tools and materials)	(Use this section to enhance your description by explaining it with a diagram)		

1	Brainstorm ideas with a friend and write the ideas out on paper or Jam board or Miro or any other websites that provides this service		10 - 15 minutes	5 - 10 minutes
2	Choose the best idea and write an outline of the podcast on google docs.	<p>Typical School Radio Show Structure (Clock)</p> <ol style="list-style-type: none"> 1. Jingle – Station Ident (needed to announce the station – legal requirement on some FM stations) 2. Introduction – Let the listener know what to expect from your show. 3. Jingle – Show Promo – Specific jingle for the current presenter or show. 4. Song 5. Song – A lot of presenters like to start the show with back to back music as it provides time to sort out any last minutes details. 6. Presenter Link 7. Jingle 8. Song 9. Presenter link to introduce the next element 10. Interview or pre-recorded feature – could be anything from a joke to an interview with an MP. 11. Jingle – Station or show specific. 12. Song 13. Song 14. Presenter link 15. Jingle 16. Song 17. Song 18. Jingle 19. Presenter sign off link 	20 minutes to 40 minutes	15 to 30 minutes

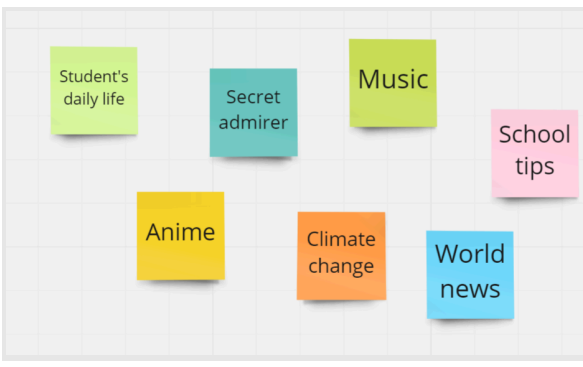
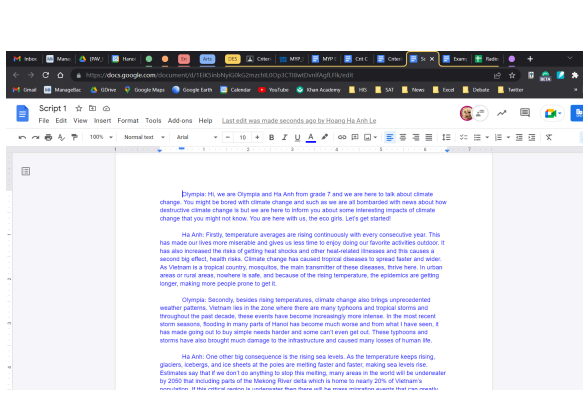
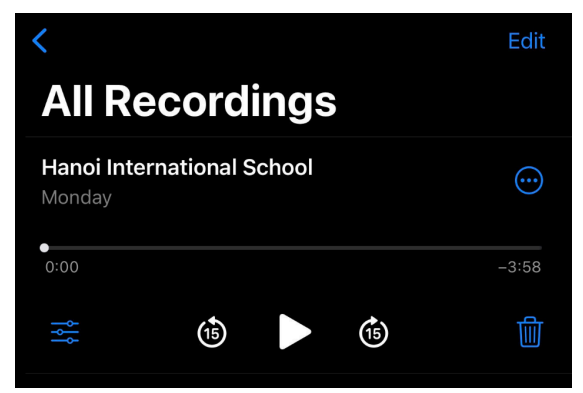
3	Write out our podcast using google docs	<p><i>It, I really liked it, 'cause it was organized. I have done Hire Tual before, I have used that as well. One thing I actually recently discovered, it's not necessarily sourcing but more networking, going back to the dating thing because I think recruiting is dating, essentially it's kind of like dating. [00:25:00] Bumble, have you heard of Bumble?</i></p> <p><i>Chris Russell: Bumble yes, the dating app.</i></p> <p><i>Erin Stevens: The dating app.</i></p> <p><i>Chris Russell: But they also have a business version now, right?</i></p> <p><i>Erin Stevens: Yes, and I just learned about it the other night. I was taking my sister out for her bachelorette party and her friend, my sister's about six years younger than me and her friend's younger than that. And she was like, "Oh you know you can do Bumble for networking?" And I was like, "You can?" So I felt a little weird setting up my own Bumble account, but you swipe left and right, and [00:25:30] like you can see people's job titles, and I'm gonna use it. I'm traveling over the next couple of weeks so I'm gonna use it and see if I can find anybody in those areas and connect with them as far as networking opportunities. It's really cool.</i></p> <p><i>Chris Russell: There's another app like that called Shapr, which is S H A P R, that I tried earlier, I think last year. Very similar. You can see job titles, you could, it also lets you kind of push out quotes, business quotes to your social media and stuff. [00:26:00] so check that out, see if you might like that. Well speaking of.</i></p> <p><i>Erin Stevens: Well my thing, I was just gonna say though, that you need to use something that people know. Like I've never heard of Shapr but I've sure as heck heard of Bumble, so.</i></p> <p><i>Chris Russell: Nice, well speaking of Hire Tual, they're our second sponsor on today's show.</i></p> <p><i>Erin Stevens: Oh what a great lead in.</i></p> <p><i>Chris Russell: Yeah and their AI engine is your personal sourcing assistant, so if you submit your sourcing task with them, it'll do the sourcing for you while you're sleeping Erin, so enjoy your cup of coffee and let [00:26:30] Hire Tual source for you. You can build Boolean strings on the fly, the space contact info for the candidates you find on there. Let me just read one of the reviews on Facebook that I just pulled up here.</i></p> <p>("Podcast Script 101: Everything You Need to Know Castos." <i>Castos</i>, 28 Aug. 2018, castos.com/podcast-script/. Accessed 22 Apr. 2022.)</p>	15 minutes - 1 hour	15 minutes 30 minutes
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4	Re-read and annotate our podcast on google docs and Grammarly		10-15 minutes	10 minutes
5	Record our final podcast using recorders on our phones		10-15 minutes	5 minutes
6	Put our recording into soundtrap and add music and sound effects		30-45 minutes	30 minutes

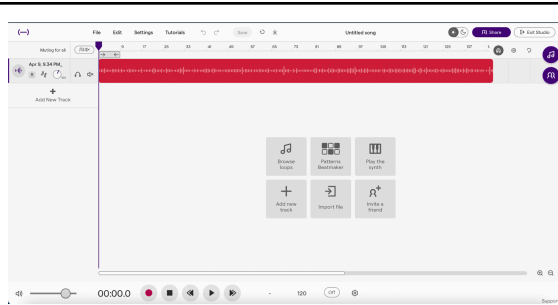
Add additional rows as you need them. Remember, this should be detailed enough for someone else to follow and **ACTUALLY** make your product.

TASK 2: Evidence of the construction process. Following the plan above, provide photographic evidence (screenshots) of you making your product.

Step	Evidence (Photographic evidence of the construction process)	Description (What is happening, and what resources are you using and why?)	Link to the plan. (What step of the plan does this relate too?)
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1		For this picture, we were brainstorming ideas for our podcast using miro board.	1,2
2		In this picture, we are writing our script using google docs so that we can read it for the podcast.	3,4
3		This is a picture of our recording. It took almost 4 minutes and we used "Voice Memos" on the iPhone to record.	5

4

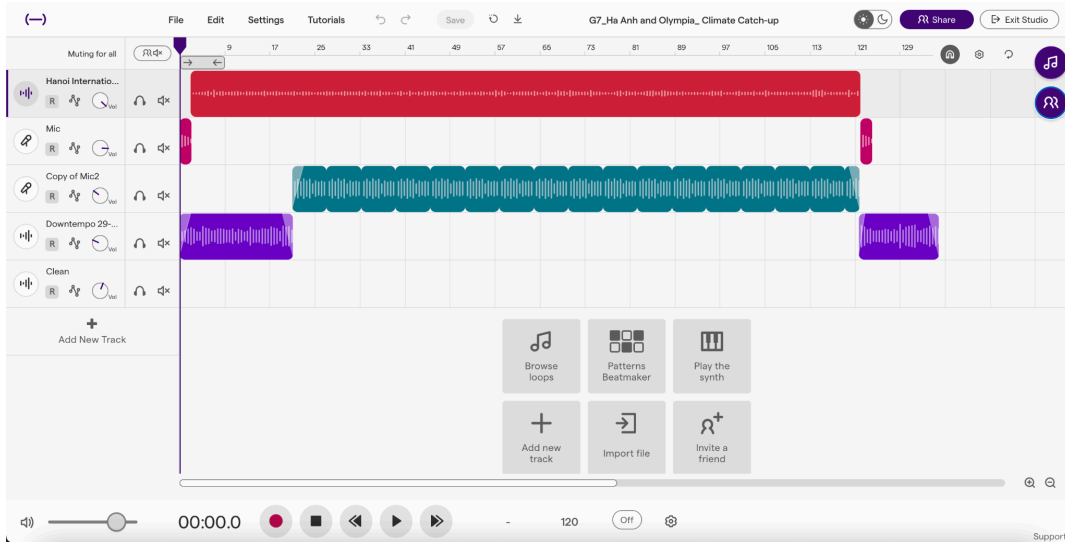


In this picture, we already added our recording and we decided to choose a song that fits with our podcast.

6

Add additional rows as required.

TASK 3: Completed product. Show a photograph and a hyperlink to your completed product. Explain and justify if anything is missing(2 page max)



[Soundtrap Hyperlink](#)

We already added all the things that we had planned before, our recording and music. The final product is quite successful because the choice of music in the beginning and at the end fits with our podcast. In our record, we do make some mistakes, but it is not a big

deal. The longest red line is our recording and all other things are music. The smallest at the beginning and at the end is the quote "This is Radio HIS, for you, by you, by you, for you".

TASK 4: Explain changes made from its original design and plan of construction. What has changed from what you originally designed and planned to make (task 1), and what you have finally created? Do not forget to explain **why** these changes occurred (1 page max).

Our plan worked really well, so we don't need any changes. We follow all the steps that we have planned. First, we brainstormed to get the ideas for our podcast. Then we chose all the ideas that we found to be the best. We found all of these ideas due to the Google forms that were sent out before for the whole school. We chose climate change as our last idea/topic because it is the most common problem in our world right now and its impacts are huge, so we chose this to help people understand and prepare. After gathering all the information we needed, we started to write our script. We wrote four scripts and chose the best one, which is the final product. Then we record on the iPhone and, last but not least, we edit our podcast.

Criterion D

Task 1: Design a series of questions to ask your peers for feedback while they listen to your podcast. Remember what this unit is about... how sound, voice and music are used. How to promote better Digital Citizenship. You must have a minimum of 10 questions. Put a copy of your questionnaire below:

QUESTIONS? WHAT DO YOU WANT TO KNOW ABOUT YOUR Podcast?		OPTIONS (Type of question) YES / NO RATE: 1 -10
1	Do you think the music was fitting for the topic of the podcast?	1-10
2	Were you interested in the topic through the podcast?	1-10
3	Were you bored when listening to it?	Yes/No
4	Do you think the sound was good?	1-10

5	Can you hear the voices clearly?	1-10
6	Was there any echo?	Yes/NO
7	Would you like to listen to a second podcast related to this problem?	Yes/no
8	Do you think the time is adequate?	Yes/No
9	How would you rate this podcast overall?	1-10

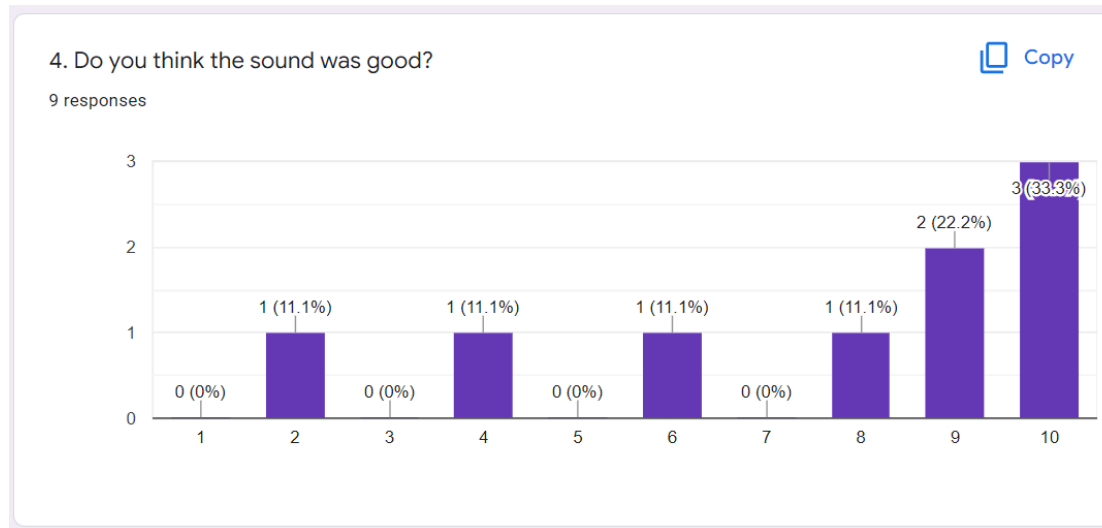
Task 2: Design a questionnaire and / or interview for your client / target audience. Remember back to criterion A where you described who you were making this podcast for? You now need to get specific feedback from them to see if you have fulfilled their criteria.

- [Form](#)
- [Answer](#)

Task 3: Critically evaluate the success of the solution against your design specification. Going back to Criterion B, evaluate if you have met the list of criteria you set yourself (specifications). You need to show evidence of how you have successfully met the criteria, AND fully justify WHY you did not meet it, explaining the reasons why in detail.

We believe that we have successfully met most of our criteria because our clients felt that the time for the podcast was adequate and they didn't feel bored with the podcast. They also think that the music for the podcast was fitting and didn't make the sound of the voices unheard and content of the podcast was also good and did give them more knowledge about the problem. Although we were able to meet most of our criteria, there is one that we couldn't complete. We first planned to make a few podcasts, but because of time constraints, we couldn't produce that many versions and episodes in the podcast.

Task 4: Generate accurate data to measure the success of the solution. Using the information from the previous 3 tasks, design and construct graphs/charts to show evidence of how successful you have been. Each graph or chart needs a summary of results, detailing how this data proves you have/have not been successful.

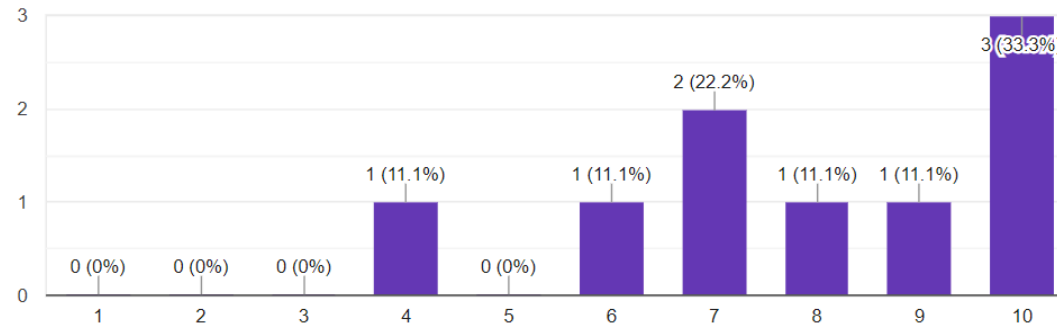


We can clearly see that most clients think the sound quality of the podcast was good and they can clearly hear everything.

1. Do you think the music was fitting for the topic of the podcast?

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9 responses

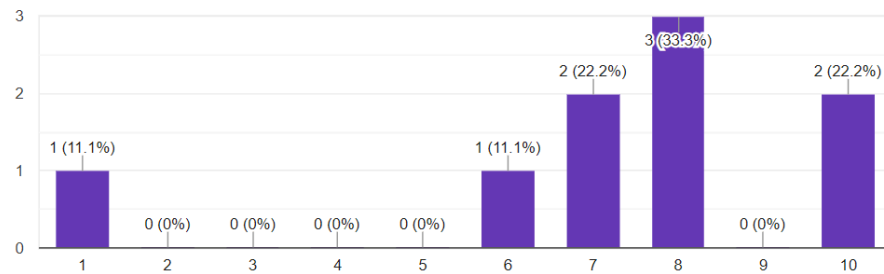


They mostly think the sound was fitting with the average of 8

2. Were you interested in the topic through the podcast?

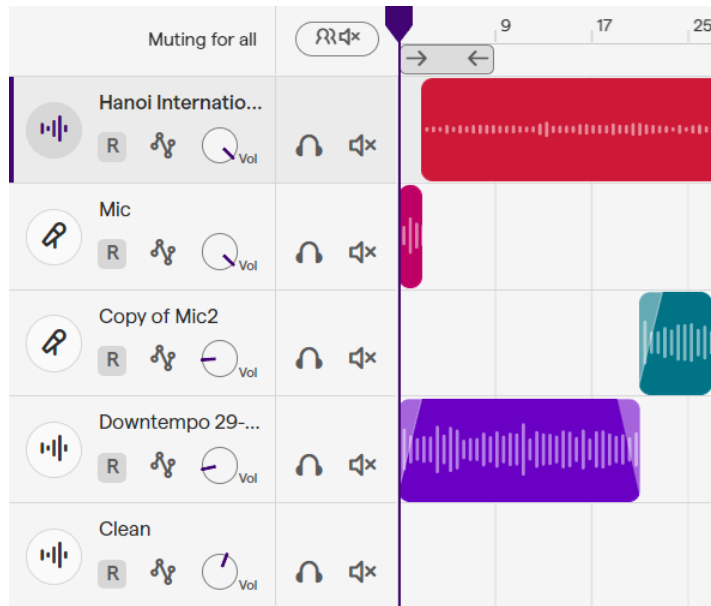
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9 responses



The majority gave a score of 8 and through asking them personally, we can surely say that they did learn something new from our podcast.

Task 5: Explain how the product /solution could be improved, and show evidence of changes made.



We have improved it by making the speaker's voice bigger and the music smaller to make the sound clearer.

Task 6: Explain the impact of the solution on the client/target audience. Referring back to the "design situation" in criterion A, explain and provide evidence of how you have solved this design situation. Pay particular attention to how this podcast will help your client or target audience.

We have been able to inform and teach others about our topic of climate change in a short amount of time through a podcast. Our viewers feel great about it and they are willing to learn more about this issue and help fight for climate change.