DEPARTURES

YOUTH VOICES

CURRICULUM
Workshop Breakdown

*Time: 2 hours*

How can a student use their own experiences and understanding of their neighborhood to explore issues, investigate solutions and advocate for their community?

**LEARNING OVERVIEW & OBJECTIVES**

Students become familiar with Departures Youth Voices and the multimedia tools available to them to explore and critically examine their neighborhood and identify how they can initiate and implement community improvements.

Students will learn about an aspect of their community from an expert (history, politics, public policy, change, etc.)

**STUDENTS WILL...**

- Formulate answers to questions that ask them to think critically about their community and consider how their neighborhood is perceived.
- Use their Youth Voices Notebook to track and reflect on their progress, and prepare ideas and answer questions that will inform the development of their project and the content for articles on the Youth Voices website.
- Students will be able to access the Youth Voices Portal or the KCET Movable Type platform.
INTRODUCTION TO DEPARTURES YOUTH VOICES
Youth Voices is an online multimedia curriculum that supports and encourages youth to be actively engaged citizens willing and able to engage in various aspects of their community and initiate local action campaigns utilizing multimedia tools. Youth Voices has three stages:
Students have an opportunity to explore their community -- the people, stories, businesses, landscape -- and become actively engaged in the improvement of their neighborhood. Media will be used throughout the project to investigate, document and share information to a wider audience in an effort to create an open dialogue between the students and community members. Students will become advocates for their cause presenting their findings to the community (neighborhood board, city council, school board, chamber of commerce, non-profit, etc.) with the goal of implementing the improvement they identified through the process.

INTRODUCTION TO THE YOUTH VOICES NOTEBOOK
A major tool for the students is the Youth Voices (YV) Notebook. The YV Notebook provides the physical structure for the program and guides the students through the three stages of Youth Voices; exploration, investigation, and advocacy. It also provides opportunities that encourage the participants to think about and engage with their community in new and creative ways. Once the students receive the YV Notebook they should be encouraged to review it and personalize it, making it their own.

The YV Notebook also provides a space to jot down ideas, formulate their thoughts, and plan as they begin to identify the direction and cause they are going to investigate. Through a series of questions, activities and prompts students will build their project first as individuals and then as a team.

INTRODUCTION TO THE YOUTH VOICES PORTAL
A key component of the Youth Voices program is the ability of the students to share their work with their community and develop a dialogue throughout the three stages of the project. The Youth Voices Portal provides a digital platform for the students to upload the content they are creating and a written reflection on each stage of the process.

GUEST SPEAKER
If possible a guest speaker may be brought in to share information on the focus of the project. Their talk may include information or stories on the history of the neighborhood, the art, the changes, the environment or other aspects of the community.

The goal is to provide a foundation of information for the students, identify a possible resource/expert, and hopefully encourage the students in their work.
**ACTIVITY**
Students will inaugurate their YV Notebook students by answering questions concerning where they live and what is their future vision for their community.

*For example*
- How would you describe your neighborhood to someone who has never visited?
- What location in your neighborhood would you take them? Why?
- Is there a place you would avoid?
- How do you imagine your neighborhood in 10 years?

**TASK**
**Student Assessment / Questionnaire**
This questionnaire explores the digital capabilities of the students, from the ability to use a/v equipment to the use of software applications, as well as particular learning objectives, such as history, geography, life skills and civic engagement. A post-assessment questionnaire will be presented at the end of the curriculum to determine the degree of knowledge, skills and civic awareness gained through Youth Voices.

**SCHEDULE AND EXPECTATIONS**
Whether a formal or informal class, students and teachers review the project schedule, including upcoming field trips, guest speakers, community activities and fieldwork. It’s important to establish expectations of participation in both in class and out of class activities, and the completion of project. If necessary provide students with a comprehensive activity form that lists all upcoming out of class activities that should be taken home and signed by parent or guardian.

**ASSIGNMENT**
**What Connects Me To My Neighborhood**
Students are asked to identify and bring to the next class an object that represents who they are in relation to their community. For example, a student may bring a skateboard if he/she likes to skate around the neighborhood, or another may bring a tomato from the community garden. Students will present their object in class and share what that object represents for them. Students should use their YV Notebook to prepare for their presentation.

**MATERIALS**
- Laptop
- Projector
- Youth Voices Notebooks
- Student handouts
- Assessment Questionnaire

**INSTRUCTOR RESOURCES**
- Departures Youth Voices Website
- Youth Voices Portal
- Assessment Questionnaire
- Alignment with Common Core Standards
Workshop Breakdown
*Time: 3 hours*

How do students find and develop connections in and with their community?

**LEARNING OVERVIEW & OBJECTIVES**
Students will begin to explore their physical and emotional connections with their neighborhood and begin to reach out to establish new connections through their virtual community.

**STUDENTS WILL...**
- Do an informal presentation of the object that connects them to their community and explain the link.
- Activate necessary online accounts
- Upload content to the Youth Voices Portal and create their first entry
- Share their new entry with their online community and begin a social media campaign

**ACTIVITY**
Presentation of What Connects Me To My Neighborhood
Students share the object that connects them to their community with the group and explain its significance. The item they bring and their explanation offers physical evidence of the personal link.
the students have with their neighborhood. By beginning the project with this activity, each student can identify their departure point: their experiences, memories and personal understandings of their community.

Students should take turns presenting their object. They can read from their YV Notebook as they discuss their object. A picture should be taken of each student with his or her object and also of the object alone. If possible the pictures should be uploaded immediately to the YV Portal. This will allow the students to access the picture for their upcoming entry.

**TASK**

**Activate Online Accounts**

Students need to have access to a computer connected to the internet. They will activate their online accounts to have access to the various websites and programs necessary for the creation and distribution of their project. These accounts include; kcet.org, Google, and flickr. All the students, whether these are new or old accounts, should write down their username and password on the Remember Page of their YV Notebook. (If there are not sufficient computers for everyone, the students should share computers, use their smart phones, or work with their teacher to set up an account for kcet.org. The other accounts can be done at home or anywhere the students have access to the internet.)

**TUTORIAL**

**Youth Voices Portal**

Students need to have access to a computer connected to the internet. Students will do a step-by-step tutorial on uploading content (text, pictures, video) to the YV Portal. They will use their presentation on What Connects Me to My Neighborhood as content for their entry.

1. Go to kcetyouthvoices.org
2. Click on entry #1 – You and Your Neighborhood
3. Scroll through the entry form, notice that after every question there is a box where you are able to write in your answer.
4. Following the directions at the top of the page begin answering each question.
5. Review your answers. Once you are done with the questions click on the submit button at the bottom of the page. A message will appear confirming that your answers were received.

**ACTIVITY**

**Social Media Blast! Using Social Media To Connect with Your Neighborhood**

Students will need to have access to a computer connected to the internet. Students will share their previous entry with their social media community (facebook, Twitter, Tumbler, Instagram) and begin an exchange of ideas through comments and shared media.

Using their YV Notebook students will write a post to share the entry they created on one of their social media outlets and ask their social media community to share the object that connects them to their community.

1. Students go to the article they previously wrote now on the KCET Departure Youth Voices website. They will have the option to share it on a variety of social media platforms.
2. The students will write a post on one of their social media outlets and share the entry they created. Part of the post should be framed as a question to solicit responses and comments from their social media.

3. Post and share

This post will launch a campaign in the larger Departures community to identify and digitally archive these neighborhood objects.

MATERIALS
Laptop, Projector, Camera, Youth Voices Notebooks, Student handouts

INSTRUCTOR RESOURCES
Youth Voices Portal, Assessment Questionnaire, Alignment with Common Core Standards
Workshop Breakdown

Time: 4 hours

Can a map tell a student’s neighborhood story and uncover their experiences as they maneuver through their community?

LEARNING OVERVIEW AND OBJECTIVES
Students are introduced to the various ways we define place through mapping, how and why maps are used, and the narratives behind them. They will examine their neighborhood on geographical, social, and personal levels with their own hand drawn maps.

STUDENTS WILL…
• Use the concept of Hot Spots to examine their relationship with the people, places and things that make up their neighborhood
• Draw a map that incorporates their daily neighborhood experiences and shares the significance of their Hot Spots
• Present their map to the class and elaborate on their hot spots
• Write and upload new entry on their maps to the YV Online Portal
INTRODUCTION TO MAPS
Show and discuss various forms of maps: 3-dimensional, representational, geographical, and typographical and more. Explore the student’s familiarity with maps and mapping.

Ask: What type of information do these maps provide? What would you want a map of your neighborhood to show?

ACTIVITY #1
Identifying your neighborhood hot spots
Using the YV Notebook (list below) the students identify their neighborhood Hot Spots and provide a brief description on why it is a Hot Spot

1. A place, corner or location that you want to see changed (and why)
2. A place with great colors (what are they?)
3. A place that has a deep personal meaning to you (and why)
4. A place that’s always quiet
5. A place that has “history” (what history?)
6. A great place to hang out (what makes it great?)
7. A place where people come together to participate in a shared activity.
8. (what type of activity and who participates?)
9. A person that defines your neighborhood for you (and why)
10. A place or person that you are afraid to meet, cross paths with, relate to (and why)
11. A great place to eat. (what type of food and what makes it great)

ACTIVITY #2
Draw your personal map
Students will have an opportunity to become cartographers of their own neighborhood maps. Using the YV Notebook the students draw a map of their neighborhood that includes their 10 Hot spots.

Once they have completed their map they place a clear plastic / acetate layer directly over the map and, using Sharpie markers, write the significance of each “hot spot” and add more detail to their map.

ACTIVITY #3
Presentation of personal maps
Students take turns presenting their finished maps to the class, identifying personal connections to the individual “hotspots”. Students should be encouraged to ask questions and comment on each other’s selections.

Ask: What makes a location the best place for a hamburger? What is the history behind a particular street or alley?

A picture should be taken of each student with their map as well as a scan of the 1st layer and one of both layers together. If possible the pictures and the scans should be uploaded to the YV Portal immediately.
ACTIVITY #4
Using the YV Portal the students submit their 10 “hot spots” with descriptions and if possible a scanned version of their map and their picture.

OPTIONAL ACTIVITY
GIS mapping – Students use Google maps to create an interactive map that features their Hot Spots with descriptions and additional media.

[Students will revisit GIS mapping when they begin their investigation of their cause.]

OPTIONAL ACTIVITY
Wall sized neighborhood map
Students should be encouraged to add their favorite hotspots to a wall-sized map. They can pin notes, photos and articles, as they begin their research. This will serve as a hub for discussion and development for “hotspots” throughout the workshops. Collateral could include menus from restaurants, articles on events or history of particular places, or photos taken by students.

MATERIALS
Laptop, Projector, Paper, Writing & Drawing Materials, Acetate, YV Notebooks, Student handouts, Printed Map of Neighborhood

INSTRUCTOR RESOURCES
Various types of maps, Wall-sized map of neighborhood & push pins
Workshop Breakdown

Time: 4 hours

Can students initiate and lead a plan to improve their neighborhood?

LEARNING OVERVIEW AND OBJECTIVES

Students will work together as a team to identify one issue/location they would like to improve in their neighborhood. They will learn best practices for conducting online research and developing a field plan.

STUDENTS WILL...

- Learn to communicate and negotiate ideas in a group
- Brainstorm various issues facing the community
- Identify a way to improve their community
- Select a location to highlight as part of this improvement
- Write and upload a new entry on their neighborhood project
- Share their new entry and engage their online community in this campaign
- Learn to use Google Bookmarks as an effective online research tool
- Research various aspects of their topic
- Develop a field plan for their project
TASK #1
Forming a team
Students will break up into teams of 3–4 students. Using the YV Notebook they will organize themselves; select a name and logo, collect contact information and prepare to work as a team for the rest of the project.

ACTIVITY #1
Developing a plan to improve their community
The teams meet to share and collaborate on their ideas for their project. Each group will select one issue and location to investigate and document, using the prompt;
What would I do to improve my community...

Using the YV Notebook the teams will answer the following questions to narrow down their area of focus:

1. What would you do to improve your neighborhood?
2. Why do you want to improve this aspect of your neighborhood?
3. What location/hot spot would you investigate and document based on this issue?
4. Explain the current impact this issue has on the community and how this would change once it is improved.
5. What are two possible solutions for this issue?
6. Identify a community member(s) who can share their experience confronting this issue.
7. Identify an expert(s) who can speak on the issue and offer possible solutions.

ACTIVITY #2
Students will need to have access to a computer connected to the internet. Using their YV Portal, the teams submit their answers to these questions.

ACTIVITY #3
Social Media Blast #2
Students will need to have access to a computer connected to the internet. The students in their teams develop a question that invites their social media communities to share their own ideas on this theme and make comments.

[After reviewing the team’s ideas the instructor can then send a call out to possible mentors, one for each student team. Once identified the mentors come to the site to meet and brainstorm with the student teams on their causes. Schedule different times to communicate and share ideas on-line.]

ACTIVITY #4
If necessary a short training may be done on the use of Google Bookmark Manager to help the students organize their research. (Students should already have their Gmail/Google accounts)

GUEST SPEAKER
A journalist (print or web) visits to share basic techniques to investigate a story, research sources and build a case for a cause. Using the YV Notebook students fill out the Guest Speaker profile. Using the YV Online Portal the students submit their profile.
ACTIVITY #5
Students begin research and organize their findings (Google Bookmark Manager.) They use the guide in their YV Notebook (below) to build a pool of resources for their project/location and share with team members.

- History (location / issue in community)
- People (residents, others involved with issue)
- Organizations (organizations involved with this or similar issue)
- News (any local news [print, broadcast, web] on issue)
- Representatives (neighborhood council, city council, state representative, national representative)
- Experts (business, academics, public policy)

[this could be a take home ASSIGNMENT depending on the time available in class]

ACTIVITY #6
Students meet in their teams to review collected resources, and use their YV Notebook to plan a series of articles that profile their cause/issue, local residents, experts, community support, and solutions for the project. These articles may include photography, print, audio and video interviews etc.

Article 1: Community Cause – Profile on the cause your team has identified. What needs to be improved/changed and why? Includes photos.

Article 2: Community Resident Profile – Interview with local resident(s) who are directly affected or connected to the cause.
Article 3: Community Expert Profile - Interview with an expert who is knowledgeable on your community cause and may be able to offer possible solutions or next steps.

Article 4: Community Solutions - How can this issue in the community be improved or what is a solution(s) to the cause being investigated?

Article 5: Building the Message - Final article highlighting the overall investigation, outcomes and next steps with a final call to action.

[After the teams’ proposed articles are reviewed by the teacher – the optional media workshops may be selected for implementation. The training will provide instruction and practice of a set of skills (interviews, collecting media evidence, etc.) and tools (smart phone, camera, audio, video) for the students to utilize in their community investigation.]

ACTIVITY #7
Community Cause Profile - Student teams pool their research and using the notes from their YV Notebook write Article 1. Students will collect media for their article as part of one of the media workshops.

ACTIVITY #8
Using the YV Online Portal the student teams submit Article 1.

SOCIAL MEDIA BLAST #3
The students along with their teams will share their article and invite their social media community to respond and share their thoughts.

MATERIALS
Laptop, Projector, Camera, Youth Voices Notebooks, Student handouts, Printed Map of Neighborhood

INSTRUCTOR RESOURCES
Team Chart, Wall-sized map of neighborhood & push pins
Workshop Breakdown

Time: 5 hours

How can students collaborate with their community in promoting positive change?

Learning Overview and Objectives
Student teams explore various methods to engage the community (residents, neighborhood groups, non-profit organizations, public officials, etc.) and develop an outreach strategy for their project.

STUDENTS WILL...
- Learn about different forms of community outreach
- Build and submit an outreach strategy as part of their field plan
- Develop targeted messages about their project
- Practice presenting their project to the community
- Practice interview skills and techniques with each other (conduct mock interviews)
- Identify and interview a community member
ACTIVITY #1
Community outreach - Student teams brainstorm various methods to engage the community (residents, neighborhood groups, non-profit organizations,) and use their YV Notebook to store and develop ideas. Students should refer back to their research to identify where to target their outreach (people, neighborhood, street, school, etc.)

GUEST SPEAKER
Community member with a background in organizing/activism shares experiences and best practices. Using the YV Notebook students fill out the Guest Speaker profile. Using the YV Online Portal the students submit their profile.

ACTIVITY #2
Using their YV Notebook the student teams build an outreach strategy for their project. This should include the social media they have already begun but should also include one face to face activity such as; neighborhood canvassing, tabling at local event, presenting at local meeting, or orchestrating a press conference. The outreach strategy will assist the students to locate and connect with community residents to interview and gain support for their cause.

The student teams use their YV Notebook to develop targeted messages for distinct constituencies in their community. They will refine their message and practice presenting their projects to individuals, neighborhood groups, public officials, and to the press.

FIELD PREP
Students organize a community presentation / excursion to connect with potential interviewees, raise the profile and gain support for their cause, and collect evidence/media for their investigation. The students use their YV Notebook to collect information and resources for their project.

[This may take place over the course of several days during class, after school or on the weekend.]
TASK
Student teams schedule interview(s) with community member(s,) and develop an interview plan.

ACTIVITY #3
Practice Community Interviews - Student teams practice interview skills and techniques with each other, conducting mock interviews. Students should utilize the media they are employing for their project during practice (i.e. take notes for their article, record audio, take photos, videotape.) Students can also use the practice questions in their YV Notebook. These are questions they may ask their interviewees out in the field.

ACTIVITY #4
Community Resident Interview - Student teams conduct interview with a community member/resident that is connected to their cause. Student teams transcribe the interview and build an article around the interview and the photos of the subject and their cause. Using the YV Online Portal student teams submit their article.

SOCIAL MEDIA BLAST #4
The students will share their article and invite their social media community to respond and share their thoughts.

MATERIALS
Laptop, Projector, Youth Voices Notebook,

INSTRUCTOR RESOURCES
Community Outreach Case Studies (Youth Voices Website)
Workshop Breakdown

*Time: 5 hours*

How can students be active participants in identifying solutions for the problems in their community.

Learning Overview and Objectives
Student teams review and analyze the evidence they have collected, and seek out and collaborate with an expert to explore and identify possible solutions and/or actions for the cause they have undertaken.

**STUDENTS WILL...**
- Analyze data and evidence regarding their cause
- Identify and interview a community expert
- Review, modify and finalize their field plans

**COMMUNITY EXPERT**
Now that the student teams have collected evidence (research, photos, community interviews, etc.) They may have a clearer idea of possible remedies or solutions to the cause they have taken on. But before they focus on building their solution, the input of an expert may be beneficial at formulating a plan of action. An expert may be someone who is involved in the current issue or a similar issue from various perspectives; academic, public policy, business, city planning, environmental, and other professions.
The student teams should refer back on their research to identify an expert or experts (they could also select a previous guest speaker.)

**ACTIVITY #1**
The student teams identify a community expert(s) and contact them to schedule an interview.

**ACTIVITY #2**
Prep for Community Interviews - Using the YV Notebook they prepare for the interview, writing questions and developing an overall interview plan.

Student teams can continue to practice interview skills and techniques with each other, conducting mock interviews. Students should utilize the media they are employing for their project during practice (i.e. take notes for their article, record audio, take photos, videotape.) Students can also use the practice questions in their YV Notebook.

**ACTIVITY #3**
Community Expert Interview - Student teams conduct interview with a community expert who is connected to their cause. Student teams transcribe interview and a build an article around the interview and the photos/video of the subject. Using the YV Online Portal teams submit their article.

**SOCIAL MEDIA BLAST #5**
The students along with their teams will share their article and invite their social media community to respond and share their thoughts.

**MATERIALS**
Laptop, Projector, YV Notebook

**INSTRUCTOR RESOURCES**
Interview Tip Sheets
Workshop Breakdown
Time: 4 hours

How can students develop and disseminate their own solutions for their cause?

Learning Overview and Objectives
Student teams propose their own solution for their cause, citing the evidence they have collected and the interviews they have conducted.

STUDENTS WILL...
• Review the evidence they have collected and the interviews they have conducted
• Work together in their teams to write an article detailing their proposed solution for their cause
• Share their article with their social media community and encourage feedback.

The student teams are now ready to bring their evidence together and pitch their own remedy for their cause.

ACTIVITY #1
Community Solutions – Using their YV Notebooks the student teams write an article detailing their solution for their cause. Citing the evidence they have collected the student teams develop the argument (action steps) for their cause and solution. They may use media collected but that was not used in their previous posts.
Once the article is completed the student teams upload it to the YV Online Portal along with samples of the media they collected.

**SOCIAL MEDIA BLAST #6**
The students along with their teams will share their article and invite their social media community to respond and share their thoughts.

**MATERIALS**
Laptop, Projector, YV Notebook

**INSTRUCTOR RESOURCES**
Neighborhood Maps
Workshop Breakdown

*Time: 5 hours*

How do students build a story that promotes change in their neighborhood?

Learning Overview and Objectives

Student teams build a concise narrative that reflects on the work of their overall project and continues to advocate for their cause with the development of call to action and next steps.

**STUDENTS WILL ...**

- Write a reflective article on their project.
- Develop a call to action and identify next steps for their project.
- Share their article and message with their social media community and encourage feedback.

After the student teams have collected evidence (text, audio, photos, video) in support of their theme, the next step is to build this into an article that reflects on their work, and the next steps for their project.

**ACTIVITY #1**

Building the Message - Student teams move into preparing and editing their final article. Students use their YV Notebook to brainstorm and draft ideas. Once the article is completed the student teams upload it to the YV Online Portal along with their media/evidence.
SOCIAL MEDIA BLAST #7
The students along with their teams will share their article and invite their social media community to respond and share their thoughts and experiences on their project.

MATERIALS
Laptop, Projector, YV Notebook

INSTRUCTOR RESOURCES
Neighborhood Maps
Workshop Breakdown

**Time: 5 hours**

How can students speak truth to power and promote positive change in their neighborhood?

Learning Overview and Objectives
Student teams create a visual presentation that highlights their cause, investigation and their proposed solution. They present their projects to the community.

**STUDENTS WILL...**

- Prepare a presentation on their projects that identifies their cause, offers evidence and proposes a solution.
- Write an reflection on their presentation, feedback and next steps
- Share their article and message with their social media community.

As the student teams finalize their projects they are also preparing to share their entire project with the community and advocate for the cause they have identified, investigated, and documented.

1. **ACTIVITY**
Student teams build their presentation using the evidence they have collected. They may use any presentation program available (PowerPoint, Prezi, etc.) If necessary provide a short tutorial on building an effective presentation.
ACTIVITY #2
Students meet with public officials/activists/business leaders to present final projects and advocate for the improvement/issue investigated and documented.

ACTIVITY #3
YV Notebook – Student write a reflection on the community presentation and what the next steps are for the project. Then, using the YV Online Portal, the student teams upload their debrief along with documentation (fliers, photos, announcement, program, press clippings, etc.) from the presentation.

SOCIAL MEDIA BLAST #8
The students share their experience exploring, investigating and advocating for their issue as well as the next steps for their project. They invite feedback and provide opportunities for continued involvement.

TASK #1
Student/teacher post assessment

MATERIALS
Laptop, Projector, YV Notebook, Presentation Guidelines

INSTRUCTOR RESOURCES
Student Post-Assessment Questionnaire, Teacher Post-Assessment Questionnaire
Workshop Breakdown
*Time: 8 hours*

How can students tell a visual story?

**LEARNING OVERVIEW AND OBJECTIVES**
Students take part in a hands-on workshop to learn the basics of photography and editing. Students will gain an understanding of the differences between film and digital, learn the properties of light, frame rates, and developing an eye for composition. They will also learn post-processing, using applications (Photoshop, Pixlr, Gimp) to color correct, format, and crop their photos.

**STUDENTS WILL ...**
- Learn the basics of photography
- Learn the basics of editing photographs
- Work in their teams to develop a photo plan
- Collect evidence that supports their improvement goal for their targeted location
- Gain confidence in developing a story with photos
- Share their new entry and engage their online community in this campaign

**ACTIVITY #1**
Basics of Photography
Students are introduced to the basics of photography () and are encouraged to break away from the
tendencies of “snap–snap–shoot.”

- Digital and Film
- Focus / Depth of Field
- Iris / Aperture / Exposure
- Shutter Speed
- White Balance
- Composition (rule of thirds)

**GUEST SPEAKER**

If possible a guest speaker may be brought in to share their experiences as a professional photographer and provide tips on photographing their location with the goal of collecting evidence to advocate for improvement/change.

**ACTIVITY #2**

Using the tools and skills introduced in the workshop students build a photo essay of their school/center or if their selected location is close-by they should collect evidence for their prompt. Students use their YV Notebook to brainstorm ideas.

**ACTIVITY #3**

Using the tools and skills introduced in the photo editing workshop students are asked to take a critical view of their photos and using available editing software (Photoshop, Pixlr, Gimp, etc.) they edit their photos to best suit the needs of their neighborhood story or theme/investigation.

**ACTIVITY #4**

Students use their YV Notebook to debrief photo workshop.

**ACTIVITY #5**

Using the YV On-line Portal, students submit photos with captions describing the subject photographed (if these are photos from their selected location they should describe the subjects relationship to the issue and improvement they are investigating)

**OPTIONAL SOCIAL MEDIA BLAST**

The students with their teams will share the entry of their photo essay and invite their social media community to comment and share their own experiences with that location.

**MATERIALS**

Laptop, Projector, YV Notebook, Point & Shoot Camera, Camera Settings Tip Sheet, Editing Tip Sheet, Examples of Photo Styles, Film Format Tip Sheet, Photo Editing Tip Sheet

**INSTRUCTOR RESOURCES**

Multimedia – Photography PPT, Photo Editing Tip Sheet (Photoshop, Pixlr, Gimp,) Examples of Photo Styles, Film Format Tip Sheets
Workshop Breakdown

Time: 8 hours

Learning Overview and Objectives
Students take part in a hands-on workshop exploring the basics of digital video production, the process of interviewing a subject, and editing a video interview and video portrait. Students will learn the properties of light, frame rates, and developing an eye for composition. They will also learn how to edit using available editing software.

Students will ...
- Learn the basics of digital video production
- Learn the basics of editing photographs
- Work in their teams to develop a production plan
- Produce practice interviews
- Gain confidence with digital video production and post-production

GUEST
Professional Documentarian (filmmaker, cinematographer, editor)

ACTIVITY #1
Putting their new skills into action, the students produce practice interviews with each other utilizing questions that explore their cause, location and the improvement they want to see in their neighborhood.
ACTIVITY #2
Using available video editing software (iMovie, MovieMagic, etc.) they edit their practice interviews.

ACTIVITY #3
YV Notebook - The students write a debrief on what they learned from practice interviews (production and editing process)

MATERIALS
Laptop, Projector, YV Notebook, Camcorder, Camcorder Settings Tip Sheet, Editing Tip Sheet, Audio Tip Sheet