

iEARN's Project Template



1. Name of Project:
Positive Minds Interactive Media Literacy
 2. Brief one-sentence description of project:
Positive Minds teaches children and interested community members how to use digital and still image cameras to create community enhancing media projects such as commercials, community interviews, and public service announcements that not only give students an outlet for expression but also the skills to document, access, evaluate, analyze, and produce media that expose their community to the world—therefore working to bridge the digital divide and the international gap.
 3. Full description of project:
Our community, much like the communities that we target, is comprised of a diverse collection of children which includes an ethnic blend with a predominance of lower-middle class minorities. The target populations for our program are communities with the least amount of access to digital technologies.

Based on our research, low-income individuals and families often do not have significant connection to cultural or artistic technology. High-end production equipment such as editing software and digital still image/video cameras are often expensive and inaccessible, making it difficult for children to explore them freely. However the Positive Minds curriculum provides an open opportunity for discovery. In addition we encourage the self-initiated learning that this type of technology provides when used for artistic expression.

Our plan is always to present information that is academically, historically, and socially relevant. What Positive Minds offers is a look into history, science, language arts, music, nutrition, media and pop culture via the use of technology.

Positive Minds consists of the following:
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- *Technology such as computers, projectors, and digital cameras that promote interactive learning and research*
- *Live speakers of various backgrounds that offer lectures and presentations that accent certain lessons and address global questions*
- *Web-sites where students can interact with pictures, moving images, and sound files that bring each lesson to life*
- *International media making pen pals*
- *Artifacts such as early forms of technology that bridge the gap between history and contemporary relevance*
- *Sound-recordings of oral literature, music, etc. available by web or on CD's*
- *Field work which requires that the students interact with their community with an objective eye*
- *Exploring collaboration with other local museums and institutions that could cross reference many of our lessons*
- *A library-archive, with resource materials on the various subjects that correspond with students self-determined interests*
- *A suggested reading list that gives students the opportunity to delve further into lessons on their own*

Over the course of 6 , 9, or 12 weeks students acquire the skills to create and finalize a media project. A vital part of the post-production process is community/international involvement when presenting the final project. To ensure that our students' voices are heard and that their work is recognized, we upload our final pieces to the world wide web, produce a DVD, and invite the following organizations to the final show:

- *Community newspapers, television stations, and radio stations, using both community service announcements and advertisements*
- *Social agencies*
- *Local religious institutions and their affiliated youth groups*
- *Local agencies that work with physically disabled clients or those recovering from alcohol or other substance abuse problems who might be inspired by the work of our children*
- *The offices of local political leaders, ranging from district leaders, to members of the Ministry, State Legislature, or Congress*
- *Local schools, daycare centers, and after-school programs*
- *International members of iEarn*
- *International government agencies*

4. Age/level of project participants
All ages

5. Timetable/schedule
September 2009/10

6. Possible project/classroom activities

- ***Time Capsule:*** *The time capsule assignments asks that students work in groups to first discuss themselves and what they see themselves doing*

in 5, 10, & 20 years increments. This assignment gets students thinking about their life's goals and how to accumulate success. Afterwards they will determine what they would like to say to themselves at those stages of their lives. As a team they will select location, organization, etc. After reviewing the footage students will place the tapes (copies) into a "vault" that we will then lock with a note: "Not To Be Opened Until 2013." Each student gets 30-45 seconds.

- **Take a Vacation:** The take a vacation assignment asks that students think globally, but not from the perspective of a tourist. Often when we think about other countries and cultures we either criticize or eroticize without actually trying to understand the tradition of the people and the place. In this assignment students will be given the forms to fill out for applying for their own personal passport (although they will be encouraged to apply for the passports on their own, this is one way to get them exposed to the idea of traveling abroad). In addition we will discuss what it means to be a part of the global community. We will discuss some of the most prevalent global issues and work to think creatively about how we as artists can either expose or help to solve these issues. Their final pieces should speak to this issue. In the end we will collage all of our pieces into a one
 - **Audio Walk:** The audio walk assignment was created to encourage students to think very closely about how audio affects video and vice versa. After separating into groups and just listening to the landscape as they navigate the campus and surrounding areas, students will then be asked to create an audio piece using natural and created sound affects. As a group we will have to try to guess the locations that students recorded and the theme of their audio piece. The final piece can be no longer than 2 minutes.
 - **Public Service Announcement:** As a group we will discuss the value or lack of value of the Public Service Announcement. Students will then watch a range of PSAs and determine their effectiveness. Afterwards students will be asked to storyboard and then create a PSA of their own using 6 to 9 shots. Students will be encouraged to think outside of the box about their message and its audio/visual components. This final piece can be no longer than 1 minute.
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- **Self-Portrait:** *The self-portrait assignment asks that students discuss famous (and not-so-famous) self-portraits of the past and then create a 15-30 second video self-portrait. We will then discuss identity and what makes us who we are. The self-portrait should effectively relay pre-determined information to the audience without the use of words. This assignment assists students in establishing their identity and how they wish to be seen by viewers. It also teaches about props, location, and linear v. non-linear interpretation.*
 - **A Day In the Life:** *The day in the life assignments asks that students think outside of the classroom by choosing a subject within the YES community to follow and record. Students will be asked to track this subject and then use 20-60 second shots that will detail an hour in the life of this particular subject. This assignment requires students use interpersonal skills as well as discretion in their shot choices, because unfortunately they will have no way to storyboard. The students' final pieces can be no longer than 2 minutes.*
 - **2 Sides of a Story:** *The 2 sides of a story assignment asks that students present a story (actual or fictional) and have 2 subjects that express the sides from opposing perspectives. However the students have to choose the side of the story that they think is "right" and make aesthetic decisions that demonstrate their position without changing what the subjects say. This assignment gives students the chance to see how information can be seen as subjective or objective. It also requires producers to take responsibility for the information that they disseminate. Students will be asked to storyboard and create their scene using only 4 shots per subject. The final piece should be no longer than 4-5 minutes.*
 - **Silent Film:** *The silent film assignment invites students to study the silent film era and how those films used text and music to help push the story. After students have researched they will be expected to storyboard and shoot a silent film of their own. The storyboard will help the editor to put their piece together effectively. Students will be required to use a newspaper article as the inspiration for their piece. The film should have 4-6 shots and can be no longer than 2 minutes.*
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- **How-To:** *The how-to video assignment asks that students create a step-by-step piece that teaches the audience how to do something. After watching and discussing several examples, students will be able to create this piece in a realistic or abstract context. For example "how to establish world peace" or "how to make a pineapple smoothie." The final piece should be no more than 5 minutes long.*
- **The Advertisement:** *The advertisement assignment asks that students create an advertisement that seeks to sell a product or idea. After watching several advertisements and discussing how advertisement works, students will choose from a pre-determined set of products and/or ideas. Their advertisements should have creative approaches to appealing to the audience. This assignment also teaches students how to think critically about consumerism and its global implications. The final piece can be no longer than 1 minute.*
- **iEarn Tour:** *The iEarn tour should be a visual representation of what goes on within our program. It should present a range of interviews and observational footage that can be edited into a reel that iEarn uses for visitors. The final product should be no longer than 5-7 minutes long, however it should cover a full range of information.*
- **Newscast:** *The newscast assignment requires that students take an issue that they think other people in the iEarn community need to know and present it in a traditional or non-traditional news format. As a group, students will watch and critically discuss several types of news outlets. After students have determined the format and story that they wish to use, they will create a realistic piece that can then be viewed by their peers. The final piece should be no longer than 2 minutes and should feature interviews, observational footage, and an anchor.*

7. Expected outcomes/products

Over the workshop/course of 6, 9, or 12 weeks students acquire the skills to create and finalize a media project. A vital part of the post-production process is community/international involvement when presenting the final project.

To ensure that our students' voices are heard and that their work is recognized, we upload our final pieces to the world wide web, produce and distribute a DVD, and invite the following organizations to the final show:

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8. Project contribution to others on the planet

Positive MInds directly and indirectly affects others on the planet because it teaches individuals how and why to become solution-based media makers. As solution based media makers our students gain a wider more subjective view of global issues and their responsibility to document and expose issues to the global arena. In addition it also teaches children how to communicate internationally with their media making peers via technology –which helps to bridge the digital divide and international gap. Lastly Positive Minds gives students community-building and networking tools that can be used to further develop their ideas about diplomacy and international relations.

9. Project language
English

10. Curriculum/Subject Area
Social Studies/Media Literacy/Service Learning/Technology

11. Name-email of initial participating group
**Jeannine Cook – positiveminds04@gmail.com
Gia Gaspard Taylor – iearntrinidadtobago@yahoo.com**

12. Name of facilitators
Gia Gaspard Taylor - Jeannine Cook

13 Email of facilitators
positiveminds04@gmail.com iearntrinidadtobago@yahoo.com

14. to be assigned

15. WWW page of project
<http://www.learntnt.interconnection.org>
