

Instructions for course assignment related to the critical thinking goal

FINAL PROJECT: COMMUNITY MAPS & DIGITAL STORYTELLING

Community Art is not just about making art. It is about exploring the connections between the creative process and community concerns, and it is about building relationships.

OVERARCHING PROJECT GOAL: To spark community reflection, dialogue and organizing to spread the impact of the new work (community maps) created by youth in the Harvey Scott SUN Program & PSU Capstone students.

The Community Maps Project is based on the notion that we all have visions of the places in which we live. PSU mentors will record the words and stories and images of the adolescent students. These visual and digital recorded maps will address their own personal, socio-political, historical and geographical concerns within their community. They will also be required to record their own personal stories of community engagement (See question prompts on Page 3).

THE CONNECTION BETWEEN THE COMMUNITY MAPS & DIGITAL STORYTELLING PSU Students are expected to write in their journals, documenting experiences, thoughts, and questions using the Heart & Dream Art Maps as starting points for the dialogues with their mentees.

The art buddies will work together (1 PSU student with their 1 middle school student) to create their individual digital stories. Each group of is expected to produce a digital story based on the Community Place map that they are working on in class. First, they are asked to share journal passages and to reflect on common themes (or divergent aspects of their experiences). They work with their partner and the kids at Harvey Scott to develop an idea for their digital story, to articulate the story, and to apply their mutual learning to the digital work. The goal of the digital story is to add to the context of the Community Place Map and spark community reflection and critical thinking on the stories that are embedded in the art.

Children have important stories and points of view to add to crucial social, civic and political discussions that impact their lives on a daily basis. These oral stories/histories will provide the context and for their shared Community Place Maps. These collaborative digital stories are more conceptual than realistic or geographically correct and are intended to show how the artists think, analyze, and feel about their community. These works will involve creative planning sessions and collaboration with other students as well as with community, members and will be viewed during the Afterschool Sun Showcase at Scott elementary, the last week of class along with the visual art exhibit of the Community maps. All students are required to help install art-works/exhibit and attend the presentation of the audio/visual stories at the SUN showcase event.

After class volunteers: Lastly the artwork and the digital stories will be uploaded to the Hear Me Project: An initiative of the CREATE Lab at Carnegie Mellon University. Hear Me is a collaborative network of community organizations, institutions, businesses and foundations working together to provide a better future for our kids. HEAR ME amplifies kids' voices using MEDIA and TECHNOLOGY to CREATE a world where they are heard, acknowledged and understood, giving them the power to INSPIRE social change.
<http://www.hear-me.net/about>

The Process:

Sample Lesson Sequence

Week I: Students become oriented to the community art project and research & prepare for their first meeting at Harvey Scott. In class, they do exercises in class on active listening and mentor interviews.

Week II: Students begin service learning; get to know middle-school students, free write about the experience in their journals. Students are expected to write in their journal, documenting experiences, thoughts, and questions using the Heart & Dream Art Maps as starting points for the dialogues.

Students are encouraged to begin taking pictures to document their service learning experiences. Students who do not have digital cameras can check out equipment from the Smith Media Center.

Week III: Students continue to journal. They learn more about expectations for digital story by reading the *Digital Storytelling Cookbook*, and by viewing, discussing, and analyzing digital stories produced by others. They are also introduced to the digital storytelling rubric so that they know the standards by which their final product will be assessed.

Students are divided up into pairs: two art buddies teams: 2 PSU students with their 2 middle school students. Working together to share concept idea and technology assistance. The goal of the digital story is to add to the context of the Place map and spark community reflection on the story that is embedded in the art. First, they are asked to share journal passages and to reflect on common themes (or divergent aspects of their experiences). They work with their partner and the kids at Harvey Scott to develop an idea for a digital story.

Week IV: In class, PSU students learn about storyboard and script development. By end of the week partners submit a 1-2 paragraph story proposal for a story, which (upon approval) they are expected to flesh out into a 150-200 word script and a storyboard. In class, students learn how they can use PowerPoint to create a storyboard. Digital Storytelling Tips and Resources, Page 9

Week V: In class, students do a "walk about" during which teams present their PowerPoint storyboards to one another. During each presentation, peers fill out a storyboard feedback form to provide each other with written feedback. Students use the feedback to revise and resubmit their storyboards/scripts.

By the end of the week, students have shown their script/storyboard to people at the Harvey Scott placement to make sure they're okay with the plan. Students submit the revised version of their storyboard and their script.

Week VI until the Final Week: Students record audio, scan/process images, and use iMovie to produce their story. Work sessions (out of class) are scheduled in the computer lab with the PTRC trainer on hand to assist with story production.

Last week Art exhibition and screening of stories: Celebrate the art-opening exhibition and the digital stories are viewed at the SUN afterschool showcase, a school wide event where community reflection and dialogue can occur about the student work. Videos are also uploaded to the web so that future classes can benefit from viewing their work.

DIGITAL STORY TELLING QUESTIONS/PROMPTS

"Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning." Albert Einstein

Questions focus our thinking. Ask empowering questions like: What's good about this? What's not perfect about it yet? What am I going to do next time? How can I do this and have fun doing it?"

Harvey Scott student: Recording your mentees story: a one-minute audio, visual story. Write 150/200 words that tell's us what is important and unique about you. What dreams do you have for yourself and what would you like to change about your community?

PSU student: Recording Your Story: One minute Audio Visual Story. Write 150/200 words that gives us a personal account of what community service or social activism is important and personal to your heart and why. What are you doing right now, or would like to achieve in the future to make change happen in your community?

"Life's most urgent question is: What are you doing for others?" Martin Luther King, Jr.