

Program Schedule

March 21—Day 1 (Getting to Know Each Other)

2:30 – 3:00 – Set up

Food: Heaterz Chicken

- 3:30-3:40: Welcome and Introduction to the Program (Color Journals and Eat)
- 3:40-3:50: Icebreaker Activity (Two Truths and a Lie)
- 3:50-4:00: Overview of Digital Storytelling and its Importance
 - <https://www.youtube.com/watch?v=4EP6FSnmuEg&feature=youtu.be&themeRefresh=1>
 - Highly edited form of video that includes images, narrative, and narrative change
- 4:00-4:20: Restorative Circle: Sharing Experiences (Question: When was a time you felt heard?) [3 Groups of 4]
- 4:20-4:30: Pre-Survey and Reflection Journal Prompt (Reflect on how you are feeling about joining the program. Anything you are excited about? Any concerns that you have?)

March 28—Day 2 (Understanding Violence)

2:30 – 3:00 – Meeting at Jacoby Arts Center; Madison, Spencer, and Stephen work at Heaterz and pick up chicken by 3:10

3:30-3:45 Recap of Previous Session and Check-In (Color and Eat) (Spencer)

- Ask students what they think they'll be doing in the program. What is its purpose?
Revisit the definition of narrative change
- Tell them again they'll be producing their own stories and that we do want to think about different forms of violence in Alton and their experience with it.
- They will produce the story of a partner, and we will share the stories at Jacoby. They don't have to share anything that makes them uncomfortable.

3:45-3:50 Interactive Discussion: What is Violence? Types and Impact (Madison)

- Physical violence, which includes any kind of physical aggression, the use of weapons, as well as criminal acts like theft or arson.
- Psychological violence, which includes emotional and verbal abuse.

3:50-4:10 Restorative Circle: Experiences with Violence/Personal Stories (Madison)

- Do you feel safe at school?
- Do you feel safe in your neighborhood?
- How does it feel to be in a safe or unsafe situation?
- How do you deal with situations you've been in where you didn't feel safe?

4:10-4:20 Considerations for conducting a video (Steve-o)

- Different shots
 - close-up: you get close to a subject and see all those little details; it is great for emotional detail
 - long shot: allows you to see a whole scene from a distance
 - Bust shot: Shows the person from the mid-chest area up
- Things to consider:
 - How to get the best shot
 - How to stabilize the camera
 - What is on display or isn't

4:20-4:40 Video Scavenger Hunt (each Scholar takes two to three students)

- Record a bust shot of you impersonating a teacher.
- Tell a scary story in a close-up with bad lighting.
- Record answering a question while being too loud.
- Record a moving object with a long shot while keeping the camera still

4:40-4:50 Watch videos and discuss quality, types of shots, etc. (Steve-o)

4:50-5:00 Reflection-Brainstorm ideas for stories in their journals

April 4—Day 3 (Storyboarding)

Supply List:

Sodas (DeSpain)

Double-check forks and napkins in Heaterz order, extra Ranch

Interview Worksheet, storyboard sheet (Ari)

Pens, Markers, Post-its, copy of plan, sodas (DeSpain)

Align new plan with slides (Mary)

2:20 – 3:00 – Check in at IRIS; leave for school at 2:45 arrive at 3:10 (Spencer gets chicken)

3:30-3:45 Eat

3:45-3:50 Assign Partners and Introduce Interviewing Activity (Spencer)

- Read partnerships
- Explain they will be with their partners for the rest of the program
- They will be producing the story of their partner
- The interview process is a way to start brainstorming and consider different story ideas
- You can ask follow-up questions of one another and try to draw the story out. Try to get as many details as you can.
- They will record the stories

3:50-4:15 Interview Process

- Questions for Interview
 - Tell me about your favorite person and what you like to spend time with them
 - What is one of your favorite things about living in Alton and why?
 - What is one of your least favorite things about living in Alton?
 - Tell me about a time when you were mean or harmful to someone. Why did you act the way you did? How did you feel about it later?
 - Tell us about a time when you were helpful to someone. Why did you act that way you did? How did you feel about it later?

4:15-4:30 Post-it Wall (Mary)

- Each person writes down their favorite story idea they landed on as a part of the interview process. You don't need to write your name down.
- Use that to lead a conversation about their ideas. How could they draw that out in a fuller story? What more would they need to know?

4:30-4:35 Storyboard Introduction (Stephen)

- Storyboarding is a process where you map out a story including the script and visuals.
- You will make your own storyboard to plan all elements of the story about your partner.

4:35-4:45 Storyboard

4:45-4:55 Reflection time; what do you want to change/add to your storyboard?

For next time: Storytelling, Image Finding, and Scripting

April 11—Day 4: Perfecting the Elements of Your Story

2:00 – 2:40 – Prepare in IRIS; leave for school by 2:45

Pizza will be delivered

Supply list:

Sodas, copy of plans (DeSpain)

Grab plates and napkins from IRIS (Spencer)

Pens, Markers, Post-its, Journals (Ari)

Align new plan with slides (Steven)

More storyboard sheets; sheets with questions to consider and write on for all elements of story (Madison)

3:30 – 3:45 Eat

3:45-4:30: Review Elements of a Story with Storyboards

(small segments; talk about a topic for five, work in their groups for ten, stay in room)

- Tell students they can work in their partners to make ONE story and see if they can find a common thread that weaves their different narratives together
- **Plot (Arri):** Every story has a plot: Rising Action, Climax, Falling Action, Resolution
- **In Pairs:** looking at the old storyboards, can they identify the plot? Talk it through with them. What are they missing? What could they add to make it better? How might they blend their two stories to strengthen the plot? Give them time to work.
- **Character (Madison):** Stories have complex characters and flat characters. They also have antagonists and protagonists. How do you know if a story is complex or flat? How do they talk? Consider dialogue. Think of a good example that might draw them in here.
- **In pairs:** You need at least one complex character to draw your viewers in. Talk about one or two characters in your video. How can you add depth? How can you complicate their choices? What back story might help us better understand them? What do they say?
- **Setting (Stephen):** Setting adds context; it works alongside character; it helps us understand what motivates them. Setting is both about time and place. It can be minute, like a specific house, but it can also be a city or a country with a distinct set of experiences for the people who live there
- **In Pairs:** What elements of setting have you added to your storyboard so far? What could you add to make the setting more apparent and its impact on the story clearer?
- **Theme (Spencer):** The theme is the essential idea underpinning your story. It gives it meaning. It might not have a clear moral; it might be more complex. But we should be able to tell what ideas your story considers.
- **In Pairs:** Can you identify a theme in your story? How might you strengthen it?

4:30-4:50: Refine Storyboards, adding two stories together and starting to write script

(Mary)

4:50-5:00: Have each pair share their progress with the group

April 18—Day 5: Visual Elements

2:00-2:45-Prepare in IRIS

Pizza delivered from Pizza Hut

Supplies:

- Updated slides with video examples of sound and image
- List of links for finding sound and image send to Mrs. Beiser
- Sheet with instructions for partner work
- Storyboard Workshop Feedback Sheet

3:30-3:45 Eat

3:45-4:10: Introduction to Visual Storytelling that includes sound and visuals (Stephen)

- Watch videos
- Talk through examples; be sure to ask questions

4:10-4:20: Finding Sound and Image Online (Arri)

- Show they how the sites work
- How do you search?
- Remind of the kinds of things they need.

4:20-4:45: Pick Visuals and Audio (Spencer)

- Give students time to work in their partners to pick images and sound and put it all together
- They can also make a plan for visuals they might need to collect
- Make sure they are saving everything appropriately.
- In your file manager, go to your downloads section.
- Click the menu shown by the three dots and select CREATE FOLDER.
- Name the folder whatever they wish, but make sure it's easy for them to remember. Once you have the name typed in, hit enter.
- On stock site, download the image or video you want to use.
- At the top right of the screen, click view in files.
- Drag and drop the file in the folder
- Repeat for each file.

4:45-5:00: Share Progress (Madison)

- Put two pairs together and share progress (need to make feedback form)

April 25—Day 6 Putting Together the Pieces

2:00-2:45-Prepare in IRIS

Wing Stop

Supplies:

- Updated slides
- Student's Folders
- Storyboard Workshop Feedback

3:30-3:45 Eat

3:45-4:00 (Stephen)

Get them all set up with Clipchamp

Instructional demonstration of the editing software

4:00-4:50: Work on editing with partners (break into separate spaces)

Steps for us to do during work time:

- 1) Record the Narrative for the story
- 2) Add the narrative as one track in the editor
- 3) Add images/video/sound/music as other tracks (find more if they need it)
- 4) Work on transitions

4:50-5:00: Share Progress

May 2—Day 7: Complete Videos and Wrap up

2:00-2:45-Prepare in IRIS

Pizza delivered from Pizza Hut

Supplies:

- Updated slides
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3:30-3:45 Eat

3:45-4:30: Work on finishing up stories

4:30: Surveys

4:40-5:00: Focus Groups