

KIDS CREATING COMMUNITY CONTENT PLANNING FORM

Steps to help you walk through the process of working on your program with your team.



BRAINSTORM TOPICS WITH YOUR STUDENTS

Narrowing down a topic can be a challenge but it can also be a great experience for your students as they become aware of the wealth of resources and unique aspects of your community or part of the world.

Brainstorming is a way of generating as many ideas as possible without evaluation or censorship. "Quantity" of ideas is more important than "quality" at this point. It's also good to consider the availability of local resources when thinking about possible topics.

Ideas might include:

Resources - natural or agricultural resources, notable landmarks, state or national parks, wildlife, habitats, or species of local importance or unique to your area...

Cultural highlights – varied cultures, ethnic foods, traditions, symbols, arts & crafts...

Historical People, Events, Relics, Artifacts...

Contemporary Issues or Past Issues significant to the larger community – energy resources, ethical issues, global issues, economic issues,....

* As you choose a topic, remember ... "Tell a story others want to hear."

TARGET AUDIENCE

Once you've decided on a topic, you need to decide who or what age group the topic might interest the most. You'll want to consider the comfort level of your students and whom they would most naturally enjoy as an audience. For all connections you'll want an engaging and interactive program but you'll use different techniques depending on the age group. A program geared toward students aged 8-10 will look very different from a program planned to present to high school students or older adults in a community or library setting.

Things to consider:

- *Student Comfort Level*
- *Content Knowledge / Appropriateness*
- *Age Group Interest*
- *Grade Level Standards that align to this topic*

* Elementary School, Middle School, High School, Adults/Senior Centers/Library Patrons

STUDENT LEARNING OBJECTIVES

Create a list of several Learning Objectives (things participants will be able to do as a result of participating in your program). This will help focus your team as they determine the direction of their program. Learning objectives can be written in a sentence format such as:

The participants will:

- explore the changing role of....*
- compare the advantages of...*
- engage in a discussion about...*
- develop an appreciation for..*
- list the three kinds of....*

RESEARCH

How will your team conduct research to become as knowledgeable as possible on the topic they've chosen?

- *Books*
- *Articles*
- *Current Periodicals*
- *Interviews with Experts*
- *On-Site Visits*

PROGRAM FORMAT

Creating a brief outline of your program will also help your team stay focused. Make sure to build in enough time for brief introductions at the beginning and Q and A at the end of your program.

- *Begin with....*
- *Discuss why...*
- *Observe how...*
- *Share the ...*
- *Conclude by...*

ENERGIZE YOUR PROGRAM WITH...

- *Movie Clips*
- *Digital Photos - Pictures - Maps*
- *Demonstrations by students or experts*
- *Interviews with experts or local resources*
- *New vocabulary words*
- *Models*
- *Games*
- *Q & A*

ENGAGEMENT ACTIVITIES

Presenting is FUN but don't forget your audience in the process. What are you going to do to keep them engaged during your program? You've probably covered auditory & visual learning styles in your program but what about kinesthetic learners?

Consider:

- *Hands-on activities during your program*
- *Sending pre-materials or a list of items the audience site can have on-hand to participate in a demonstration with you.*
- *Recommend post-materials or activities the audience can do after your program.*

INCLUDE OTHER TECHNOLOGIES

Although not a requirement, some past participants have included various technologies in their presentations. They've included short video clips of student interviews, and demonstrations. Digital photos have been used to convey specific pictures that would be difficult to describe. Some classrooms equipped with document cameras have used these to share maps, artifacts, or hands-on activities. Some teams have also created simple student websites.

**Bottom line – use technology where it is appropriate in your program to best convey your information.*

PRACTICE

We'd encourage you to set up a practice session with another school in your area or one of the other KC3 participating schools. Practice your program and ask for specific feedback from the audience site. *Examples:*

- 1) *Did we stay within the 30 - 45 minute time requirement?*
- 2) *Did we enunciate clearly?*
- 3) *Are there distractions we need to eliminate during the program?*
- 4) *Was the material engaging enough to keep you interested?*
- 5) *Did we clearly communicate & share our topic?*
- 6) *What changes should we make?*

THINGS TO CONSIDER

Grab your digital camera and capture your students at work on the project.

Consider having students keep a learning log/journal as they work on the program.

Be intentional about capturing student quotes or thoughts through a learning log or journal. These will help you evaluate student progress, learning and provide feedback to create a stronger learning experience in the future.

You'll receive an online evaluation form (teacher and student) at the end of your program. A journal or log will help students remember what impacted them the most or what was the biggest challenge.