

Lights, Camera... Leadership!

Curriculum Guide

*“In every community there is work to be done,
In every nation there are wounds to heal,
In every heart there is the power to do it.”*

Marianne Williamson

Author: Helen M. Beattie, Ed.D.
Editor: Paul Sachs

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Introduction

“This course, just the idea itself, is great! Getting high school kids involved in a community project is not only beneficial to the community itself, but it gives kids a chance to do something they never would have done before.”

-- Rose Catalona (freshman)

Welcome to the *Lights, Camera... Leadership!* curriculum guide. This introduction provides an overview of the course design, outcomes, and sequence of tasks that comprise the course content. A brief history of the origins of *Lights, Camera... Leadership!* and founding principles and practices are then offered. Finally, answers are provided to a myriad of basic questions for any individual considering implementing the curriculum. Quotes from students who have taken this course and teachers who have taught it are interspersed throughout this introduction and the curriculum as a whole, to provide first hand insight into the experience.

Lights, Camera... Leadership! Course Overview and Outcomes

Lights, Camera... Leadership! is a high school course that develops leadership and academic skills through the process of making a Community Video. The guidelines for the video project are as follows:

- ❑ Developing a thought-provoking Community Video that captures some important aspect of your community from past, present and future perspectives.
- ❑ Informing, persuading and/or influencing viewers’ perspectives on the given topic.
- ❑ Balancing what the community is doing well concerning the issue, along with the challenges that must be faced.
- ❑ Premiering the video at a community gathering, followed by a student- facilitated dialogue session.

These four guiding directives provide numerous opportunities to foster the following leadership and academic skills and abilities, all of which are identified in Vermont’s Framework of Standards and Learning Opportunities:

Communication Skills: Communication skills are developed so participants can effectively conduct individual and focus group interviews, function as high performing video production team members, create a clear and compelling video which informs or persuades their audience, and lead community dialogue groups where there may be diverse perspectives.

“The main thing that stands out in my mind that I’ve learned this year has been proper ways to interview people and good questions to ask them.”

-- Roz Vara (freshman)

Reasoning and Problem Solving: In this inquiry-based course, reasoning and problem-solving skills are integral to all phases of the curriculum. The first problem to be solved is identifying the focus of the video. When the topic has been clarified, the class develops a strategy to thoroughly explore this issue, using primary resources. When all research findings are pooled, the class must decide what viewpoint will be taken on the issue and how this story will unfold in video form. On a more practical level, the production team must learn to manage their time and deal with all the inevitable unanticipated challenges that arise from such a team-oriented and complex undertaking. Abstract and creative thinking opportunities abound. A problem-solving approach and ongoing reflection are offered to continually build the participants' capacity to independently reason and problem-solve.

"This class is a leadership class because we have been placed with this very broad project and we have to each lead ourselves and each other, at different times, to the final video."

-- Vedan North (freshman)

Personal Development: Students are asked to set goals regarding their personal growth and capacity to work as effective team members throughout the course. Class participants create a clear vision and guidelines for how they are going to work together and challenge themselves to live up to these high standards. This includes development of conflict resolution skills. Success is measured by the quality of the process of their work together, rather than the outcome. The curriculum capitalizes on the leadership and personal development opportunities embedded in this compelling project, which by its very nature demands risk taking and growth.

"I think that sometimes I am a little shy when it comes to voicing my ideas because everyone else wants to jump right in and get to work. In the future of this project, I want to be less timid about what my ideas are."

-- Vedan North (freshman)

Civic Responsibility: The goal of the video project is to provoke a meaningful dialogue regarding an issue of importance to the community – a task embodying all the essential components of civic engagement. The class must find a topic that is relevant to the community **and** one they care about. Participants then seek to understand this issue from all viewpoints, becoming experts on the topic. Next, the class must decide which perspective they will take in their video, clarifying their own personal positions in the process. Finally, students must mobilize the community to join them in exploring this issue by designing a well-orchestrated recruitment effort for the community premiere and facilitating constructive dialogue groups. Class members experience first-hand their capacity to be significant "players" in shaping the future of their town. Community pride and strengthened youth-adult relationships are often by-products of this "taste" of civic engagement.

"The video project has given me an amazing opportunity to gain the skills I need to be an active citizen in my school and broader community. The focus group process especially helped me to become confident with my leadership skills so that I can be civically engaged on a larger scale in the future."

-- Maggie MacArthur McKay (sophomore)

Academic Mastery: Multiple academic skills are developed through this course, particularly in the domains of language arts (e.g. critical analysis of public documents, developing a defensible point of view), the arts (e.g. artistic expression through the video medium, critical analysis of this art form), and social studies (e.g. collecting and analyzing historical data utilizing primary resources, interpreting the influence of the past on the present). Participants become experts in one aspect of their community, often knowing more about the issue than most other peers or adults. This sense of mastery is important for all students, but particularly for those who have not succeeded in traditional academic work. A total of 22 of Vermont’s “Fields of Knowledge” learning standards are linked to this curriculum as well as 29 “Vital Results” standards. (See Appendix A.)

“When your teacher says read Chapter Nine and take notes, you read what someone else has done...going off other people’s knowledge. In this project you can develop your own opinion, not relying on what someone else has told you is the case. You are finding out for yourself.”

-- D. J. Helfand (sophomore)

Overview of the Seven Course Phases

This curriculum is divided into seven phases that follow a logical sequence from introducing the task to celebrating a successful community premiere. The following goals and objectives for these phases are provided here to give a more comprehensive overview of the course:

Phase 1: What are we doing in this course? How are we going to do it?

Goal: *Create a positive, productive learning community by fostering a common understanding of the task, and developing a shared vision and commitment to the process of reaching this goal.*

- Figure out what this course is all about.
- Explore a way to problem solve and make decisions throughout the video project.
- Begin working together as a team, creating a team vision and norms.
- Define "community" personally and as a group.
- Define the course goal and a personal goal using SMART goal setting guidelines.

Phase 2: How do we choose a video topic that is important to our community? Becoming experts.

Goal: *Reach consensus and develop expertise on a video topic by collecting data through focus groups, interviews and primary research.*

- Develop fundamental interviewing skills: asking good questions, noticing nonverbal cues, learning to listen even if you strongly disagree, and paraphrasing.
- Learn to organize and lead a focus group.
- Conduct individual interviews with community members and complete historical research, gathering information from many stakeholders in the community.
- Analyze the information collected.
- Review alternative ways to make decisions and choose one method that is best for your team to use in deciding the video topic and focus of the storyline.
- Decide on the exact focus of your video and your storyline.
- Do you know enough? Conduct additional research to capture all you need to know about past, present and future perspectives of your issue.

Phase 3: How can we make a video that people won't forget?

Goal: *Develop a master plan for the video content and learn the technical skills necessary to capture this content on video.*

- Define the audience, purpose, key points and tone of the video.

- ❑ Explore what makes a great video documentary by learning from some experts and then watching and critiquing other videos.
- ❑ Develop the skills needed to begin shooting the video: production process (securing a site, scheduling, release forms, etc.), interviewing and narration skills, and lighting and filming techniques.

Phase 4: Let's go shoot!

Goal: *Efficiently organize the videotaping process, securing the footage necessary to make a compelling video.*

- ❑ Create a rough outline of the video, identifying who is to be interviewed and what B-roll is needed.
- ❑ Develop the interview questions.
- ❑ Conduct interviews and film the B-roll.

Phase 5: Creating the final video.

Goal: *Develop the technical, critical analysis, and group decision-making skills necessary to create the final video.*

- ❑ Learn and master video editing techniques.
- ❑ Log the video footage.
- ❑ Finalize the editing script.
- ❑ Edit the final video.

Phase 6: Premiering the video!

Goal: *Successfully organize and facilitate a Community Video premiere and dialogue session.*

- ❑ Organize and advertise the community premiere.
- ❑ Practice techniques to facilitate discussions where there might be disagreements.
- ❑ Develop public speaking skills.
- ❑ Host the premiere.

Phase 7: Celebrating and reflecting.

Goal: *Reflect upon and celebrate individual and group accomplishments, identifying how new skills and abilities can serve class participants in the future.*

- ❑ Reflect upon what has been learned in the course.
- ❑ Celebrate their learning and accomplishments.

About the Curriculum

Who is it for?

This curriculum was designed for use with high school teens. It could be adapted for use in a middle school. The teaching strategies employed will reach a wide array of learners. Ideally, each class will contain a mix of individuals who are already identified leaders and students who are more non-traditional leaders and learners. The creation and nurturing of a diverse learning community, brought together by working toward a common goal, is the vision. However, since most schools will not control who signs up for this class, the curriculum is flexible enough to work with any group.

Who should teach this course?

This course weaves together the fields of leadership development, history, language arts and technology. Individuals who have expertise in any one of the four domains may teach this course, securing additional support or consultation regarding areas beyond his or her expertise. *Lights, Camera... Leadership!* certainly lends itself to team teaching if that is an option. Whatever the teacher's particular primary discipline is, he or she must be comfortable with the experiential pedagogy, including student-centered decision-making.

What is the optimum class size?

This curriculum works best with approximately eight to sixteen participants. The larger the group, the greater the resources, but also the demands for tight organization to complete the project. If the class size is greater than sixteen, creating two production teams and two videos may be considered as an alternative.

What is the time commitment?

The pilot program ran a full academic year, which translates into approximately 145 hours of instruction. This class could also be taught in a shorter timeframe by altering expectations and project phases.

It is important that students understand that the course will require a commitment to after school, evening and weekend time to run their focus groups, do research utilizing primary resources, conduct interviews, edit the video, and host the community premiere.

The teacher will obviously be present for all class periods, should attend all focus groups, may need to be available for editing sessions, and will attend the premiere. Collaboration with other teachers who can augment this curriculum with expertise in the video production domain, video scripting, or other related academic disciplines may alter time demands for this course.

How is student assessment and evaluation handled?

Assessment includes the qualitative measures that are taken throughout a course experience to monitor the process of student work. This information helps the teacher and participants shape the course to meet their needs. Evaluation focuses on quantifying final outcomes and is the basis for the traditional grading system.

Each teacher implementing this curriculum will need to develop his or her own assessment and evaluation system to complement the assessment means included in this curriculum guide.

Assessment:

Each curriculum phase includes clear objectives that lend themselves to creative assessments. Most activities are followed by debriefing questions entitled, “Dialogue and/or Journal Questions.” These questions provide one means of continually assessing participant learning either through discussion or written assignments. Importantly, they also build the students’ reflective capacity – a critical life skill.

A number of rubrics which summarize key curriculum outcomes can be found in Appendix A. These rubrics address this curriculum’s “embedded standards” which serve as a foundation for the entire curriculum (Roles and Responsibilities, Problem Solving, Teamwork, Understanding Place, Being a Historian, Investigation and Types of Questions, Planning and Organization, Taking Risks, Goals Setting and Respect.) Each Phase also includes standards which are specific to the skills developed during that particular aspect of project development. These rubrics and standards provide a means for students to self-assess and set their own personal course goals. They can also be used by the teacher to provide insight regarding student needs and to inform curriculum decisions.

Unscored portfolios are a rich documentation alternative. Guidelines and periodic class time to work on portfolio development will assure the quality of this assessment means.

A rubric that summarizes key curriculum outcomes can be found in Appendix A. This provides another means for students to self-assess and set their own personal course goals. It can also be used by the teacher to provide insight regarding student needs and to inform curriculum decisions. In addition, student input into the creation of assessment means is a potentially valuable component of the learning experience.

Finally, the video itself provides documentation of the students’ work. Community members attending the premiere offer an opportunity to garner assessment data regarding the video and the student’s facilitation skills.

Evaluation:

Evaluation alternatives are not included in this curriculum. Ideally this course experience can be

individualized, with grading linked to each participant's contributions and unique goals. However, if quantitative measures are required, consideration of a scored portfolio is suggested.

Note: Mark Skelding, "*Lasting Results: A Teacher's Manual*" (2000) is an excellent resource to assist in designing meaningful assessment and evaluation measures.

What the Curriculum is and what it isn't.

It is a Guide:

This is a curriculum GUIDE. It is a guide because each teacher has many choices and will be able to tailor the class to his or her own skills, abilities and interests, as well as those of the students. This curriculum provides basic activities to address the major steps in teaching this course. Teachers may choose to expand, modify, or omit objectives or activities as they see fit.

For example, the curriculum spends a significant amount of time preparing students to run community focus groups. Leading focus groups sets the stage for subsequent interviewing and facilitation skill development. Student feedback affirmed the value of the energy devoted to this undertaking. However, if time is limited, a teacher may choose to streamline the course by omitting focus groups and relying on other data collection means.

Certain aspects of the curriculum will need to be embellished with the teacher's expertise or with assistance from colleagues (including competent community members) who can supplement instruction. Teaching the technical aspects of video production is the clearest example of this. Some very basic checklists and activity options are provided but need to be integrated into a thoughtful teaching and practice sequence orchestrated by someone who understands how to share this knowledge with teens and who can support them during the inevitable learning curve. Needs will vary by site based on the teacher's existing knowledge, equipment and editing resources, and the level of technical experience of students in the class. Local cable access stations may be an excellent resource for assistance in this domain.

Development of the video storyline and promotional materials for the community premiere are two areas where collaboration with a person in the language arts arena would be helpful. Basic guidelines for both undertakings are offered, but these tasks offer a tremendous opportunity to build the students' language arts skills in persuasive writing and speaking.

Guiding Principles and Practices

This course is based on experiential education principles and practices, which put “discovery” at the heart of authentic and enduring learning. Service learning and place-based learning tenets are also a part of the framework for this course, which creates multiple opportunities for participants to practice leadership in the classroom and community settings.

Guiding Principle One: Learning By Discovery

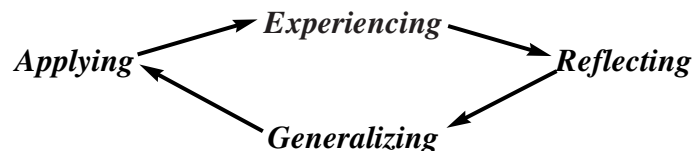
*“Tell me, and I will forget;
Show me, and I may remember;
Involve me, and I will understand.”*

This curriculum is based on the premise that the teachers’ primary job is to structure opportunities for participants to *discover* the lessons inherent in each phase of the course. This teaching strategy is based on John Dewey’s work (1938) and the field of experiential education. It is founded on the belief that true learning occurs when individuals actively participate in and construct their learning, rather than passively being told what they should know. This curriculum also draws heavily from the work of Project Adventure, an organization that has spent over thirty years building training resources to further the use of adventure-based or experiential strategies. The following four principles of experiential education serve as the foundation for this curriculum:

- ❑ The Experiential Learning Cycle
- ❑ The Full Value Commitment
- ❑ Challenge of Choice
- ❑ Goal Setting

The Experiential Learning Cycle:

This cycle, developed by David Kolb (1984), lies at the heart of all experiential strategies:



As facilitators of this curriculum, the task is to create an intentional leadership skill building experience for participants, based on specific learning objectives. After participating in any one activity or task in the curriculum, the group reflects on what they have learned – a process often referred to as “debriefing.” Initial reflections spark personal generalizations, shedding some insight into one’s life or aspect of one’s leadership development. The final step entails applying this knowledge to one’s future or “life-at-large.” Each subsequent pass through this cycle builds on and reinforces prior learning – a deepening spiral of personal growth and skill development.

One simple and effective way to move through this cycle is by asking three basic but powerful questions: What happened? So what? Now what? (See Appendix B for an overview of this debriefing sequence.)

The Full Value Commitment (FVC):

“When we made our big Full Value Commitment poster at the beginning, I was wondering whether we would be able to uphold all of the aspects of it, and sure enough, I don’t think we have totally. We have, however, done well with more than I expected.”

-- Sam Tormey (sophomore)

The Full Value Commitment is an activity to help the group establish clear guidelines for the way they will treat one another, and want to be treated, throughout the class. It is a powerful means to quickly establish a safe, respectful and trusting climate – one in which participants are willing to take risks necessary for learning. The class must then take responsibility for not only creating but also sustaining these guidelines. This process contrasts with top-down rules that often result in resistance rather than ownership.

It is important to have the Full Value Commitment available for each class and periodically review and revise it as the participants grow in their understanding of themselves, and as a group. It can be a helpful tool for goal setting and ongoing individual and class reflections.

Challenge of Choice:

The principle of “Challenge of Choice” refers to the participant’s responsibility to choose his or her level of risk-taking in the learning experience. It is based on the belief that significant learning occurs when one pushes oneself out of a known “comfort zone,” while at the same time recognizing that each person's comfort zone will be different. “Challenge of Choice” does not mean that a person can choose whether he or she will be involved *at all* in an activity or task, but rather *how* that person will be involved.

It is very likely that within a class there will be individuals who joined primarily because they want to develop technical skills, and who will find such tasks as leading focus groups or developing communication skills challenging and risky. Conversely, others will want to focus on leadership skill development and will be utterly intimidated by technical aspects of the work. “Challenge of Choice” means that every individual will need to stretch into domains that may not be their primary interest. However, this curriculum and the project demands frequently offer a variety of roles and tasks at any one time so that participants can choose learning opportunities that stretch them but do not send them into a “panic zone.”

Goal Setting:

“Goal setting allows one to isolate specific needs and act on them. It allows participants to be intentional, to carry through with their intentions, and to discuss outcomes. Without a sense of completion, participants are left with the perception of failure.”

-- Schoel and Maizell (2002)

The development of clear, attainable goals is a key to personal growth and successful leadership (Lewin, 1944; Payne, 1996; Glasser, 1965; Henton, 1996). This skill is introduced in Phase One and should be creatively integrated throughout each class. Facilitators have many opportunities to model and build this skill. One simple means is to start each class by sharing the daily goal and objectives and end the session by seeing if they were met. It is important for participants to write down their own goals and check back to note progress toward reaching them. Otherwise, these goals risk the same fate as millions of forgotten New Years' resolutions!

Guiding Principle Two: Community-based Service Learning

*“Don't ask yourself what the world needs.
Ask yourself what makes you come alive,
and then go and do that.
Because what the world needs is
people that have come alive.”*

Harold Thurman Whitman

Connecting to one's community through service work is a powerful means to anchor abstract concepts and skills in real-life applications. Fostering a spirit of “helpfulness,” deepening youth-adult relationships, and providing opportunities for meaningful participation all promote resiliency and are key elements of leadership development (Henderson, 1996). The creation of a video that is used to engage community members in a meaningful dialogue about the future of their community is the “service” aspect of this curriculum.

This curriculum is founded on the following service learning practices:

- Clear objectives are developed before engaging in service/project work.
- Reflection takes place during and after project completion.
- The project is shared with a larger community.
- There is a celebration to honor what was learned and the efforts of all involved.

Place-based learning "utilizes a community's rich history and uniqueness to teach essential skills and concepts and stimulate discovery of the broader world. Exploring the world outside the classroom not only enhances real-world connections for students, but it also provides the alternative learning environments and learning opportunities they need to succeed" (Skelding,

Kemple, and Kiefer, 2001, p.4). Vermont is the only state in the nation to have included educational standards relating to “Understanding Place” (Standard 4.6) and “Sustainability” (Standard 3.9), honoring our communities as rich and engaging "learning laboratories" (See Appendix C).

Guiding Principle Three: Participants as Leaders – Teacher as Guide

“On one or two occasions a student said to me, ‘Mr. Book, this is OUR project.’ Back off, essentially. It didn’t take me about twice to hear that to realize that this is exactly what I wanted, that this was great!”

-- David Book (Cabot School Lead Teacher)

This course uses the classroom and the community as a learning laboratory for leadership development. Students should assume increasing responsibility over the term of the course both within classroom activities and in the management of their production team. The teacher is a guide, charged with mastering the fine art of providing needed skill development and then vesting the class with the responsibility to act on it accordingly. The most difficult part of this process is letting go of control of the outcome, especially in situations where the teacher can predict an oversight or mistake, or must let go of his or her preconceived ideas about “the way it should be.” Students should never be set up to fail, but rather challenged to take reasonable risks and asked to learn from the outcomes. In most instances, they will meet or exceed expectations when a trusted adult believes in them and they are given the opportunity to stretch and grow!

The History of Lights, Camera... Leadership!

The Vermont Rural Partnership (VRP) is a network of seventeen small rural schools throughout Vermont. This organization cares deeply about developing and disseminating curricula which link schools and communities together as a learning context (place-based, experiential education), enhancing youth voice in school and community decision-making, and implementing innovative assessment measures which go well beyond standardized testing. Many schools have tended to treat youth leadership as an extracurricular add-on, seldom embedding it into the academic day. Similarly, place-based learning too often has taken the form of a short-lived project that was never truly integrated in the curriculum as a whole. Development of the *Lights, Camera... Leadership!* course marks a departure from this pattern, blending place-based education, which is integrally linked to the Vermont Framework of Standards, with youth leadership development and innovative means of assessment and documentation in a credit-bearing course.

Leadership development is anchored by the video project. The Orton Family Foundation's Community Video Program inspired this aspect of the curriculum. The Orton Foundation helps citizens of rural America define the future, shape the growth, and preserve the heritage of their communities. In 2001, The Orton Family Foundation published a book entitled, *Lights, Camera, Community Video: Engaging Citizens in Creating a Community Documentary and Vision*. It includes the expectation that these community documentaries will capture past, present and future aspects of the community as a whole. Many towns around the country have embraced this approach, often as part of a town planning process. The Orton manual is geared toward an adult community-based group orchestrating this work.

Young people are increasingly interested in the video medium and technological proficiency. It is also clear that leadership skills taught in the abstract rarely capture the interest of high school students. This project seemed like a perfect way to meld leadership skill development with a multitude of academic goals through an engaging experiential, place-based learning task. If adults found this work valuable, why not youth, working in partnership with adults?

Educators often struggle with how to teach and assess the "Vital Results" standards: communication skills, personal development, reasoning and problem solving, and civic engagement. This curriculum brings relevance to these skills because they are essential tools in the creation of the video. Lofquist (1983) contends that personal growth is best developed as a by-product by creating a genuine experience wherein students are engaged as resources in changing conditions. This curriculum is built upon this fundamental principle.

In the spring of 2002, The Orton Family Foundation took a lead in securing funding from the Freeman Foundation, The Vermont Community Foundation and the Tamarack Fund to develop this curriculum. This course was piloted during the 2002-2003 school year with three high schools in Vermont (Cabot School, Peoples Academy and Thetford Academy). These three sites met for three two-day retreats and two one-day retreats. The major components of the curriculum were implemented at these joint gatherings. Lead teachers at each of the three sites then guided students' work back at their local schools.

As with every pilot, lessons were learned from what worked well and what did not. To summarize these lessons:

Full Academic Status: This course must be awarded academic credit *and* be embedded within the normal school schedule. All three schools offered this pilot course for credit. Unfortunately, scheduling challenges in two schools precluded having a consistent class period during the school day. Finding a common meeting time after school was hard, making project work very difficult at these sites. The one school that did carve out a class period only met once a week for one hour, which was not adequate to assure timely support and sustained momentum.

Single Site Curriculum: Although there were many benefits of having three schools engaged in this one course, the scheduling logistics were difficult at best. This curriculum is written for a single school class, assuring continuity and depth of the experience.

The Curriculum Itself: This curriculum guide is a reflection of what was actually integrated into the pilot program and well received by students. It also contains pieces that in retrospect would have been helpful supplements to what was provided. Components of the supplemental pieces are excerpted from a larger youth leadership curriculum guide entitled “*Our Voices; Our Community*” (Vermont Children’s Forum and Vermont Rural Partnership, 2003) that was being developed at the same time the pilot course was running.

Conclusion

Lights, Camera... Leadership! is a course with clearly defined goals, objectives, methods, and pedagogy. It is also a wildly creative process that will look different in each school that is willing to go on its own journey in implementing this curriculum. The course weaves together schools and communities, young and old, the known and the unknown, by means of the artful wisdom and energy of youth. *Lights, Camera... Leadership!* provides an opportunity to repeatedly affirm the inherent leadership abilities of each and every class participant and builds these skills yet stronger. Teens, who often feel detached from their communities, become experts in one important aspect of their town’s future, as well as knowledgeable about its past. They are respected by adults for providing a valued service to the community and acting in a professional manner. Participants experience the satisfaction of exploring an issue of importance, mobilizing others to become invested, and contributing to the identity and future direction of the town. These are life skills that will contribute to the desire and capacity of these young people to become life-long valued and engaged citizens.

Appendix A

Roles and Responsibilities Rubric: Standard 3.13

Students analyze their roles and responsibilities in their family, their school, and their community.

	Getting Started	Almost There	Got It!	Wow!
Role awareness and flexibility	Has little or no knowledge or understanding of role within the team.	Has some understanding of role within the team. Role seldom varies.	Clear understanding of role within the team and consciously adapts role to new situations and group needs.	Clear understanding of role within individual and team relationships. Consciously adapts to new situations and needs. Sets personal goals relating to being a stronger and more flexible leader in the group.
Capacity to reflect.	Generally uncomfortable reflecting on role within the team.	Somewhat comfortable reflecting on role within the team.	Comfortable and competent reflecting on role within team.	Is a role model for reflecting on role within the team and setting goals for personal growth.
Level of responsibility.	Takes on delegated responsibilities and requires ongoing oversight to complete them.	Has some input into team responsibilities, takes on delegated responsibilities; requires some oversight to complete them.	Actively participates in defining responsibilities; readily takes on new responsibilities; needs little oversight to complete them.	Takes a lead role in defining responsibilities; regularly takes on challenging; needs little or no oversight to complete them.

Problem Solving Rubric: Standard 2.2

Students use reasoning strategies, knowledge, and common sense to solve complex problems related to all fields of knowledge.

Getting Started	Almost There	Got It!	Wow!
Exploring the problem. Identifies there is a problem but does not explore possible reasons for the problem.	Identifies there is a problem and considers a few obvious reasons for the problem.	Identifies there is a problem and researches the reasons for the problem.	Identifies there is a problem and thoroughly explores any possible factors contributing to the problem.
Brainstorming solutions. Quickly identifies one solution to the problem.	Considers a few obvious solutions to the problem.	Considers many possible solutions to the problem.	Solicits a creative list of alternative solutions to the problem, making sure novel alternatives are included.
Choosing the best solution. Tries the one solution identified.	Randomly chooses a solution from the list generated.	Considers the pro's and con's of possible solutions and chooses one.	Researches pro's and con's of top two-three solutions and decides on the one best solution.
Tries and evaluates the solution. Tries the solution without evaluating its effectiveness.	Tries the solution and notices whether or not was effective.	Tries the solution, evaluates its effectiveness, and reflects on strengths and limitations of problem solving process.	Tries the solution, evaluates its effectiveness, reflects on the strengths and limitations of the problem solving process and sets goal to improve future problem solving based on what was learned.

Teamwork Rubric: Standard 3.10

Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems and create solutions (e.g. by using consensus-building and cooperation to work toward group decisions.

Teamwork Rubric I: Reflecting on personal role within the group.

	Getting Started	Almost There	Got It!	Wow!
Focusing ability.	Attempts to stay on task but struggles.	Is focused on the task some of the time.	Is focused on the task most of the time.	Is focused on the task most of the time.
Personal contribution.	Passively contributes (e.g. pays attention but lets others do all the work)	Occasionally contributes.	Frequently contributes.	Continuously contributes.
Working with others, cooperating and collaborating.	Only rarely follows group's rules and decisions.	Sometimes follows group's rules and decisions.	Almost always follows group's rules and decisions.	Always follows group's rules and decisions.
Compromising and conflict resolution.	Attempts to accept group decisions and reach consensus, but continues to consistently not consider compromising personal viewpoint.	Usually accepts group decisions and reaches consensus, but occasionally will not consider compromising personal viewpoint when necessary for the good of the group.	Accepts group decision and actively contributes to reaching consensus, clearly stating personal viewpoint and compromising when necessary for the good of the group.	Always accepts group decision and actively contributes to reaching consensus, being a role model for clearly stating personal viewpoint and compromising strongly held stance when necessary for the good of the group.

Team Rubric II: Reflecting on the teams' capacity to work effectively.

	Getting Started	Almost There	Got It!	Wow!
Focusing ability.	Group seldom stays on task. Group members don't notice this fact.	Group stays on task some of the time. A few group members sometimes notice when focus weakens and helps the group return to the task.	Group often stays on task. Most group members notice when focus has weakened and helps the group return to the task.	Group always stays on task. All group members are capable of noticing when focus starts to weaken and immediately help the group return to the task.
Valuing one another; acceptance, respect and tolerance.	Some group members' ideas are respected and discussed.	Most group members' ideas are respected and discussed.	All group members' ideas are respected and discussed.	All group members' ideas are equally respected, discussed, and in some way incorporated into the final product.
Working together; sharing the responsibility	Most attempt to contribute but work is primarily done by one or two members.	Most contribute and participate constructively; the work is shared by most of the team members.	All contribute and participate constructively; the work is shared by all team members.	All continuously contribute constructively and check frequently to make sure the work is shared by all team members based on skills and interests.
Compromising and conflict resolution.	Many unresolved conflicts and difficulty prevents task completion.	Some unresolved conflicts and difficulty compromising slows task completion.	Group usually resolves conflicts constructively and task completion is usually efficient and successful.	Group always resolves conflicts constructively and task completion is always efficient and successful.
Understanding of the stages of group development.	No understanding of the stages of group development.	Some understanding that groups go through stages. Can name stages but does not relate these to own group.	Understands the stages of group development, what stage the group is in, and what it needs to move through the stage.	Understands the stages of group development, what stage the group is in, and is a leader in helping the group move through the stage productively.

Understanding Place (4.6) and Being an Historian (6.6) Rubrics

Students demonstrate understanding of the relationship between their local environment and community heritage and how each shapes their lives.

Getting Started	Almost There	Got It!	Wow!
Students demonstrate understanding of the relationship between their local environment and community heritage and how each shapes their lives. (4.6)	Has begun to explore the community's natural and cultural heritage and current challenges confronting the community.	Is well versed in at least one aspect of the community's natural and cultural heritage and the current challenges confronting the community, as linked to its history.	Is an expert in at least one aspect of the community's natural and cultural heritage and current challenges confronting the community. Is able to relate historical perspective to present situation and suggest implications for the future.
Students use historical methodology to make interpretations concerning history, change and continuity. (6.6)	Identifies historical issue of interest and seeks information primarily from secondary sources.	Identifies historical issue of interest, seeks information from secondary sources and identifies and pursues data from primary sources (e.g. interviewing elders, reviewing original documents, etc.)	Becomes an expert on a historical issue of interest, critically analyzing sources of data, and integrating findings into a coherent whole. This includes analyzing cause and effect relationships impacting change and continuity.

Investigation and Types of Questions Rubric: Standard 2.1 and 7.2

Students design and conduct a variety of their own investigations and projects. These should include:

- Questions that can be studied using the resources available;
- Procedures that are safe, humane, and ethical;
- Data that are collected and recorded in ways that others can verify;
- Data and results that are represented in ways that address the question at hand;
- Recommendations, decisions, and conclusions that are based on evidence, and that acknowledge references and contributions of others;
- Results that are communicated appropriately to audiences; and
- Reflections and defense of conclusions and recommendations from other sources, and peer review.

Students ask a variety of questions.

	Getting Started	Almost There	Got It!	Wow!
Quality of questioning	Asks some questions that immediately come to mind. Often asks closed questions when seeking information.	Asks many questions that come immediately to mind. Asks both closed and open-ended questions when seeking information. Rarely probes for additional information.	Deliberately tries to come up with questions beyond those that come immediately to mind. Asks primarily open-ended information. Continually questions when seeking information. Sometimes probes for additional information.	Systematically develops open-ended questions which relate to the study topic. Regularly probes for additional information. Continually expands sources of information.
Procedures	Little or no attention to safety issues, basic consideration of others and ethics of tasks. (e.g. copyrights, confidentiality)	Some attention to safety issues, basic consideration of others, and ethics of tasks.	Consistent attention to safety issues, basic consideration of others, and ethics of tasks.	Researches and proactively addresses possible safety issues, needs of others, ethics of tasks
Data collection	Data is collected in a random and disorganized	Data is collected in a somewhat organized	Data is collected in an organized fashion.	Data collection plan is carefully developed and

<p>fashion. Interactions with individuals helping with research lacks respect and/or consideration of ethical issues (e.g. copyrights, confidentiality.)</p>	<p>fashion. Interactions with individuals helping with research is somewhat respectful and/or consideration of ethical issues</p>	<p>Interactions with individuals helping with research are respectful and considerate of ethical issues.</p>	<p>Interactions implemented. Interactions with individuals helping with primary sources are highly respectful and ethical.</p>
<p>Much of data does not relate to primary question being researched.</p>	<p>Data sometimes relates to the primary question being researched.</p>	<p>Data often relates to the primary question being researched.</p>	<p>Data always relates to the primary question being researched.</p>
<p>Only one or two sources of information used.</p>	<p>Utilizes several sources for information.</p>	<p>Utilizes multiple sources for information.</p>	<p>Utilizes multiple sources for information and adds to source options as data collection proceeds.</p>
<p>Documentation of data is random and inadequate.</p>	<p>Documentation of data is not consistent, often not understandable to others, and some data is lost.</p>	<p>Documentation of data is consistently recorded and understandable to others. All data can be reviewed and interpreted by team members.</p>	<p>Documentation of data is consistently recorded and understandable to others. Data can be reviewed and interpreted by team members and would be comprehensible to others outside the project.</p>
<p>Conclusions and Recommendations</p>	<p>Conclusions and recommendations are based on only a few pieces of data.</p>	<p>Conclusions and recommendations are based on all pieces of data.</p>	<p>Conclusions and recommendations are based on all pieces of existing data and additional data to cross-check assumptions.</p>
<p>Communication of results through the Community Video</p>	<p>The Community Video lacks a coherent presentation of findings, conclusions and</p>	<p>The Community Video effectively presents findings, conclusions and future implications. Main</p>	<p>The Community Video is highly effective in presenting findings, conclusions and future implications. Main points are</p>

	future implications.	coherent manner.	points are clear and understandable.	clear and understandable and lead the viewer to new understanding of, and investment in, the issue.
Response to Feedback	Responds inappropriately (e.g. defensively) or is unprepared to offer any response to questions / comments at the Community Premiere (CP). Demonstrates that he/she has not formulated any viewpoint on video issue.	Limited ability to respond to questions/ comments at the CP.. Demonstrates that his/her fund of knowledge on the topic is limited and viewpoint is not clearly formed.	Responds appropriately to questions and comments at the CP with a good fund of knowledge. Viewpoint on the topic is clearly well formed and defensible.	Able to field a wide variety of questions and comments, at the CP, demonstrating an excellent fund of knowledge and well developed viewpoint on the issue.
	CP participant recommendations are not accepted or respected. Alternate viewpoints are judged negatively.	CP participant recommendation are selectively accepted and respected as an alternative viewpoint. Some defensiveness is evident.	CP participant recommendations are accepted and respected as alternative viewpoints.	CP participant recommendations are accepted and respected as alternative viewpoints. New viewpoints lead to additional questions or fine tuning of personal perspective.

**Rubrics for:
Planning/Organizing (2.14), Taking Risks (2.8), Goal Setting (3.1) and Respect (3.3)**

Getting Started	Almost There	Got It!	Wow!
Students plan and organize. Minimally contributes An activity (2.14) in team planning and organization.	Occasionally contributes in team planning and organization.	Frequently contributes in team planning and organization.	Continuously contributes in team planning and organization.
Students demonstrate a. Only rarely takes willingness to take risks risk in order to learn. In order to learn. (2.8)	Sometimes takes risks in order to learn	Often takes risks in order to learn.	Frequently takes risks in order to learn.
Students assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high quality work. (3.1)	Actions are sometimes based on goals.. Goals are sometimes SMART. Goals are seldom referred to or adjusted after being set.	Actions are frequently based on goals. Goals are frequently SMART. Goals are sometimes referred to or adjusted after being set.	Actions are often based on goals. Goals are often SMART. Goals are frequently referred to and adjusted after being set.
Students demonstrate respect for themselves and others. (3.3)	Seldom demonstrates respect for self, peers, and adults.	Often demonstrates respect for self, peers, and adults.	Always demonstrates respect for self, peers, and adults.

Appendix B

Experiential Learning Cycle Debriefing: What, So What, Now What?

One simple and effective way to move through the experiential learning cycle is by asking three basic but powerful questions. Some sample questions are offered as examples:

What? (Reflecting): Explores what went on during the activity or task that was just completed. Questions focus on both the task itself and the process by which the task was completed. Answers are often a more superficial recounting of particular moments or generalized observations.

- What just happened in this activity?
- What was hard about the task?
- What role did you take as a participant?
- Did each of you feel heard?
- How did the decisions get made?

So What? (Generalizing): Explores what individuals and the group learned from the experience, focusing on drawing personal meaning. Class goals and personal goals are questioned. Consequences of actions are discussed. Reflections often include feelings provoked during a task or activity.

- In what ways were you successful in working together as a group?
- What happened when the group first wasn't successful?
- How did the group and/or individuals handle frustration?
- What parts of your problem-solving process worked well?
- What did it feel like to have your idea go unvoiced/unheard?
- Did anyone purposely take any risks in doing this task that they would be willing to share?

Now What? (Applying): Explores how this experience relates to other experiences the individual is having in situations outside of the class. Insights can lead to newfound strengths and possible new goals.

- How does this new understanding relate to the skills you will need for your desired profession?
- How does this activity help you better understand your abilities as a leader?
- How can you use the strengths you identified in your life outside this class?

Facilitators can use these three levels of questioning to guide activity and project task reflections. It is important to have people think about what they have learned in creative ways. Alternatives to standard verbal debriefing are included throughout the curriculum.

Appendix C

Vermont's Framework of Standards

Sustainability Standard (3.9)

Students make decisions that demonstrate understanding of natural and human communities, the ecological, economic, political, or social systems within them, and awareness of how their personal and collective actions affect the sustainability of these interrelated systems.

Understanding Place Standard (4.6)

Students demonstrate understanding of the relationship between their local environment and community heritage and how each shapes their lives.

Lights, Camera... Leadership!

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Part 2:

**The Seven Phases
Of
*Lights, Camera... Leadership!***

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- E Full Value Commitment Example
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- H SMART Your Goals
- I Comfort Zone and Beyond

Relationship of Phase One to Vermont's Framework of Standards and Learning Opportunities

2.2 Problem Solving

Students use reasoning strategies, knowledge, and common sense to solve complex problems related to all fields of knowledge.

3.1 Goal-Setting

Students assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high-quality work.

3.10 Teamwork

Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g. by using consensus-building and cooperation to work toward group decisions).

3.11 Interactions

Students interact respectfully with others, including those with whom they have differences.

3.12 Roles and Responsibilities

Students analyze their roles and responsibilities in their family, their school and their community.

3.33 Respect

Students demonstrate respect for themselves and others.

4.6 Understanding Place

Students demonstrate understanding of the relationship between their local environment and community heritage and how each shapes their lives.

Phase 1:
What are we doing in this course?
How are we going to do it?

“This project is such a complicated process...you’ve got to be getting along with your group or it’s not going to work.”

-- Maggie MacArthur McKay (sophomore)

Phase One Overview:

Laying the foundation for this course includes:

- providing an overview of the ultimate task or *outcome*, and
- creating a framework for the *process* of successfully achieving this task.

During Phase 1 participants begin to understand that the video project serves as a means to develop valuable leadership skills. Technical competency will be one outcome of this course, but development of this skill is secondary to mastering the teamwork necessary to reach a common goal. The group’s ultimate success depends on its ability to be an effective team, with each individual assuming varied and valued leadership roles along the way.

Leadership skill development requires ongoing risk-taking or venturing outside of one’s ordinary “comfort zone.” Individuals must feel safe and supported and able to trust others in order to begin taking such risks. Phase 1 provides time for participants to get to know one another, to create ground rules that will guide each member’s behavior, and to begin to form a group identity. The importance of setting reachable goals is also introduced.

<p>Phase 1 Goal: Create a positive, productive learning community by fostering a common understanding of the task, and developing a shared vision and commitment to the process of reaching this goal.</p>

Phase 1 Objectives:

Participants will:

- Figure out what this course is all about.
- Explore a way to problem-solve and make decisions throughout the video project.
- Begin working together as a team, creating a team vision and norms.
- Define "community" personally and as a group.
- Define the course goal and a personal goal using SMART goal-setting guidelines.

Objective 1: Participants will figure out what this course is all about.

Activity 1: *Lights, Camera... Leadership!* “Time Capsule”

Materials: Create large summaries on newsprint of each individual course phase, using the “*Lights, Camera... Leadership!* Course Overview” (see Appendix A)
Tape
A copy of “*Lights, Camera... Leadership!* Course Overview” for each participant

Time Commitment: 35 minutes

Facilitator Note: This “Time Capsule” overview is a way to help participants understand the major components of the course AND the timeframe in which they will occur. It will help individuals realize the scope of the work and clarify that filming and editing will occur only after considerable research to develop a focus for their video. Predictably, some participants will assume that they will be filming immediately. Creating clear expectations will help them understand the importance of the initial planning work. The final step in the activity will help instructors and classmates understand the diversity of participants’ interests.

Step 1: Create seven large summary newsprint sheets or other fun visual (i.e. oversized footsteps, film frame, etc.) which includes the major tasks in each phase (see Appendix A, “*Lights, Camera, Leadership!* Course Overview.”) Include the timeframe you have for each phase.

Step 2: Post the sheets in sequence, spanning the room.

Step 3: Have participants form a semicircle and move them from “station to station” to review what will be happening at each phase. You might introduce each new station by having them think about other things that will be going on in their lives during the time period covered by that phase (e.g. sports seasons, holidays, college applications, etc.). Then review what they will also be doing in this course during that same time period.

Step 4: After the participants have reviewed each station, ask them to pick which phase they are most excited about or interested in. Have them go to that station and talk with others in the same group about why they chose this phase (5 minutes). Finally, ask for a report back from each station.

Facilitator Note: Pair up with any loners to give them someone to share with. If there are more loners than there are instructors, have individuals who are alone at a station briefly write down why they chose that station so that they can report out from their list.

Dialogue and/or Journal Questions:

- Does this course description fit with your expectations?
- How is it different from what you expected?

Activity 2: Syllabus Review

Materials: A copy of the course syllabus for each participant (see Appendix B), modified to reflect the specifics of your class
Newsprint paper
Markers

Time Commitment: 30 minutes

Step 1: Modify the syllabus to fit your unique setting. Hand out the syllabus to each participant and allow the class to first review it silently. *Briefly* review and summarize the syllabus.

Step 2: Divide the class into groups of four. Provide each group with large newsprint paper and markers to record their answers. The two questions are:

1. What questions do you have about this course?
2. What most interests you about this course?

Have each group share their answers and lead a dialogue to explore themes that surface.

Activity 3: Exploring the Video Project

Materials: A copy of the “Video Project Summary” (see Appendix C) for each participant
Write each question (noted below) on a separate piece of newsprint
Markers
Tape

Time Commitment: 20 minutes

Step 1: Split the class into three groups. Give each group five minutes to brainstorm and record their responses to ONE of the following questions, asking that a time keeper and facilitator be identified for each group:

- What do you think the major challenges of this project will be for yourself, your production team and your community?
- What do you think the major learning opportunities of this project will be?
- Why is it important to present a balance of what the community is doing well concerning the issue you will choose, as well as the challenges?

Step 2: After five minutes, have each group switch questions, review what the prior group has written, and add any NEW ideas they might have.

Step 3: Have the groups share their summary sheets and lead a dialogue about what was heard.

Facilitator Note: Explore the strengths-based perspective approach. Give an example of using a deficit perspective rather than a strengths-based perspective about an issue in your school or community (e.g. “We live in a small, poor, rural town that doesn’t offer kids much. There’s nothing to do here -- no pool or skating arena, no movie theater, no bowling alley, no mall.” versus “We live in a small, rural town in a poorer part of the state. One thing this school and town are working on is providing more opportunities for youth. Here are some things that we do offer...and here are some things young people say they would like: a pool, a skating arena, a mall, a bowling alley.”) Ask what the effect on the viewer or listener is when using a deficit versus strengths-based viewpoint (discouragement versus pride and hope!).

Activity 4: Why a Community Video? The Rhyme and Reason

Materials: None

Time Commitment: 15 minutes

Step 1: Share the following quote:

“A Community Video project uses the power and excitement of video production to lure residents into convening publicly to discuss the issues and opportunities facing their communities and to consider choices regarding their future.” (Orton, Spiegel and Gale, 2001, p.2)

Step 2: Ask the questions noted in bold below. Bulleted discussion points are provided for teachers to help focus or add to the discussion.

Why do you think they used the word “lure” in this quote?

- ❑ Discuss the issue of civic apathy – for both youth and adults. Have students witnessed this at school or in the community? How do they know it exists?

Why do you think this project will be important to your community?

- ❑ Talk about the opportunity to create community dialogue in a positive and proactive way rather than in response to a controversial decision, which is often the more typical way people break through apathy.
- ❑ Inform the class that adults will listen to youth in a way that they will not listen to other adults. They have the power to create powerful dialogue which otherwise would not happen!

How might the steps in the process of making the video be important to the community?

- ❑ Youth are viewed as respected and contributing members of the community, invested in its future.
- ❑ People who are interviewed begin to think and talk about the issue with others, shaping opinion even before the video is finished.

Objective 2: Participants will explore a way to problem solve and make decisions as they do their video project.

Facilitator Note: This class will be challenged to make many decisions and solve many problems over the course of the year in order to create and premiere the video. Building a capacity to make decisions and assuring a positive team process for addressing challenges will be key to students' success. The process that is introduced in this activity will be repeatedly referred to throughout the curriculum. It is a helpful framework from which to understand the project as a whole, as well as a guide for the many smaller decisions to be made.

The *Deep Dive* video presents a real life example of an internationally respected design team, IDEO, doing their work. Their particular task is to build the perfect shopping cart in one week. Participants have an opportunity to observe and discuss two key aspects of project work, using IDEO as a model: 1) the steps necessary to make good decisions, and 2) the IDEO qualities they want to apply to their work which will make them successful (preparation for Objective 3).

Make sure you have seen the video before using it in class!

Activity 1: The Deep Dive Video

Materials: Deep Dive Video
TV/VCR setup
A copy of the "Deep Dive Decision-Making Overview" (see Appendix D) for each participant

Time Commitment: Video: 20 minutes
Introduction and follow-up discussion: 20 minutes

Step 1: Offer the following key points about the video the students are going to see:

- A world-famous design team was charged with creating the perfect shopping cart in just one week.
- This company, IDEO, is famous for how well its employees work together to address challenges.
- The "Deep Dive Decision-Making Overview" walks you through the steps IDEO took in creating its shopping cart. (Briefly review the steps on the handout.)
- Notice how the IDEO team follows these steps as they do their work together. Jot down notes about what you saw happening regarding the decision-making steps provided on the handout. Note that you can incorporate what you liked into your own decision-making process as a video production team.

Step 2: View the videotape.

Step 3: Review the "Deep Dive Decision-Making Overview" and solicit feedback about how the IDEO team addressed each step.

Dialogue and/or Journal Questions:

- Is this a place you think you might want to work some day? Why or why not?
- What did you like about the way they worked together? Didn't like?
- What do you think are the key factors that make them so successful?

Facilitator Note: There are some wonderful phrases or points you might want to use to spark dialogue if participants don't mention them:

- Everyone is valued.
- Diversity of perspectives is key to success.
- Fail often to succeed sooner.
- Enlightened trial and error succeeds over the planning of the lone genius.
- Encourage wild ideas.

Objective 3: Begin working together as a team, creating a team vision and norms.

Facilitator Note: Two problem-solving activities are offered so that participants can practice and observe their own decision-making process, using the "Deep Dive Decision-Making Steps" handout as a reference point. During these two activities, ask if one or two participants would be willing to be observers and use the Decision-Making handout as a guide for their observations. As part of the debrief at the end of the activities they can share their observations. The group then creates a Full Value Commitment, which challenges them to visually capture a common vision for the course and identify norms that will serve as a benchmark for their process throughout the year. This activity takes some time -- but it is well worth it! (See Appendix E for an example of the original classes' Full Value Commitment.) Finally, participants explore the diversity in their group through the Compass Point activity.

Activity 1: Up Chuck (adapted from Rohnke and Butler, 1995, p.191)

Materials: Two pieces of paper (recycled is fine) for each participant

Time Commitment: 30 minutes

Step 1: Circle up. Ask participants to put their hands out in front of them and place one piece of paper on each person's hand. Next, instruct them to crumple up the paper using one hand, resulting in each person having two paper "balls." Ask them to try tossing the wadded balls of paper in the air, to be caught by themselves, to test for aerodynamic qualities. Now introduce the challenge:

- Throw all these balls in the air at least two feet above your head.
- Accomplish this simultaneously.
- Have as few of them hit the floor as possible.
- You cannot catch your own paper balls.

Facilitator Note: Most groups try throwing the balls to one another, which usually is not very successful. The most effective way to solve the problem is to create a human carpet and let the paper balls fall in the laps of other participants. Facilitators should keep count of drops and make sure that the group is abiding by the two feet above the head rule and the requirement to throw the balls simultaneously.

Dialogue and/or Journal Questions:

- How did the group make decisions?
- Was the way decisions were made effective? Why? Why not?
- How did your decision-making process compare to the Deep Dive steps?
(Solicit observer reflections here.)
- What was your role in the group's decision-making process?
- What do you do best in making decisions and what do you struggle with when you consider the steps outlined on the observation form?

Activity 2: Warp Speed (Adapted from Rohnke, 1991, p.53)

Materials: Soft object such as a nerf ball
Stopwatch

Time Commitment: 20 minutes

Tell participants that their challenge is to have the given object pass through (which means touch) both hands of each participant in the shortest time possible. Ask them to guess how long it will take. The facilitators will be timers. Make sure someone in the group is responsible for telling you when to start and stop.

Facilitator Note: Let the group go through multiple trials, hopefully trying increasingly more successful strategies each time. Generally, the most efficient way to complete this task is to incorporate gravity into the solution, creating a funnel of hands through which the object cascades. You might consider writing down on newsprint participant comments about what made them successful for reference in the Full Value Commitment activity.

Dialogue and/or Journal Questions:

- Were you successful with the problem-solving task? What contributed to your success?
- What qualities did you have to draw on as individuals and as a group that together allowed you to be able to do this task (e.g. patience, persistence, etc.)?
- Any ideas about what you might do differently on the next problem solving activity to make you even more successful?

Activity 3: The Full Value Commitment (Adapted from Schoel and Maizell, 2001, p.41)

Facilitator Notes: The Full Value Commitment (FVC) is an activity that helps participants establish basic ground rules and create a group identity. It first requires reaching consensus around a common visual image for the group. This process introduces the group to the challenges and benefits of working together. The diversity of participants' expectations and hopes is revealed. Those key qualities of being together that assure safety are explicitly stated and no longer have to be assumed or hoped for. This activity is helpful for all members, and critical for individuals who have not had positive group experiences within family, peer or school settings. Observing how and what participants contribute to this activity gives instructors important insight into the dynamics of the group. If you have a larger group or particularly quiet members, split into small groups during brainstorm sessions of this activity to make sure everyone is heard.

The Full Value Commitment provides a foundation for participant ownership of the course experience. Underlying messages *in the process* of developing the FVC are:

- You know what you want and have a right to ask for it.
- You are capable of creating your own learning environment and do not need rules and regulations provided by others.
- You are creative.
- Diversity makes for a richer experience.
- Compromise will be needed for everyone to feel satisfied.
- The teacher(s) trust the participants' voice and vision.

The pilot program's Full Value Commitment can be found in Appendix E as an example of one group's approach to this task.

Materials: A large sheet of paper (approximately 3' x 7')
Assortment of washable colored markers
Optional: other art materials

Note: The number of options you provide depends on the amount of time you have to devote to this aspect of the FVC. The more varied the materials, the longer the amount of time, and possibly the greater the group involvement and ownership.

Time Commitment: 60-70 minutes. The activity can be completed over multiple sessions.

A large sheet of paper (approximately 3' x 7') is placed on the floor or table and participants circle around it. The FVC activity is facilitated as follows:

Step 1: Deciding on the Image (20-30 minutes) Participants are asked to identify a visual image, somewhat like a mascot or a logo, which in some meaningful way represents their *Lights, Camera... Leadership!* class. Exploring qualities of their school mascot or a popular logo helps ground this somewhat abstract task.

Participants first brainstorm the qualities they hope will define their video production team, making them satisfied and proud to have been a part of it (e.g. creativity, risk taking, teamwork). From this list, they can then suggest visual images that fit these qualities and/or the project as a whole. Their task is to reach consensus on this image and then to transfer it to the large piece of paper before them.

It can be helpful to link this activity to the participants' own personal lives. You can prompt participants to think of a personal experience with a group (drama, sports team, peer group) that has been particularly positive. Ask them, "What could you count on from each other which made this time together so good? What qualities of how you treated one another or attributes of the experience made you look forward to your time together?" Make sure these qualities are written down and shared.

This is always an interesting and often challenging process, where the divergent ideas of a new group must be melded into one ultimate decision. It is not uncommon for multiple ideas to be creatively incorporated into one visual image to minimize compromise. It is important to let the group struggle with the form of the image, but assure that they do not become stuck or polarized. The facilitator is the timekeeper for this activity and has the sometimes hard task of keeping it moving.

Step 2: *Creating the Image* (minimum of 20 minutes) Decide who or how many participants will create this image on the large piece of paper. Ideally, everyone has some role in the artwork. Reinforce that the quality of the art product is not what is important; getting the concept down on paper is what matters.

Facilitator Note: Two simpler and less time-intensive alternatives (10-15 minutes) are:

- 1) ***Circle of Hands:*** Have all participants create an unbroken circle with their hands, tracing around their own fingers and those of their neighbors. Ask that some space be left on the outside of the circle, or
- 2) ***The Being:*** Have one person lie down and trace around his or her body. Alternatively, let each group member "contribute" one part of his or her body which, when put together with everyone else's body parts, represents the group.

The benefit of saving time is offset by the loss of a visual representation of the group's identity. Only choose one of the above if for some reason your group is unable to handle creation of an image, as it is well worth the time!

Step 3: *Positive Group Qualities Identified* (30-40 minutes) Ask the group to fill the middle of the image with words describing the positive qualities that will be valued and upheld by this group. The facilitator might say, "We will all be challenged in this class to take risks and to solve difficult problems together as you create your video. What do you need from each other to allow you to be successful in doing this? When you wake up in the morning, what do you want to know about the way this group works that will make you feel safe and want to be part of this

group?" Have the class refer back to the list of qualities developed when they were creating their visual image.

One person offers an idea (e.g. teamwork, caring, positive attitude) and asks the group if they have any questions. Tell participants, "Often words mean different things to different people. In this case we all want to be clear about the meaning of any word that is offered because when we are finished, we are agreeing to live by these words." When all questions have been answered, the person asks if everyone agrees. Unless consensus is reached, the word(s) cannot be recorded on the FVC. When there is agreement about an attribute, the person who suggested it writes the word in the middle of the image. It can be helpful to establish thumbs up (agree), thumbs to the side (I still have questions) or thumbs down (I don't think this word belongs in the FVC) as an efficient way for the person offering the idea to check the group for agreement.

The group will typically identify many of the following: trust, support, mutual respect, good communication, honesty, humor, healthy conflict resolution, honoring differences, caring, taking risks, constructive feedback, courage, teamwork, cooperation, good listening, patience, fun. Facilitators should ask for clarification on any ambiguous or ill-defined words. For example, one might ask, "What does respect mean? What does it look like?" The facilitator can help the individual who offered a word reach consensus on whether or not it belongs on the FVC and help to draw out quiet participants.

There are three attributes that facilitators should identify and explore if not already offered by participants: participation, confidentiality, and physical and emotional safety. Facilitators should ask about the desired minimum level of participation. "Is it okay to be late, come and not engage in an activity, or disrupt an activity? Why might a commitment to participation be important to your video production team or this class as a whole?" The facilitators should also always identify confidentiality as a group issue. It is important that group confidentiality be defined minimally as never recounting a personal incident of any other participant to anyone outside of the group unless that person has given permission to do so. General information about what happened can certainly be discussed, but this cannot include person-specific stories that are derogatory. Finally, the facilitator and the group must be responsible for each others' physical and emotional safety. "Safety" can be offered for discussion, with the physical and emotional components ideally being brought up by the group.

Step 4: Negative Group Qualities Identified (10-15 minutes) The next step is to identify all those negative group qualities that would contribute to a bad group experience. The facilitator can prompt, "When you wake up in the morning, what negative qualities of this group would make you want to crawl back into bed and dread coming rather than look forward to coming?" You can ask them to remember a negative group experience they have had in the past and list those things that made it so miserable.

The same process for offering individual ideas and reaching consensus before recording the trait is followed. Often energy is getting low at this point and the facilitator may offer to write down what is suggested unless anyone voices a question or concern about it. These are recorded on the periphery of the commitment and outside the image that holds the positive qualities. Frequently

offered negative qualities are: cliques, dishonesty, put-downs or negative criticism, rigidity, sarcasm, selfishness, physical aggression, apathy, unwillingness to make mistakes, uncooperativeness, and competition. It can be helpful to clarify that negative “put-downs” include criticizing others or putting oneself down (verbally or through one’s own internal messages).

Step 5: The Signing (3 minutes) The final step is to have all participants sign this commitment. Their signature signifies their intent to uphold the FVC vision by aligning their personal actions with the commitment to the best of their abilities. **Facilitators should also sign**, reinforcing your partnership in this experience.

Clarify that the FVC is a vision or a destination in a journey. **No** individual or group has ever been able to fully “live inside” a Full Value Commitment for extended lengths of time. It is a learning process. Mistakes are an important part of making the FVC real and in growing as individuals and as a group. Reinforce that participants are guardians of this vision and responsible for seeing it through. Doing this is a leadership act in and of itself.

Step 6: Walking the Talk (throughout the course) Bring the Full Value Commitment to each class or hang it on a classroom wall. When appropriate, it can serve as a powerful tool for reflection. Some ideas:

- ❑ Have each individual identify one goal regarding the FVC quality that will be most challenging. Have him or her write this goal on the FVC (see Objective 5). Suggest that the individual ask the group for help reaching this goal if help is wanted. Later, help the individual create a realistic plan to reach this goal and check-in regularly on his or her progress.
- ❑ Use the FVC as a reflective tool, always starting with strengths (e.g. “What do you think you are doing really well as a group?” As an individual?). Only after this should you go to areas they might identify as needing improvement. If the FVC is only referred to during dysfunctional times, the class will quickly grow to resent it.
- ❑ Keep the FVC alive. Add to it, clarify it, and make it a living document. One strategy that seems to work well is to put the individual attributes on separate pieces of paper and have each student draw one FVC quality. Each student becomes either a detective (looking for examples of when this is happening), or guardian (calls the class back when they are straying from what they want). This develops meta-skills regarding their own process in a fun way.
- ❑ Transfer your Full Value Commitment to t-shirts for the class.
- ❑ Have participants journal about their personal strengths and challenges that have been noted in the FVC. Ask them to reflect on what might be missing in the FVC and add it to the document if class agreement is reached.

Dialogue and/or Journal Questions:

- What was it like for you to do this activity?
- What did you like about it? Why?
- Were there difficult parts in completing the FVC? What made them difficult?
- Have you ever been in a group that actually lived the inside qualities most of the time? What did it feel like to be part of that group?
- Have you ever been in a group that mostly lived outside your vision in the negative qualities? What did it feel like to be part of that group?
- How can we use the FVC as a class as we move on?

Activity 4: Compass Points (adapted from the "National School Reform Faculty" materials)

Facilitator Note: This activity helps participants better understand how their personal style affects the role they take in a group. It is an opportunity to identify the strengths of their style and ways to grow or become more flexible as group members. Importantly, Compass Points gives individuals a way to gain an appreciation for people with differing styles who might otherwise be judged and dismissed as unproductive or annoying group members. It will help the class analyze their balance or imbalance of differing styles and see where they might need to compensate during various project phases and demands.

Materials: A copy of the Compass Points handout "Compass Points Personal Style Activity, Compass Points Drawing and Compass Points Description." (see Appendix F) for each participant
Pen or pencil
Four pieces of paper each with one Compass Point direction on it (East, North, West, South)
Tape

Time Commitment: 30-40 minutes

Step 1: Discuss that one way we are all different is relative to our own "personal styles." Explain that the class is going to use a helpful tool, called Compass Points, to explore this aspect of our differences. After we each identify our own personal style, we will talk about how it serves us well and how it can present challenges when we work with people who operate in different ways.

Pass out the Compass Points materials. Briefly review the four personal style options (see Appendix F).

Tell participants that people are a mix of styles but that individuals usually have a dominant style that they use more often than the others. For this activity, their job is to identify their dominant style. Designate four areas in the room, one for each compass point group. Have them go to their respective corner when they have decided their own personal style, bringing their compass point materials and a writing utensil.

Step 2: When the groups are formed, ask each group to talk about the four questions provided for 15 minutes.

- What are the strengths of our style?
- What are the limitations of our style?
- What style do we find the most difficult to work with and why?
- What do other people need to know about us so that we can work together more effectively?

Ask that each group have a facilitator, a recorder and a timekeeper. (Be prepared for the North group to be done in record time!)

Step 3: When finished, ask each group to report out relative to the four questions, hearing from all four groups on the first question before moving to the second, etc.

Dialogue and/or Journal Questions:

- How balanced was our class relative to the compass points and are the implications of this?
- What was it like to do this activity and talk about differences in this way?
- Did the four styles ring true to you?
- What did you find helpful about doing this activity?
- What will happen to our video production team when we have a big task to address as a group and any one “compass point” is missing?
- How does your dominant style affect your school life? Relationship with peers? Life outside of school? Any examples?
- Does understanding personal styles help you understand any relationships in your life that are sometimes challenging?
- What are some of the common stereotypes we assign to each compass point? What happens when we stereotype in this way?

Note: Often the North group is identified as the most difficult group to work with. Make sure that the important positive role of the North group is highlighted before moving on!

Objective 4: Define "community" personally and as a group.

Activity 1: Community is...

Materials: Newsprint or blackboard and chalk/whiteboard and markers
Paper for each participant
Pen or pencil
Newsprint and markers

Time Commitment: 40 minutes

Step 1: Ask participants to brainstorm to complete the following sentence, listing as many descriptors that come to mind within three minutes' time:

Community is...

Step 2: Create a master list of these brainstormed descriptions by soliciting one idea per person, going around the room as many times as needed until all ideas are exhausted. (The original class came up with 65 attributes!)

Step 3: Ask each person to write a sentence that incorporates as many of these ideas about community as possible, in three minutes.

Step 4: Form groups of four. Give each group fifteen minutes to come up with a definition of community that reflects a combining of all four group member perspectives. Give each group a piece of newsprint and a marker to write down their final definition.

Step 5: Have each group share their definition and discuss similarities and differences.

Step 6: Tie these definitions back into the task of creating a “Community” Video. How does this work inform the task?

Activity 2: Why do People Live in Groups?

Materials: A copy of the “Why do People Live in Groups” handout for each participant (see Appendix G)

Time Commitment: 30 minutes

Step 1: Pass out the “Why do People Live in Groups?” handout and ask participants to read it silently.

Step 2: Split the class into smaller groups of four to five. Have them answer the questions embedded in the article (noted in bold). Ask each group to appoint a facilitator and timekeeper.

Step 3: Lead a dialogue, focusing on the questions in the handout.

Objective 5: Define the course goal and a personal goal using SMART goal setting guidelines.

Facilitator Note: Goal setting is an essential life skill. It is central to personal growth and leadership skill building. It is the bridge between good intent and action. SMART goal setting is a simple yet useful way to develop goals that set people up for success. This process will be used throughout the video-making experience.

*“Even if you’re on the right track,
You’ll get run over if you just sit there.”*

-- Will Rogers

Activity 1: SMART Goal Setting

Materials: A copy of the “SMART YOUR GOALS” handout for each participant
(see Appendix H)

Time Commitment: 40 minutes

Step 1: Ask participants why they think goal setting might be useful in this course and in their lives. Share with them the “SMART YOUR GOALS” handout. Have participants split up into five groups and ask each group to take one of the five attributes of a SMART goal. Have them talk about why this particular attribute is important for attaining the success they want. Each group then presents their case for the importance of their attribute to the whole group.

Step 2: SMART goal example. Review the Smart goal example provided in Appendix H. This is a broad goal but still meets the SMART criteria.

Step 3: Refer back to the Full Value Commitment. Study the words on both the inside and outside. Ask participants to identify one aspect of the FVC that is an area they want to work on. Have them write a goal for that area which meets the SMART criteria. Have participants share this goal if they feel comfortable. This is an opportunity to ask others for help getting what they want, or may simply inform others of something that is important to them as individuals. If individuals don’t want to share the goal with the group, reinforce that it is important for them to share it with someone.

Dialogue and/or Journal Questions:

- What has been your past experience in setting goals?
- When have you been most successful in reaching a goal?
- What barriers have you typically run into reaching a goal?
- How comfortable are you asking others for help with goals?

Phase 1 Closing Activities

Activity 1: Comfort Zone and Beyond (adapted from Frank, 2001, p.59)

Facilitator Note: This activity is important in introducing the concepts of risk-taking and “Challenge of Choice” (see page Introduction) that are constants throughout the entire course experience. It provides a great opportunity to let participants consider what now lies before them in this class and share their fears as well as areas of confidence regarding the major project tasks ahead. Additional questions that are personal rather than project focused are simply another means for class participants to get to know one another.

Materials: Rope or tape on the floor in three concentric circles
A copy of the “Comfort Zone and Beyond Handout” for each participant
(see Appendix I)

Time Commitment: 20 minutes

Create three large concentric circles on the floor and label them as follows:

- Inner circle: COMFORT ZONE
- Middle circle: GROWTH ZONE
- Outside circle: PANIC ZONE

The inner circle should be large enough so that all participants could stand in it at the same time. Ideally, the circles are constructed before the class begins.

Step 1: Pass out the “Comfort Zone and Beyond” handout. Explain the following two points:

1. There will be many opportunities for participants to take risks and grow in their leadership skills throughout this course. In each instance, participants will decide how much they will reach beyond their comfort level.

“Challenge of Choice” is a principle that we will operate by throughout the *Lights, Camera...Leadership!* class. This means that at many points you will have to decide the level of risk you want to take on in any given discussion, activity or task. We know that most learning occurs when a person pushes beyond his or her comfort zone to what we will call the “growth zone.” If you take on too much risk, you venture into the “panic zone” where the threat is too high to invite learning.

2. Participants will honor the diversity in their classmates’ choices.

Each of us defines our comfort, growth and panic zones differently. For some, speaking up in certain classes or meetings or with certain family members can create a sense of panic. For others, physical risk will be most frightening. It is important that at all times we honor the diversity of comfort, growth and panic zones of others in this experience so that we people can challenge themselves without fear of ridicule.

Step 2: I am going to read some questions and ask that you put yourself into one of the three circles depending on your level of comfort with the issue. After each question, be aware of where everyone else is.

How do/will you feel about:

- Spiders?
- Speaking in front of a large group?
- Singing solo in front of a group?
- Calling a stranger to ask them to be interviewed?
- Telling a family member that you love him or her?
- Leading a group of adults in a discussion?
- Heights?

- Confronting a friend about something he or she did or said that was hurtful?
- Talking to an adult community member to see how he/she feels about the community?
- Snakes?
- Walking into a room where you don't know anyone?
- Walking in the woods alone at night?
- Confronting a friend about a role they are taking as part of the video production team that is not helping it be successful?
- Walking into a meeting of all adults?
- Spending a day alone?
- Asking a teacher for help?
- Asking a friend for help?
- Introducing yourself to someone new?
- Telling the teacher that something he or she presented is not clear?
- Complimenting a friend on something he or she did well?

Dialogue and/or Journal Questions:

- Were you surprised by where you placed yourself relative to others? When?
- Some people want a lot of encouragement to step out of their comfort zone. Others find this sort of encouragement uncomfortable – it feels like pressure. What is your preference?
- How can we all support one another to step out of our comfort zones?

Facilitator Note: The next-to-last question provides an opportunity to talk to the class about the importance of an open, trusting relationship where participants can openly talk with you about what is working and what isn't. You are creating a partnership with them in this project and you value their honesty.

Activity 2: The Project Simile

Materials: Four pieces of newsprint
Markers
Tape

Time Commitment: 30 minutes

Step 1: Make four visual images of the following (stick figures are great!):

- A group climbing a mountain
- A group paddling a canoe
- A group sewing a quilt
- Being in a rock band

Step 2: Ask the group to finish the following phrases:

Being a young person in this community is like...

Making this video is going to be like...

Read the first phrase and instruct the group to go to the “visual” that best represents how they would finish the phrase. Invite participants to make up another visual image if they think they have a better one (flinging yourself into a mosh pit perhaps). They can even try to see if any others want to join them.

Step 2: Have the small groups talk for ten minutes about why they chose that image and why it is certainly the best or most correct way to finish the phrase.

Step 3: Ask that each group report out their rationale for choosing that visual. Give them a few minutes to plan who will present.

Read the second phrase and repeat the process.

Dialogue and/or Journal Questions:

- What was it like to do this activity?
- Were you surprised about any aspects of what was said in your groups?
- What different perspectives became apparent about how classmates view the video project?

Appendix A
Lights, Camera...Leadership!
Course Overview

Phase 1: What are we doing in this course? How are we going to do it?

Goal: Create a positive, productive learning community by fostering a common understanding of the task, and developing a shared vision and commitment to the process of reaching this goal.

- Figure out what this course is all about.
- Explore a way to problem-solve and make decisions throughout the video project.
- Begin working together as a team, creating a team vision and norms.
- Define "community" personally and as a group.
- Define the course goal and a personal goal using SMART goal setting guidelines.

*Phase 2: How do we choose a video topic that is important to our community?
Becoming experts.*

Goal: Reach consensus and develop expertise on a video topic by collecting data through focus groups, interviews and primary research.

- Develop fundamental interviewing skills: asking good questions, noticing nonverbal cues, learning to listen even if you strongly disagree, and paraphrasing.
- Learn to organize and lead a focus group.
- Conduct individual interviews with community members and complete historical research, gathering information from many different stakeholders in the community.
- Analyze the information collected.
- Review alternative ways to make decisions and choose one method that is best for your team to use in deciding the video topic and focus of the storyline.
- Decide on the exact focus of your video and your storyline.
- Do you know enough? Conduct additional research to capture all you still need to know about past, present and future perspectives of the issue.

Phase 3: How can we make a video that people won't forget?

Goal: Develop a master plan for the video content and learn the technical skills necessary to capture this content on video.

- Define the audience, purpose, key points and tone of the video.
- Explore what makes a great video documentary by learning from the pros and then watching and critiquing other videos.

- Develop the skills needed to begin shooting the video: production process (securing a site, scheduling, release forms, etc.), interviewing and narration skills, and lighting and filming techniques.

Phase 4: Let's go shoot!

Goal: Efficiently organize the videotaping process, securing the footage necessary to make a compelling video.

- Create a rough outline of the video, identifying who is to be interviewed and what B-roll is needed.
- Develop the interview questions.
- Conduct interviews and film the B-roll.

Phase 5: Creating the final video.

Goal: Develop the technical, critical analysis, and group decision-making skills necessary to create the final video.

- Learn and master video editing techniques.
- Log the video footage.
- Finalize the editing script.
- Edit the final video.

Phase 6: Premiering the video!

Goal: Successfully organize and facilitate a Community Video premiere and dialogue session.

- Organize and advertise the community premiere.
- Practice techniques to facilitate discussions where there might be disagreements.
- Develop public speaking skills.
- Host the premiere.

Phase 7: Celebrating and reflecting.

Goal: Reflect upon and celebrate individual and group accomplishments, identifying how new skills and abilities can serve class participants in the future.

- Reflect upon what has been learned in the course.
- Celebrate their learning and accomplishments.

Appendix B

Lights, Camera...Leadership!

Course Syllabus

Lead Teacher:

Joe Schmoe
P.O. Box 37
E. Hardwick, VT
472-6816 (w)

What is the class all about? This course is designed to give you the skills to make a videotape of your community, one that captures the past, present and future of a key issue in your town. Once the videotape is finished, you will organize a community gathering and lead a discussion around controversial points and areas of common agreement. Initial planning for the video will include hosting one or more community focus groups, interviewing a number of community members and conducting research in the community. You will receive training in:

- Project planning and decision-making.
- Organizing and leading a focus group to define the video topic.
- Video formatting and design options.
- Working effectively as a team.
- Video production methods and techniques.
- Interviewing skills.
- Facilitating a community forum which might include strong conflicting opinions.

Lights, Camera...Leadership! will provide an opportunity to learn and practice all the necessary skills needed to be successful in completing a meaningful project which has the potential to influence the future direction of your community.

Time Commitment: This class will meet for 2-3 hours weekly. After school and possibly weekend or vacation time will be needed to complete the video project (evening focus groups, video filming and editing sessions.) These activities will be scheduled for times that work for you and your classmates.

Course Credit: This is an academic credit course that will appear on your transcript.

What can you minimally expect to get out of this course?

- You will have great training in how to produce a quality Community Video.
- You will learn about and experience how a team works together effectively.
- You will learn interviewing skills and how to lead discussions where there might be a wide range of opinions to deal with and people of varying ages.

- You will get to know your community in a way that you never have before.
- You will build your leadership skills in areas you choose to develop.
- You will have the satisfaction of providing your community with a product that will make for great discussions in the short-term and may influence town decision-making in the long run.

What will be expected of you in this course?

- Full participation in all discussions, activities and assignments.
- Committing to acting as a valued team member in all project work.
- Timely completion of all tasks and assignments.
- Excellent class attendance and willingness to meet with classmates outside of class time to complete the work.
- Willingness to take risks and challenge yourself.

Required Texts and Materials:

- Notebook to organize all handouts and project work
- Journal

Grading:

Participants will be graded based on the following requirements:

- Active participation at all trainings and site meetings.
- Willingness to be a positive and contributing team member.
- Timely follow-through on all assignments or team tasks.
- Ability to set and meet personal goals.
- Attendance at all course meetings.
- Quality of journal reflections.

Note: Participants will self-evaluate their performance on a quarterly basis and meet with the teacher to discuss this evaluation and set personal goals for the next quarter.

Appendix C

Video Project Summary

- Develop a thought provoking Community Video, that captures some important aspect of your community from past, present and future perspectives.
- The Community Video should inform, persuade and/or influence viewers' perspectives on the given topic.
- The video should present a balance of what the community is doing well concerning the issue, along with the challenges that must be faced.
- The video will be premiered at a community gathering, followed by a student-facilitated dialogue session.

Appendix D

Deep Dive Decision-Making Overview

Define the Challenge or Problem.

- Is everyone clear about what the challenge or problem is?
- Is everyone clear about the goal or desired outcome?
- Do we know why change is needed or the problem or challenge exists?
- What isn't known that needs to be known?

Notes:

Gather Additional Information.

- Get any additional information needed to understand the challenge or problem and clarify the goal.

Notes:

Generate Alternative Solutions (The Deep Dive).

- Generate lots of alternative solutions (some wild ideas are okay).
- Make sure everyone's ideas are heard without judgment or being cut off.

Notes:

Identify Pros and Cons of these Solutions.

- Consider the pros and cons of the ideas offered.
- Make sure everyone's thoughts or ideas are heard.
- Be open-minded. Let go of just defending your own idea as the only right one.

Notes:

Select the Best Solution.

- Check that everyone's opinions are taken into consideration when the solution is chosen.
- Reach consensus. Make sure that everyone agrees with the final choice, even though it might not have been his or her first choice.

Notes:

Try it out and assess what worked well and what didn't.

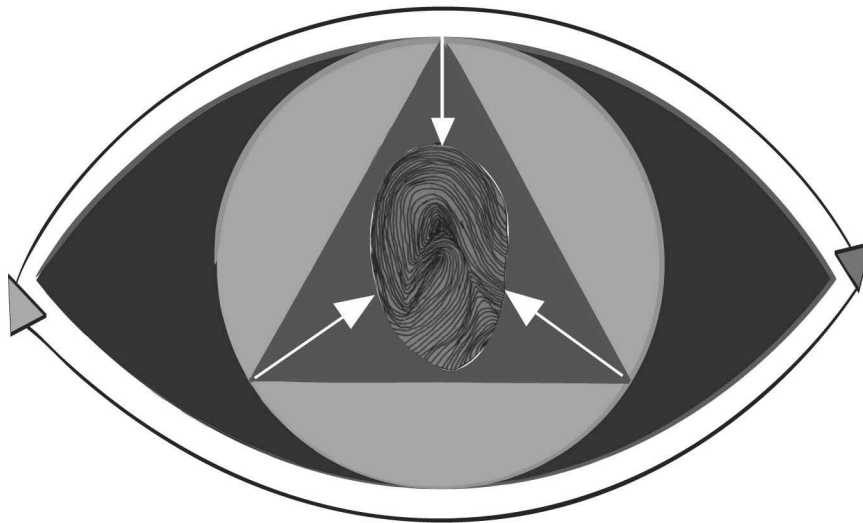
- Redesign your solution based on what you have learned and try again!

Notes:

Appendix E

Full Value Commitment Example From Original Class

● Full Value Commitment ●



thumbprint

individuality and the uniqueness of each community

arrows, triangle & circle

the 3 communities coming together, working towards a common goal

eye shape

vision & focus

arrows of the eye

infinite possibilities

Appendix F

Compass Points

North Person: This action-oriented individual takes charge, plunges into a new challenge without hesitation and is not afraid to try new things. The "North Person" will not find it necessary to understand all the details of a task to start problem solving. They learn by doing and adjust as they go along. When presented with a new task, north people will be the ones saying, "Alright! Let's do it! When do we start?"

East Person: The East Person likes to step back and get a sense of the "big picture" before taking action. He or she explores options and "what if" scenarios to make sure that what is going to be done makes sense. When presented with a new task, east people will be asking for more information, thinking of many creative solutions and seeking a clear and rich vision for what lies ahead before acting.

South Person: The South Person is sensitive to the quality of the relationships of individuals in his or her life, and is often guardian or caretaker of these relationships. These individuals will be aware of the process of making decisions. They will note when there is conflict or tension, seeking to reach a compromise acceptable to all. When presented with a new task, south people will be most attentive to inclusion of differing ideas and checking if everyone is feeling okay about group decisions.

West Person: The West Person seeks structure and organization. He or she wants to know the practical aspects of any new task, such as: "What exactly is our endpoint? What do we do first, second, third...? What resources will we need? Who will be responsible?" This individual has the ability to think through details and transform ideas into concrete steps in a logical sequence. When presented with a new task, west people will want clarity about exactly what the "destination" will be and can then help identify the steps to get there.

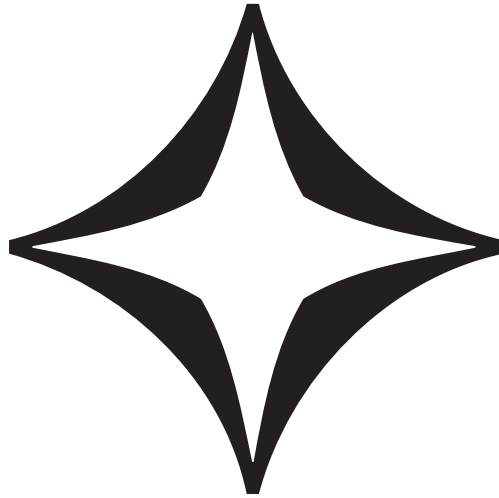
COMPASS POINTS

Action

“Let’s do it!”

Takes charge, plunges
in, tries things

North



Vision

“What if...?”

Speculates, creates,
looks at the big
picture

East

Structure and Organization

“What’s the plan?”
Tends to details,
sequence

West

South

Action

“Let’s do it!”

Takes charge, plunges
in, tries things

COMPASS POINTS

PERSONAL STYLE ACTIVITY

1. What are the strengths of our style? (four adjectives)

2. What are the limitations of our style? (four adjectives)

3. What style do we find the most difficult to work with and why?

4. What do other people need to know about us so that we can work together more effectively?

Appendix G

Why do People Live in Groups?

Many nonhumans live in groups. If you have ever watched an ant colony or a beehive, you have probably discovered that each ant or bee spends its life doing the same things over and over. Some build the “home” while others go out to bring back food and water. Still others seem to be in charge of the workers. You may have noticed that when one ant is injured, other ants search for the injured ant and bring it back home. Of course, ants sometimes fight with one another, too. All of these activities are acted out in the ants’ communities. In their groups, the ants have individual jobs to perform. By working in groups, the ants accomplish more than they could by working alone.

People also work in groups. No two human beings are exactly alike. No individual in our society can supply all of the things she or he wants. So people work in groups to supply themselves with the things they want. Some human groups oppose other human groups because they want different things. War is an extreme example of this.

In human societies there are many types of groups. In a primary group people usually have a very close relationship over a long period of time. They are emotionally involved with one another. They are loyal to each other and fulfill for each other the needs for love and “belongingness.” Primary groups give the individual confidence and strength to deal with the “outside world.” Primary groups include families and close friends.

Secondary groups are usually larger and less loving than primary groups. Secondary groups are often no more than groups of people who need to do a job. A company or a business is a secondary group. The people in this group are usually not as close to each other as members of a family are. And yet, there is a purpose for the secondary group: to get something done.

What secondary groups do you belong to?

A community is a group of people (or many groups of people) who often live close to each other and who work together for common goals. Your town or country is a community.

What goals do the groups of people living in your town have in common?

What primary and secondary groups are in your community?

Could we call the local government a community?

Is the church a community?

Would you call the people who go to school with you a community?

The largest kind of group is called the society. The society is made up of many primary and secondary groups and two or more communities. A nation such as our own is an example of a society.

Adapted from Introduction to the Social Studies, by John Jay Bonstingl, Allyn and Bacon, Inc., 1985, 139-140.

Appendix H

SMART YOUR GOALS

Specific: Decide exactly what it is you want to accomplish, learn or do.
Be very specific about what you want to achieve.

Measurable: How will you know when you've accomplished your goal?
Figure out a way to measure your success.

Attainable: Set yourself up for success. Reach high but not so high that the goal is out of reach.

Relevant: Make sure the goal is personally meaningful.

Timed: Set a deadline and stick to it!

Once you have defined a SMART goal, check in regularly and see how you are doing. If the goal isn't helping you accomplish what you want to accomplish, consider changing it. If it is helping you be successful, learn from what worked for you in this situation. This can help you succeed with future goals.

SMART Goal Example

Definitely UN-SMART Goal: We will make a video and I will pass this course.

SMART GOAL:

Our class will create a Community Video that will be premiered in my community next May. It will educate, inform, or persuade community members about an issue that is important to our community, showing what the community is doing well concerning the issue, along with the challenges that must be faced. I will be a contributing member of my video production team and this class as a whole, following the guidelines we set in the Full Value Commitment.

Specific:

- You are very clear about what you are going to accomplish and how you are going to accomplish it, referencing the Full Value Commitment.

Measurable:

- Did you finish and premiere your video?
- Did it educate, inform or persuade community members? A survey at the end of the premiere will tell you this.
- Did you regularly use the Full Value Commitment to reflect on your class and team contributions? Feedback from peers is also another measure.

Attainable:

- You believe that you can handle the demands of this class.
- You believe that your class has the potential to successfully develop a quality video that will be of importance to your town.
- You know your teacher and others are available to help you succeed.

Relevant:

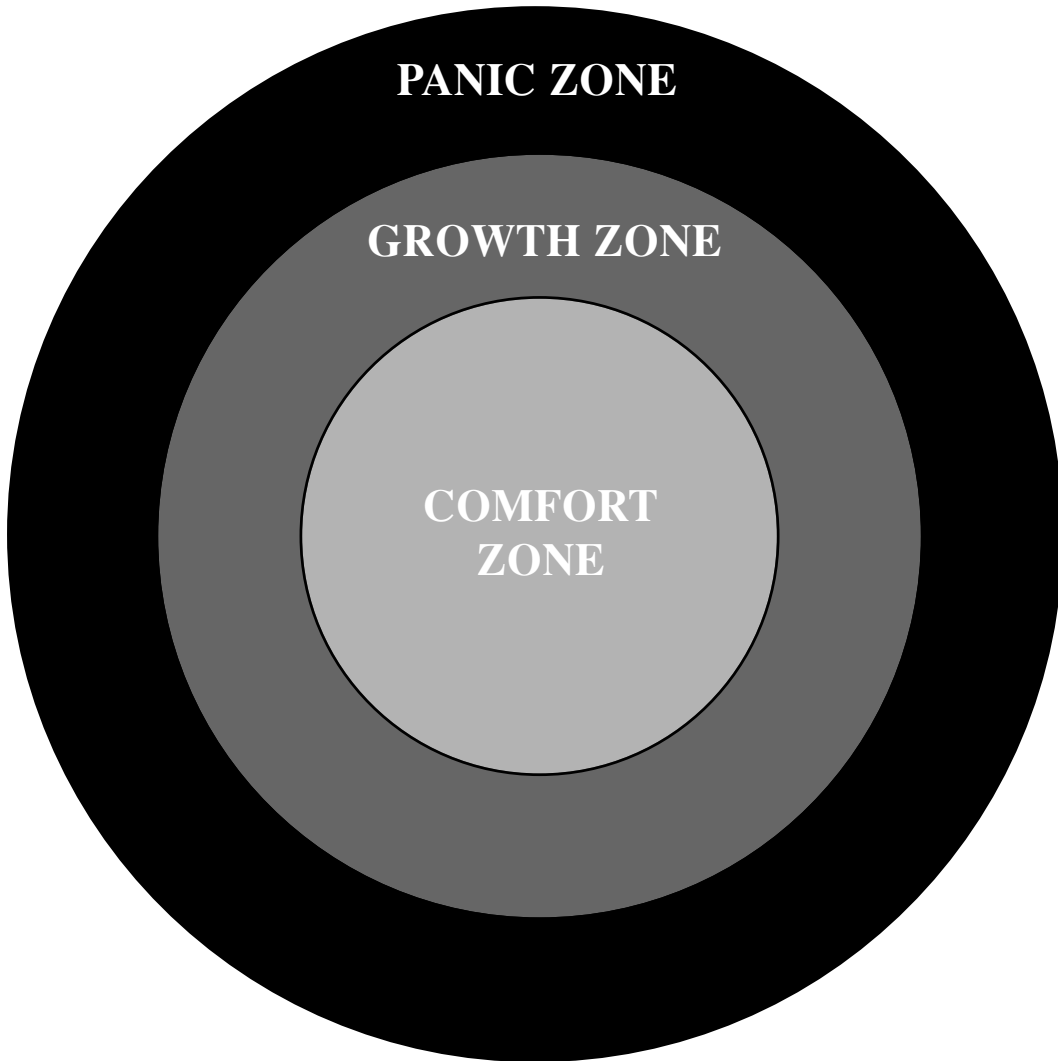
- You believe that young people should have a greater voice in the future of your community.
- You know that young people have the ability to study and present for discussion, issues of importance that may influence future decision making in the town. Hopefully, this will make it a better place to live.

Timed:

- You have a clear time line and are part of a class which meets regularly to do this work.
- You are committed to putting in the extra hours when the project demands it (i.e. focus groups, filming, editing).

Appendix I

COMFORT ZONE AND BEYOND



“The reason why many of our students do not do better in schools is not that they are deficient, or that their teachers are incompetent or uncaring; the reason is that these students do not see the relevance of such learning to altering and improving their immediate lives in their communities. If the central goal of schools were to prepare students to engage productively in a democracy, then students would be working on the concerns of their immediate and future life and on the concerns of their immediate and extended communities.”

*-- (Carl Glickman, *Renewing America's Schools*, 1993)*

Our schools face immense challenges these days delivering on our public promise to provide an academically challenging course of study that prepares young people to achieve academically, become skilled and productive workers, and engage in the civic life of their community. Consequently, fundamental changes are needed in the way schools connect to community, and in the strategies used to educate and develop a new generation of rural citizens and leaders. The Lights, Camera...Leadership! Curriculum Guide provides new ground in addressing these inter-related issues.

The curriculum provides a learning experience that captures students' interests and commitment, while allowing students to discover the promise and possibility in their community. The range of complex skills, knowledge and leadership required to create a video around an issue of paramount importance to the community far exceeds those addressed in typical discipline specific assignments.

Place-based initiatives like Lights, Camera...Leadership! also emphasize the important role of students as citizens of their community and as intellectual resources for community work. This educational approach uses what is a local resource– the cultural fabric of the community - as a laboratory for teaching and learning. When learning opportunities are rooted in the local context, schools become important centers for the preservation and revitalization of rural communities and democratic traditions. The Community Video process helps students claim their identities as inhabitants and stewards of a particular place. Should they eventually leave, their education will still have imparted an understanding of the value of small communities. Once students are trained to be contributing citizens in their communities, they will be valuable additions to any community.

Anecdotal evidence from many communities across the country suggests that when young people are engaged in place-based learning activities, many who would otherwise drop out become engaged and challenged while learning academically difficult material. Instead of graduating bored underachievers, we are able to raise academic achievement and assist young people to become caring adults. In partnership with supportive adults, young people are solving some of the most pressing issues in their communities. Our students have created day care centers, saved wetlands, gathered oral histories from elders, established entrepreneurial businesses that bolster challenged local economies, and testified before town councils and state legislatures on a myriad of civic issues. Their powerful aspirations have the potential to strengthen fragile communities, transform rural public education, inform public policy, and produce skilled leaders for our nation's future.

It is important that learning opportunities outlined in the Lights, Camera...Leadership! Curriculum Guide become part of the standard course of study available to students. Too often these real world learning experiences are marginalized (are perceived as “add-ons”) when, in fact, these are the experiences that help students be more engaged in school and the community at large.

The Lights, Camera...Leadership! Curriculum Guide involves young people in work that is complex, challenging, filled with student choice and decision-making. It is work that promotes partnership between youth and adults around issues of community vitality and strength. It is work that culminates in public presentations and performances that reveal young people’s true mastery of skills and knowledge. It is an invaluable guide toward the realization of the larger purposes of schooling and education.

Julie Bartsch
Steward, Rural School and Community Trust