Media Minds

Final Report 2020 – 2021

Abstract

This report provides insights into the operations of the Media Minds Afterschool Program, which included the following 2 iterations:

Fall virtual iteration through Zoom

8 sessions

 (Oct 2020 - Dec 2020)

Spring virtual iteration through Zoom

8 sessions

(Feb 2021 - Apr 2021)

**By \_\_\_\_\_**

SFU Surrey TD Community Engagement Center

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| 1 INTRODUCTION |

Prior to the COVID-19 pandemic, Media Minds was a free and in-person after-school program consisting of team-based workshops through which students could engage with their community and improve their interpersonal and teamwork skills through the use of film and media education. Students accepted into this program were from grades 6 or 7 and were attending elementary school in Surrey. The objective of this program was to give these students a smoother transition into high school by empowering them to speak up, share their ideas and think creatively to overcome the barriers they faced.

Once the pandemic started, the program pivoted to the virtual platform, Zoom, and focused on teaching basic animation, rather than film. The program continued to be free, aimed at grade 6 or 7 students and once every week, but the focus shifted to better reflect the needs of the time. We emphasized more on providing children with a safe space to connect with volunteers, take a break from constant reminders of the pandemic and have a good time. Students were encouraged to engage in conversation with their University mentors and develop relationships.

The skills acquired through the Virtual Media Minds program included: storyboarding, animation and using basic editing software. Animation was taught using two basic stick figure animation programs: Stick Nodes (for iPad users) and Pivot Animator (for Windows users). Each student used the program most compatible with their device. Check-out slips were used for this iteration, but in a Google survey format and students also submitted their work at the end of each session, through the same survey.

The Media Minds program had two iterations during the 2020-2021 period. During the Fall iteration, Media Minds was an 8-week program that ended with an event that showcased the students’ animations. Sessions went from 3:30PM-5:00PM. The Spring iteration was also 8 weeks long. These sessions went from 3:30PM-5:15PM.

The Media Minds program was made by Enactus SFU and later acquired by the SFU TD Community Engagement Center. This was the fourth year Media Minds was implemented through the CEC.

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| 2 BENEFITS OF THE MEDIA MINDS PROGRAM  |

The Media Minds program allows all individuals involved to build on their interpersonal skills and connections with the community. At the forefront of Media Minds are the SFU volunteer coordinators who teach the participants animation skills and work directly with students to help them produce their stick figure animations. Having these coordinators be involved in a community-based project allows them to interact with the community while getting hands-on experience that they can apply to their careers.

Through the program, coordinators facilitate a positive environment and ensure that their students are engaged with the content, and understanding the instructions given to them. In each breakout room, there are usually 1 to 2 students and 1 volunteer coordinator. The volunteers help students learn how to use the applications and support them in coming up with ideas for their creative projects. We have seen relationships form between students and their volunteers, thanks to the many opportunities provided for them to get to know each other one-on-one and on a more personal level.

At the center of the Media Minds program are the participants. The whole program is designed to benefit the participants. Media Minds provides an environment where students are able to express their creativity while developing their interpersonal skills. Through the activities, they are given challenges to effectively communicate their ideas and collaborate.

Media Minds allows all the individuals directly involved with the program to work on their capacity building. The participants and SFU coordinators are all able to improve their interpersonal skills through this program. All these parties have the ability to gain confidence through the interactions with each other and also form beneficial relationships. The more effort each party puts into the program through participation in activities or within the lessons the more they benefit from it in return. This mutual relationship shows the importance of community and how each party can positively affect the other.

Media Minds would not be possible without the continued support and involvement of the SFU TD Community Engagement Centre (CEC). Having a community program such as Media Minds creates a positive image of SFU for parents and the participants. This not only promotes SFU but also presents SFU as a good place to go for higher learning. SFU supporting a program like Media Minds also allows SFU students to contribute to their community. This provides them with an opportunity to engage in direct experience and represent the university. Furthermore, since the Media Minds Program and Volunteer Supervisor is responsible for making the curriculum, and managing the volunteers, this allows the CEC to offer more programs like Media Minds.

The SFU TD CEC Community Engagement Associate also plays a huge role in the success of the Media Minds program. This individual takes a lot of pressure off of the Program and Volunteer Supervisor by being responsible for student attendance keeping and making phone calls to participants’ guardians when need be.

Finally, our Fall iteration of Media Minds was offered through a valuable partnership between SFU and the Surrey School District. The Surrey School District Community Schools Partnership benefits Media Minds in various ways. Their branding markets to a wider audience as the Surrey School District is a name that parents and students are familiar with. The CSP office also has the resources to connect Media Minds to various local schools. The outreach worker from the CSP office is also able to support the Program and Volunteer Supervisor by being responsible for the check in/check out process and making phone calls to participants’ guardians when students are absent, or concerns need to be communicated to their guardians. Thanks to this partnership, the CSP has the resources to offer a free after-school program to students from high risk and low-income families.

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| 3 LESSON PLANS  |

## *Fall Iteration 2020*

|  |  |
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| Session 1 (Oct 22)Introductions and Basics of Technology | Number of students present: 16  |
| Time | Activity and General Points | Name | Specific Responsibilities  |
| 3:003:05 | Introductions and hellos while students arrive  |
| 3:05to3:15(10 mins) | Watch some fun Stick Figure animation videos* Avengers: [**https://www.youtube.com/watch?v=zfsOeDJ1Jnk**](https://www.youtube.com/watch?v=zfsOeDJ1Jnk)
* Very evolved fight scene: [**https://www.youtube.com/watch?v=kQHUeF4gRQU**](https://www.youtube.com/watch?v=kQHUeF4gRQU)
* Funny but dark: [**https://www.youtube.com/watch?v=j0VYVQQLI2Q**](https://www.youtube.com/watch?v=j0VYVQQLI2Q)
 |
| 3:15to3:30(15 mins) | **Goal: To teach all the kids the basics of Zoom**Features to cover:* Muting your audio
* How to respond when questions are asked on zoom
	+ An actual thumbs up while muted
	+ Using the chat (volunteers or all)
* Writing your first name followed by the name of your software in Zoom
* Asking questions (chat + hand up)
* Annotating on a shared screen
 |  **----** | Will demo all these features and ask the group to follow along. |
|  | Play close attention to the feature being covered and be ready to model the action for the kids to see (ie. Changing your background image if you can, writing your program name after your name etc.)  |
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| 5min  | Brief explanation on what to expect from your workshops  |
| 3:35 To 3:45(10 mins) | **\* In your breakout rooms \*****Goal**: Gathering information1. Students will be asked which programs they’ve downloaded (if any).
	* Responses should be typed after their name on Zoom

Quick and simple survey to determine who can attend the tech support session on **Tuesday**, **Oct 27th from 7 to 8 pm.**  |
| Everyone: Get up and stretch! 😊 |
| 10 mins | [**https://www.youtube.com/watch?v=8RU62NZcBHc&ab\_channel=ANDREMLADINEO**](https://www.youtube.com/watch?v=8RU62NZcBHc&ab_channel=ANDREMLADINEO) |
| 3:55to 4:20(25 mins) | **\*\* In Your Zoom Breakout Groups \*\*** **Goal**: Get to know your virtual neighbors! Learn to draw on the Whiteboard. **20 Questions:** * Have a student pick an object in the room without revealing to anyone what it is.
* Have the people in your breakout room guess what it is by asking questions that require yes/no answers.
* Each person can ask at most 3 questions (1 question at a time, taking turns). They can make 2 guesses after every question.
* Whoever guesses first, get’s 1 reward point. If after 3 rounds, no one can guess the item, the person who picked the item will get 1 point instead.
* Volunteers will keep track of points in a separate document.
* The person with the most points at the end of the game, gets a small prize.
 |
| 10 mins | **Helping students get started on downloading their software** [**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9) | **Volunteers** | Screenshare the guide document  |
|  | Volunteer Debriefs: [**https://forms.gle/yMp84gX7tA84e9ZJ6**](https://forms.gle/yMp84gX7tA84e9ZJ6) |
| Volunteers Present:  |

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| **Session 2 (Oct 29)**Finish downloading software, introduce projects, demo of software basics | **Number of students present: 12**  |
| Time | Activity and General Points | Name | Specific Responsibilities  |
| 3:30 | Introduce today’s lesson outline  | Announce Diya winner of 20 question game |
| 3:40 to 4:05(25 min) | **\* In breakout rooms \*****Support students in downloading the software** ----:* Ensure everyone has their first name showing correctly on zoom, **and before it** their software (SN or P or T) -> Change this manually for them to save time.

Students who already have the software can either begin playing around with it or play one of the following:* **Play this emoji Trivia game with your team, starting from minute 0:35 ->**

<https://youtu.be/BgRhzc5rCTg?t=35> If that link doesn’t work or something goes wrong with the game, try this Guess the Character game instead:<https://www.youtube.com/watch?v=pV_uZueItU8>* **Pictionary:**

[**https://scribble-io.co/**](https://scribble-io.co/)students can pick any name for themselves that they want **(2 or 3 rounds at 80s)** |
| 4:05to4:50(45 min) | (in the same breakout rooms)**Battle of the Stories (worksheet attached)*** In advance of the session, prepare documents with four pictures.
* Separate into breakout rooms
* Have the volunteer screen share the document with pictures
* Give the groups 7 minutes to look at the photos and create a narrative that would connect the 4 images (they can change the order of the images)
* A volunteer or student who is interested, will share the story in the main group
* Everyone will vote on their favourite story interpretation

**Voting link:** [**https://forms.gle/UTE5rwM4pT4hNe1x9**](https://forms.gle/UTE5rwM4pT4hNe1x9) |
| 4:50 to 5:00(10 mins) | **Goal**: Cover the basics of stick figure animation through a simple demonstration.Stick figure animation software basics (making/uploading and moving character, exporting) – Follow along demos by  **---- and ---.** **Put class into two breakout rooms based on the program they have, and then demo these simultaneously.** Site with lots of backgrounds, objects and figures you can use to spice up your Pivots: [**http://droidz.org/stickmain/backgrounds.php**](http://droidz.org/stickmain/backgrounds.php) | **Everyone** | Please follow along as well, or better yet, *work on your own projects that you can show the kids in your teams next week.* **We will take questions from students too.**  |
| 5:00to5:15(15 mins) | (in breakout rooms)**Goal**: To ensure kids know how to comfortably screenshare their animation work. Students get an opportunity to try the demo activity and ask questions about features they saw.  ----: * Remind everyone to **introduce** **themselves** in these breakout rooms.

Volunteers: * In your breakout rooms, introduce yourself and one animated movie you like and why you like it.
* Ensure that every kid in your team is able to screenshare their Pivot Animator or Stick Nodes screen.

If your team is done the screensharing task early, play one of these games with them…* This one through sharing your screen:

[**https://www.youtube.com/watch?v=B63y6XkvPR4**](https://www.youtube.com/watch?v=B63y6XkvPR4)kids can write their answers in the chat* This one is the same Pictionary game as before:

<https://scribble-io.co/> **If a kid is having too much trouble with screensharing or is getting software technical errors that you can’t solve, have them leave the breakout group and go back to the main room so that we can move them into the T (technical) breakout room.** |
| 5:15 | Optional - **Link to submit:** [**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9) |
| **Volunteers Present:** |

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| **Session 3 (Nov 5)** Games, demo of advanced features of software, students begin working on their final projects. | **Number of students present: 13** |
| Time | Activity and General Points  |
| 3:30 | Student entering and settling in while we all watch a fun cartoon:[**https://www.youtube.com/watch?v=2bbkHIHzH28&feature=youtu.be**](https://www.youtube.com/watch?v=2bbkHIHzH28&feature=youtu.be) |
| 3:40 to 4:20(40 mins) | **\*\* In the breakout rooms of 3-5 people \*\*** **Battle of the Stories (worksheet attached)*** Volunteer to screen share the document with pictures
* Give the groups 7 minutes to look at the photos and create a narrative that would connect the 4-6 images (they can change the order of the images)
* A volunteer or student who is interested, will share the story in the main group
* Everyone will vote on their favourite story interpretation

**Voting link:** [**https://forms.gle/UTE5rwM4pT4hNe1x9**](https://forms.gle/UTE5rwM4pT4hNe1x9) |
| 4:20 to 4:40(20 mins) | **Goal**: --- to demo how to Back Kick. ---- to demoZoom, Camera Pan and Fade one scene into another (opacity), using Pivot Animator.Talk about types of projects kids can work on:1. **A Music Video**
* Can be an original or the video for a music video
1. **An interesting, or funny action**
* That you’ve seen someone else do or that you’ve done yourself
1. **Recreate short scene from a movie**
* Can put your own sound/voice over it or the audio from the movie itself!
1. **Recreate a memory**
2. **Make your own movie**
3. **Interaction with a computer interface or background**

Any breakout rooms that are having technical difficulties or limitation, ---- or --- will enter that room and teach these techniques.For adding speech bubbles: <https://pixelspeechbubble.com/> |
| 4:40to **5:00**(20 mins) | **\*\* In your SMALLER breakout rooms \*\*****Goal**: Students either try to copy was shows in the demo or get started on idea generation for their final projectsNote: If you ever ask a student a question, let them know that they can also answer you privately in the chat. They don’t need to answer out loud or to the whole group in the chat. |
|  | Right away – for 10 mins | Talk to each of your students about what they plan on working on today. Encourage creativity and fun. Then, let them start working, and share your own screen, as you work on your own project for a bit.  |
|  | For the next 15 minutes  | Work with your students to find the clips, sounds or inspiration they need (**ASK LOTS OF QUESTIONS AND GIVE LOTS OF POSITIVE FEEDBACK**) |
|  | 5 minutes before the end of your breakout session | Students share their screens and show you what they’re working on so far. They can then turn off their screenshares if they want, and the volunteers will share their screens instead. |
| 15 mins | **Submitting work each session. To:** [**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9) |  **----** | Only at this session, ---- will demonstrate how to do this and kids will follow along. Future sessions, this happens in the breakout room with volunteers.  |
| **End of Session!**Volunteer debrief link: [**https://forms.gle/yMp84gX7tA84e9ZJ6**](https://forms.gle/yMp84gX7tA84e9ZJ6) |
| **Volunteers Present:**  |

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| **Session 4 (Nov 12)** Games, demo of more advanced features of software, students continue working on their final projects. | **Number of students present: 10**  |
| Time | Activity and General Points  |
| 3:30(10m) | Student entering and settling in while we all watch a fun cartoon:<https://www.youtube.com/watch?v=X7eMZOpbjFs&feature=youtu.be&ab_channel=LEGO>  |
| 3:40 to 4:15(35 mins) | **\*\* In your smaller breakout rooms \*\*****Goal:** To have some fun with the software. **Backgrounds and paint drawings.**  ---- will demonstrate this in the main room. The only rule if you’re copy-pasting an image is to have at least 1 part of the image move. If you’re creating an original, make it look as much like the character as you can (divide the stick figure into parts and use colors to your advantage, then join the parts again). How to **join sprites** that are either real images or paint drawings, to make realistic figures: [**https://www.youtube.com/watch?v=a2SccBERXaE&feature=youtu.be**](https://www.youtube.com/watch?v=a2SccBERXaE&feature=youtu.be) | **Everyone:**1. Pair your kids up. If odd # of kids, pair 1 volunteer up with a kid.
2. Have each kid pick a cartoon character for their partner to duplicate or animate, with the help of this Random Character Generator: [**https://www.generatormix.com/random-cartoon-characters**](https://www.generatormix.com/random-cartoon-characters)
3. They can either copy-paste the image directly to paint and use it, or draw a very simple representation of the character as a stick figure (Stick Nodes users will have to do this).

They have 10 minutes to do this.  |
| 4:15to 4:25(10 mins) | **\*\* In the main room \*\*****Goal**: Learn about stop motion animation principles that can also apply to Stick Figure animation.* Watch this video:

[**https://www.youtube.com/watch?v=fUX56F6BFKA&list=RDCMUCijp9lQPC49N5uS3-Hp4BkQ&start\_radio=1&t=21**](https://www.youtube.com/watch?v=fUX56F6BFKA&list=RDCMUCijp9lQPC49N5uS3-Hp4BkQ&start_radio=1&t=21)  **Then get up and stretch!** 😊**Roles:** * Chat boss 1: Gursimran
* Chat boss 2: Kim
* Host point of contact: Justin
* Volunteer Attendance: Helen
* Student Attendance: Jade

Tech boss: Hish  |
| 4:15to 4:45(30 mins) | **\*\* In your SMALLER breakout rooms \*\*****Goal**: Students either try to copy was shows in the demo or get started on idea generation for their final projectsNote: If you ever ask a student a question, let them know that they can also answer you privately in the chat. They don’t need to answer out loud or to the whole group in the chat. |
|  | Right away – for 10 mins | Talk to each of your students about what they plan on working on today. Encourage creativity and fun. Then, let them start working, and share your own screen, as you work on your own project for a bit. Work with your students to find the clips, sounds or inspiration they need (**ASK LOTS OF QUESTIONS AND GIVE LOTS OF POSITIVE FEEDBACK**) |
|  | For the next 15 minutes  | Let your students work on their own.  |
|  | 5 minutes before the end of your breakout session | Students share their screens and show you what they’re working on so far. They can then turn off their screenshares if they want, and the volunteers will share their screens instead. |
| 15 mins | **Submitting work each session. To:** [**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9) |  **----** | Only at this session, ---- will demonstrate how to do this and kids will follow along. Future sessions, this happens in the breakout room with volunteers.  |
| **End of Session!**Volunteer debrief link: [**https://forms.gle/yMp84gX7tA84e9ZJ6**](https://forms.gle/yMp84gX7tA84e9ZJ6) |
| **Volunteers Present:**  |

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| **Session 5 (Nov 19)** Games and students continue working on their final projects. | **Number of students present: 13**  |
| 3:30(10m) | Student entering and settling in while we all watch a fun cartoon: **Jackie Chan Scenes**[**https://www.youtube.com/watch?v=\_i42V390bMQ&ab\_channel=Everything10s**](https://www.youtube.com/watch?v=_i42V390bMQ&ab_channel=Everything10s) |
| 3:40 to 4:05(25 mins) | **Goal**: Play games in your larger groups **\*\* In the main room \*\*****First we will play this game and the kids and volunteers will answer by annotating on the screen:**[**https://www.youtube.com/watch?v=7wCcO1xgak4**](https://www.youtube.com/watch?v=7wCcO1xgak4)**\*\* In your bigger breakout rooms \*\***Volunteers: In your breakout room, have all volunteers and kids share their names again. * Watch this animation:

[**https://www.youtube.com/watch?v=fRl9sQ\_GRPk**](https://www.youtube.com/watch?v=fRl9sQ_GRPk)* **Then play this game and have the kids answer by calling it out, annotating on your screen or writing in the chat:**

Have your kids pick between the 2 games:**Option 1)** Guess the cartoon character based on something they say:[**https://www.youtube.com/watch?v=MIzOEU5odhk**](https://www.youtube.com/watch?v=MIzOEU5odhk)**Option 2)** Guess Disney characters based on their eyes:[**https://www.youtube.com/watch?v=m7PAEKl2mhY**](https://www.youtube.com/watch?v=m7PAEKl2mhY) |
| 4:05to 4:10(10 mins) | **\*\* In the main room \*\*****Goal**: Refresher about animation categories students can make. Encourage your students to try all of these. 1. **A Music Video**
* Can be an original or the video for a music video
1. **An interesting, or funny action**
* That you’ve seen someone else do or that you’ve done yourself
1. **Recreate short scene from a movie**
2. **Recreate a memory**
3. **A short story**
4. **Interaction with a computer interface or background**
 |
| 4:10to **4:45**(35 mins) | **\*\* In your SMALLER breakout rooms \*\*****Goal**: Students expand on their ideas from previous sessions and begin their final projects. **Use this link to help inspire your students:**[**https://forms.gle/QVBsVTxg9KVHawzy8**](https://forms.gle/QVBsVTxg9KVHawzy8)Note: If you ever ask a student a question, let them know that they can also answer you privately in the chat. They don’t need to answer out loud or to the whole group in the chat. |
|  | Right away – for 10 mins | Talk to each of your students about what they plan on working on today. Encourage creativity and fun. Then, let them start working, and share your own screen, as you work on your own project for a bit. Work with your students to find the clips, sounds or inspiration they need (**ASK LOTS OF QUESTIONS AND GIVE LOTS OF POSITIVE FEEDBACK**) |
|  | For the next 15 minutes  | Let your students work on their own.  |
|  | 5 minutes before the end of your breakout session | Students share their screens and show you what they’re working on so far. They can then turn off their screenshares if they want, and the volunteers will share their screens instead. |
| 15 mins | **Submitting work each session. To:** [**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9) |  ---- to demo.  |
| **End of Session!**Volunteer debrief link: [**https://forms.gle/yMp84gX7tA84e9ZJ6**](https://forms.gle/yMp84gX7tA84e9ZJ6) |
| **Volunteers Present:** |

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| **Session 6 (Nov 26)** Games and students continue working on their final projects. | **Number of students present: 10**  |
| 3:30(10m) | Student entering and settling in while we all watch a fun video: [**https://www.youtube.com/watch?v=E-fbaLE\_0Ew**](https://www.youtube.com/watch?v=E-fbaLE_0Ew) (Mario vs stick figure)  |
| 3:40 to 4:05(25 mins) | **\*\* In your bigger breakout rooms \*\*****Battle of the Stories (worksheet attached)*** Volunteer screen shares the document with pictures
* Give the groups 15 minutes to look at the photos and create a narrative that would connect the 6 images (they can change the order of the images)
* A volunteer or student who is interested, will share the story in the main group
* Everyone will vote on their favourite story interpretation

**Voting link:** [**https://forms.gle/QGvUpBXsDe2jAkiT7**](https://forms.gle/QGvUpBXsDe2jAkiT7) |
| 5 mins |  **---- to demo how to submit work + Answer questions** [**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9) | **Roles:** * Chat boss 1: Ariana
* Chat boss 2: Hish
* Host point of contact: Justin
* Volunteer Attendance: Kimberly
* Student Attendance: Yuchen
 |
| 4:20to **4:50**(30 mins) | **\*\* In your SMALLER breakout rooms \*\*****Goal**: Students expand on their ideas from previous sessions and begin their final projects. **Use this link to help inspire your students:**[**https://forms.gle/QVBsVTxg9KVHawzy8**](https://forms.gle/QVBsVTxg9KVHawzy8)Note: If you ever ask a student a question, let them know that they can also answer you privately in the chat. They don’t need to answer out loud or to the whole group in the chat.**If your student likes or has watched Harry Potter, feel free to play this game with them:** Guess the Harry Potter Character from the quote: [**https://www.youtube.com/watch?v=D2dqWK5engQ**](https://www.youtube.com/watch?v=D2dqWK5engQ) |
|  | Right away – for 10 mins | Talk to each of your students about what they plan on working on today. Encourage creativity and fun. Then, let them start working, and share your own screen, as you work on your own project for a bit. Work with your students to find the clips, sounds or inspiration they need (**ASK LOTS OF QUESTIONS AND GIVE LOTS OF POSITIVE FEEDBACK**) |
|  | For the next 15 minutes  | Let your students work on their own.  |
|  | 5 minutes before the end of your breakout session | Students share their screens and show you what they’re working on so far. They can then turn off their screenshares if they want, and the volunteers will share their screens instead. |
| 10 mins | **Students to submit their work. To:** [**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9) |  |
| **End of Session!**Volunteer debrief link: [**https://forms.gle/yMp84gX7tA84e9ZJ6**](https://forms.gle/yMp84gX7tA84e9ZJ6) |

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| **Session 7 (Dec 3)** Students finish working on their final projects. | **Number of students present: 10**  |
| 3:30(10m) | Student entering and settling in while we all watch a fun video: **Funniest Pixar characters:** [**https://www.youtube.com/watch?v=GQGRiMaQ2LM**](https://www.youtube.com/watch?v=GQGRiMaQ2LM) |
| 3:40to **4:00**(20 mins) | **\*\* In your SMALLER breakout rooms \*\*****Goal**: Students expand on their ideas from previous sessions and begin their final projects. **Use this link to help inspire your students:**[**https://forms.gle/QVBsVTxg9KVHawzy8**](https://forms.gle/QVBsVTxg9KVHawzy8)Note: If you ever ask a student a question, let them know that they can also answer you privately in the chat. They don’t need to answer out loud or to the whole group in the chat.**Optional things to do in your rooms if your students seems uninterested in finishing their project:**Pick one of these Personality Quizzes: https://kids.nationalgeographic.com/games/personality-quizzes/Most motivational Disney moments: <https://www.youtube.com/watch?v=rsSMpD3tn7o> |
| 4:00 to 4:15(15 mins) | **\*\* In main room \*\*****Would you rather:** **Sweets:** [**https://www.youtube.com/watch?v=XEbzu30tsEY&ab\_channel=AldSully**](https://www.youtube.com/watch?v=XEbzu30tsEY&ab_channel=AldSully)**Stop motion (5 mins only):** [**https://www.youtube.com/watch?v=ad3kl4-oIkw**](https://www.youtube.com/watch?v=ad3kl4-oIkw) |
| 4:15to 4:45(30 mins) | Right away – for 10 mins | Talk to each of your students about what they plan on working on today. Encourage creativity and fun. Then, let them start working, and share your own screen, as you work on your own project for a bit. Work with your students to find the clips, sounds or inspiration they need (**ASK LOTS OF QUESTIONS AND GIVE LOTS OF POSITIVE FEEDBACK**) |
|  | For the next 15 minutes  | Let your students work on their own.  |
|  | 5 minutes before the end of your breakout session | Students share their screens and show you what they’re working on so far. They can then turn off their screenshares if they want, and the volunteers will share their screens instead. |
| 15 mins | **Students to submit their work. To:** [**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9) | Please submit both your gif and your pivot file. Pivot file first. |
| **End of Session!**Volunteer debrief link: [**https://forms.gle/yMp84gX7tA84e9ZJ6**](https://forms.gle/yMp84gX7tA84e9ZJ6) |
|  |

|  |  |
| --- | --- |
| **Session 8 (Dec 10)**Media Minds Showcase – Games and Presentations | **Number of students present: 10**  |
| 3:30(10m) | Student entering and settling in while we all watch a fun video: Virus <https://www.youtube.com/watch?v=3hgrw7QQpnE> cool <https://www.youtube.com/watch?v=auIlGqEyTm8> **Last chance for students to submit their past work:** [**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9) |
| 3:45to 4:15(30 mins)  | **\*\* In your BIGGER breakout rooms \*\*****Choose as many of these games to play as you would like!**1. **Funny Fill-In games AKA Madlibs:**

[**https://kids.nationalgeographic.com/games/funny-fill-in/**](https://kids.nationalgeographic.com/games/funny-fill-in/)1. **Personality Quiz if Choice:** [**https://kids.nationalgeographic.com/games/personality-quizzes/**](https://kids.nationalgeographic.com/games/personality-quizzes/)
2. **Guess Disney movie from emojis:** [**https://www.youtube.com/watch?v=ybkzCvx6rT4&ab\_channel=TheTopSpot**](https://www.youtube.com/watch?v=ybkzCvx6rT4&ab_channel=TheTopSpot)
3. **Guess Disney villain from voice:**

[**https://www.youtube.com/watch?v=nwD\_Zk8PTSk&ab\_channel=TheTopSpot**](https://www.youtube.com/watch?v=nwD_Zk8PTSk&ab_channel=TheTopSpot)1. **Guess Disney song:** [**https://www.youtube.com/watch?v=9QeK2fDO\_fA&ab\_channel=TheBlknl**](https://www.youtube.com/watch?v=9QeK2fDO_fA&ab_channel=TheBlknl)
2. **Would you rather, Foods:** [**https://www.youtube.com/watch?v=Qw0hBbBpKtc&ab\_channel=SmartDude**](https://www.youtube.com/watch?v=Qw0hBbBpKtc&ab_channel=SmartDude)
3. **Funniest Disney characters video:** [**https://www.youtube.com/watch?v=X\_4n-BA\_sKU**](https://www.youtube.com/watch?v=X_4n-BA_sKU)
 |
| 4:15 to **4:35**(5 mins) | **\***\* **In the MAIN group** \*\*1. **Funny Fill-In games AKA Madlibs (first):**

[**https://kids.nationalgeographic.com/games/funny-fill-in/funny-fill-in-a-wild-space-walk/**](https://kids.nationalgeographic.com/games/funny-fill-in/funny-fill-in-a-wild-space-walk/)1. **Then, would you rather, Actions:** [**https://www.youtube.com/watch?v=8-tNnGErKKo&ab\_channel=ScoopofAwesome**](https://www.youtube.com/watch?v=8-tNnGErKKo&ab_channel=ScoopofAwesome)

**Watch stop motion video:**[**https://www.youtube.com/watch?v=LyG0XjwvlcM&list=RDCMUCMmLIP\_QfsDu\_bavpX9ulcg&index=24&ab\_channel=StopMotionCooking**](https://www.youtube.com/watch?v=LyG0XjwvlcM&list=RDCMUCMmLIP_QfsDu_bavpX9ulcg&index=24&ab_channel=StopMotionCooking) |
| 4:35to 5:00 (25 mins) | **Media Minds Showcase!*****Votes to be cast at*** [***https://forms.gle/A7Ewrbr72vtZgVeN8***](https://forms.gle/A7Ewrbr72vtZgVeN8) |
| **End of Session!**Volunteer debrief link: [**https://forms.gle/yMp84gX7tA84e9ZJ6**](https://forms.gle/yMp84gX7tA84e9ZJ6) |

## *Spring Iteration 2021*

|  |  |
| --- | --- |
| Session 1 (Feb 11) Getting to know each other | Number of students present: 22  |
| Time | **Activity and General Points** | **Names** | **Specific Responsibilities /Details** |
| 3:30to3:50(20m) | Introductions and hellos while students arrive 1. Volunteers will introduce themselves 1 by 1 (name, university, and a movie, series or animation you like).
2. ---- will screenshare a couple of past student gifs
 |
| 3:50to4:00(10 mins) | Watch some fun Stick Figure animation videos* Avengers: [**https://www.youtube.com/watch?v=zfsOeDJ1Jnk**](https://www.youtube.com/watch?v=zfsOeDJ1Jnk)
* Watch half of this very evolved fight scene: [**https://www.youtube.com/watch?v=kQHUeF4gRQU**](https://www.youtube.com/watch?v=kQHUeF4gRQU)
* Watch until minute 1:53 (right after the Hey dance): [**https://www.youtube.com/watch?v=8RU62NZcBHc&ab\_channel=ANDREMLADINEO**](https://www.youtube.com/watch?v=8RU62NZcBHc&ab_channel=ANDREMLADINEO)
 |
| 4:00to4:15(15 mins) | **Goal: To teach all the kids the basics of Zoom**Features to cover:* Muting your audio
* How to respond when questions are asked on zoom
	+ An actual thumbs up while muted
	+ Using the chat (volunteers or all)
* Writing your first name followed by the name of your software in Zoom
* Asking questions (chat + hand up)
* Annotating on a shared screen

Play close attention to the feature being covered and be ready to model the action for the kids to see (ie. Changing your background image if you can, writing your program name after your name etc.) |  **----** | Will demo all these features and ask the group to follow along. |
| **---** |  |
| **Swapandeep (S)** | **Tech Wiz** |
| **Shefali (s)** |  |
| **Daveena (s)** | **Chat Boss** |
| **Kim (s)** | **Arrives at 3:45** |
| **Harshil (s)** |  |
| **Japneet**  |  |
| **Ashley L (p)** | **Chat Boss** |
| **Ashley S (p)** | **Volunteer Attendance** |
| **Fayez (p)** | **Tech Wiz** |
| **Felicity (p)** | **Student Attendance Keeper** |
| **Andrew (p)** |  |
| **Melissa (p)** | **Host main point of contact** |
| **Yuchen (p)**  | **Student Attendance Keeper** |
| **Jelissa (p)** | **Chat Boss** |
| **Jade (p)** |  |
| **Punit (s)** |  |
| **Devin** |  |
| 10 min  | Brief explanation on what to expect from your workshops - Show a couple more examples |
| 4:25 to 4:30(5 m) | **\* In your breakout rooms \*****Goal**: Gathering information1. Students will be asked which programs they’ve downloaded (if any).
	* Responses should be typed after their name on Zoom

Quick and simple survey to determine who can attend the tech support session on **Tuesday**, **Feb 16, from 7 to 8 pm Use this survey link:** [**https://forms.gle/FL8UAWo7o8K1y4J96**](https://forms.gle/FL8UAWo7o8K1y4J96) |
| Everyone: Get up and stretch! 😊 |
| 10 mins | Watch Funny but dark animation video: [**https://www.youtube.com/watch?v=j0VYVQQLI2Q**](https://www.youtube.com/watch?v=j0VYVQQLI2Q) |
| 4:40to 5:15(35 mins) | **\*\* In Your Bigger Breakout Groups \*\*** **Goal**: Get to know your virtual neighbors! Learn to draw on the Whiteboard. **[5 groups: 3 volunteers and 3 students per group ]****Virtual 20 Questions Game:** * Have a student pick an object in their room without revealing to anyone what it is.
* Have the people in your breakout room guess what it is by asking questions that require yes/no answers only.
* Each person can ask 1 question at a time, taking turns. They can make 1 guess after every question.
* Whoever guesses first, get’s 1 reward point. If after 3 rounds, no one can guess the item, reveal the item and move on to the next person.
* Volunteers will keep track of points AND PLAY THE GAME.
* The person with the most points at the end of the game may receive a prize in the final showcase.
 |
| 5:15 | **End of session!****Please remind your students of the technical support session on Feb 16th at 7 pm. Parents can come too if they want.**  |
| Volunteers Present:  |

|  |  |
| --- | --- |
| **Session 2 (Feb 18)**Finish downloading software, introduce projects, demo software basics, games. | **Number of students present: 22**  |
| **Time** | **Activity and General Points** | **Names** | **Specific Responsibilities /Details** |
| 3:30 | We will watch this video as students enter: <https://www.youtube.com/watch?v=nORRgU8sGdE&feature=youtu.be&ab_channel=Joseph%27sMachines>  |
| 3:40 to 4:05(25 min) | **\* In self-choose breakout rooms \*****Support students in downloading the software****Make 14 breakout rooms** – start off with everyone in 1 of these three: **Sticknodes**, **Pivot or others (2x2).**As students complete their downloads, they can be moved to a new group (2 volunteers and 2 students per group) to play games together instead, while others download the software). One volunteer from the S and P group should first demonstrates (via sreensharing) how to download their software. **Game Rooms must have 2 volunteers and 2 students (or 3x3). So if it is only you and your 1 student, join a group that has 2 students already. Alternatively move to an empty room along with 1 other volunteer and student.** ---:* Ensure everyone has their first name showing correctly on zoom, **and before it** their software

(S or P) -> Change this manually for them to save time.Students who already have the software can either begin playing around with it or play one of the following:* **Play this emoji Trivia game with your team, starting from minute 0:35 ->**

<https://youtu.be/BgRhzc5rCTg?t=35> If that link doesn’t work or something goes wrong with the game, try this Guess the Character game instead:<https://www.youtube.com/watch?v=pV_uZueItU8>* **Pictionary:**

[**https://scribble-io.co/**](https://scribble-io.co/)students can pick any name for themselves that they want **(2 or 3 rounds at 80s)** |  **----** | **Make breakout rooms** |
| **---** | **Teach** |
| **Swapandeep (S)** | **Tech Wiz** |
| **Shefali (s)** |  |
| **Daveena (s)** | **Chat Boss Main download demo person** |
| **Kim (s)** | ***Host main point of contact*** |
| **Harshil (s)** | **Main download demo person** |
| **Japneet (p)**  |  |
| **Ashley L (p)** | **Chat Boss** |
| **Ashley S (p)** | **Primary download demo person** |
| **Fayez (p)** | **Tech Wiz** |
| **Felicity (p)** | **Student Attendance Keeper** |
| **Andrew (p)** |  |
| **Melissa (p)** |  |
| **Yuchen (p)**  | **Student Attendance Keeper** |
| **Jelissa (p)** | **Chat Boss+ Secondary download demo person** |
| **Jade (p)** | **Volunteer Attendance** |
| **Punit (s)** |  |
| **Devin (p)**  |  |
| **After 4:05 pm (or when most people are done with their software downloads) if your student still has downloading issues, they can stop working on it, play the games, and then come back to it at 5 pm (where they will be with a volunteer in a separate room till 5:15).**  |
| 4:05to4:50(45 min) | **\* In the same breakout rooms – but self-choose option unchecked \*****Goal: 3x3 rooms****Battle of the Stories (worksheet attached)*** In advance of the session, prepare documents with four pictures.
* Separate into breakout rooms
* Have the volunteer screen share the document with pictures
* Give the groups 20 minutes to look at the photos and create a narrative that would connect the 4 images (they can change the order of the images)
* A volunteer or student who is interested, will share the story in the main group
* Everyone will vote on their favourite story interpretation

**Voting link:** [**https://forms.gle/UTE5rwM4pT4hNe1x9**](https://forms.gle/UTE5rwM4pT4hNe1x9) |
| 4:50 to 5:00(10 mins) | **\* In 2 main breakout rooms (S and P) \*****Goal**: Cover the basics of stick figure animation through a simple demonstration. Demos by  **---- and ---.**Stick figure animation software basics: making/uploading and moving character, exporting..  **----:** Put class into two breakout rooms based on the program they have, and then demo these simultaneously. Site with lots of backgrounds, objects and figures you can use to spice up your Pivots: [**http://droidz.org/stickmain/backgrounds.php**](http://droidz.org/stickmain/backgrounds.php) | **Note: --- and I will not take questions from students at this point, because volunteers will take questions in the breakout rooms right after.**  |
| 5:00to5:15(15 mins) | **\* In 2x2 breakout rooms \*****Goal**: To ensure kids know how to comfortably screenshare their animation work. Students get an opportunity to try the demo activity and ask questions about features they saw. ---: * Remind everyone to **introduce** **themselves** in these breakout rooms.

Volunteers: * In your breakout rooms, introduce yourself and one animated movie you like and why you like it.
* Ensure that every kid in your team is able to screenshare their Pivot Animator or Stick Nodes screen.

If your team is done the screensharing task early, play one of these games with them…* This one through sharing your screen:

[**https://www.youtube.com/watch?v=B63y6XkvPR4**](https://www.youtube.com/watch?v=B63y6XkvPR4)kids can write their answers in the chat* This one is the same Pictionary game as before: [**https://scribble-io.co/**](https://scribble-io.co/)

**If a kid is having too much trouble with screensharing or is getting software technical errors that you can’t solve, have them leave the breakout group and go back to the main room so that we can move them into the T (technical) breakout room.** |
| 5:15 | Optional - **Link to submit their work:** [**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9) |
| **Volunteers Present:**  |

|  |  |
| --- | --- |
| **Session 3 (Feb 25)** Games, demo of advanced features of software, students begin working on their final projects. | **Number of students present: 20**  |
| 3:30 | Student entering and settling in while we all watch a fun cartoon: [**https://www.youtube.com/watch?v=2bbkHIHzH28&feature=youtu.be**](https://www.youtube.com/watch?v=2bbkHIHzH28&feature=youtu.be)  |
| 3:40 to 4:15(35 mins) | **\*\* In Bigger Game breakout rooms \*\*** **Battle of the Stories (worksheet attached)*** Volunteer to screen share the document with pictures
* Give the groups 15 minutes to look at the photos and create a narrative that would connect the 4-6 images (they can change the order of the images)
* A volunteer or student who is interested, will share the story in the main group
* Everyone will vote on their favourite story interpretation

**Voting link:** [**https://forms.gle/UTE5rwM4pT4hNe1x9**](https://forms.gle/UTE5rwM4pT4hNe1x9) |
| 4:15 to 4:45(20 mins) | **\*\* In 2 main breakout rooms \*\*** **Goal**: ---- and --- to demo **animation basics and if time permits:** Camera Pan and Fade one scene into another (opacity), using Pivot Animator.Talk about types of projects kids can work on. ---- to show a couple of these examples: [**https://forms.gle/QVBsVTxg9KVHawzy8**](https://forms.gle/QVBsVTxg9KVHawzy8)1. **A Music Video**
* Can be an original or the video for a music video
1. **An interesting, or funny action**
* That you’ve seen someone else do or that you’ve done yourself
1. **Recreate short scene from a movie**
* Can put your own sound/voice over it or the audio from the movie itself!
1. **Recreate a memory**
2. **Make your own movie**
3. **Interaction with a computer interface or background**

Any breakout rooms that are having technical difficulties or limitation, ---- or --- can come into that room and help you teach the techniques or resolve the issues. |  **----** | **Small Work Teams:**Stick Nodes: **Kim, Harshil** (Aryan, Ranvir) **Daveena, Japneet** (Elizabeth, Rajvir) **Punit, Swapandeep** (Lynn, Joban) **Shefali** (Aven, Kaitlyn) Pivot Animator: **Jelissa,** **Devin** (EJ, Gurmehar) **Jade, Devin** (Serena, Sohaan)**Ashley L** (Tudor, Naseha)**Ashley S, Fayez** (Arman, Harris, Daya) **Melissa** **Fayez** (Manya, Kelly, Ryyan?) (Arsh, Emily)**Felicity** (Ridha+Mohammed, )**Bigger Game Teams:****Kim, Harshil,** **Shefali** (Aven, Kaitlyn, Aryan, Ranvir) **Daveena, Japneet,** **Punit, Swapandeep** (Elizabeth, Rajvir, Lynn, Joban) **Melissa,** **Jelissa, Devin**(EJ, Gurmehar, Manya, Kelly, Ryyan?) **Ashley L,** **Felicity** (Ridha/Mohammed, Tudor,Naseha)**Jade, Devin, Andrew**(Serena, Sohaan)**Ashley S, Fayez,** **Yuchen** (Arman, Harris, Daya, Arsh, Emily,)  |
| **---** |
| **Swapandeep (S)**Tech wiz |
| **Shefali (s)**Chat Boss |
| **Daveena (s)**Host main contact |
| **Kim (s)**Chat Boss |
| **Harshil (s)**Student Attendance |
| **Japneet (s)**Not present |
| **Punit (s)**Tech wiz |
| **Ashley L (p)**Chat Boss |
| **Fayez (p)**Tech wiz |
| **Felicity (p)** |
| **Andrew (p)**Not present |
| **Melissa (p)** |
| **Yuchen (p)**Not present |
| **Jelissa (p)**Not present |
| **Jade (p)** |
| **Ashley S (p)**Volunteer Attendance |
| **Devin (p)**Student Attendance |
| 4:45to **5:05**(20 mins) | **\*\* In your SMALLER breakout rooms \*\*****Goal**: Students either try to copy was shows in the demo or get started on idea generation for their final projectsNote: If you ever ask a student a question, let them know that they can also answer you privately in the chat. They don’t need to answer out loud or to the whole group in the chat.**Use this link to help inspire your students:** [**https://forms.gle/QVBsVTxg9KVHawzy8**](https://forms.gle/QVBsVTxg9KVHawzy8)For adding speech bubbles**:** [**https://pixelspeechbubble.com/**](https://pixelspeechbubble.com/) |
|  | Right away – for 10 mins | Talk to each of your students about what they plan on working on today. Encourage creativity and fun. Then, let them start working, and share your own screen, as you work on your own project for a bit.  |
|  | For the next 10 minutes  | Work with your students to find the clips, sounds or inspiration they need (**ASK LOTS OF QUESTIONS AND GIVE LOTS OF POSITIVE FEEDBACK**) |
|  | 5 minutes before the end of your breakout session | Students share their screens and show you what they’re working on so far. They can then turn off their screenshares if they want, and the volunteers will share their screens instead. |
| 10 mins | **Submitting work each session. To:** [**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9) |  **----** | Only at this session, ---- will demonstrate how to do this and kids will follow along. Future sessions, this happens in the breakout room with volunteers.  |
| **End of Session!** |
| **Volunteers Present:**  |

|  |  |
| --- | --- |
| **Session 4 (Mar 4)** Games, demo of advanced features of software, students begin working on their final projects. | **Number of students present: 18**  |
| 3:30 | Student entering and settling in while we all watch a fun cartoon: |
| (10m) | [**https://www.youtube.com/watch?v=X7eMZOpbjFs&feature=youtu.be&ab\_channel=LEGO**](https://www.youtube.com/watch?v=X7eMZOpbjFs&feature=youtu.be&ab_channel=LEGO) |
| 3:40 to 4:15(35 mins) | **\*\* In 2 Breakout Rooms:**  **Sticknodes and Pivot \*\*****Goal:** To have some fun with the software. **Backgrounds, sprites, and paint drawings.**  ---- and --- will demonstrate this. Then students will have the opportunity to animate and ask any questions that come up for them. **How to add speech bubbles to Pivot animations:** [**https://wigflip.com/ds/**](https://wigflip.com/ds/)**How to join sprites** that are either real images or paint drawings, to make realistic figures:[**https://www.youtube.com/watch?v=a2SccBERXaE&feature=youtu.be**](https://www.youtube.com/watch?v=a2SccBERXaE&feature=youtu.be) |
| 4:15to 4:30(15 mins) | **\*\* In the Main Room \*\*****Goal**: Learn about stop motion animation principles that can also apply to Stick Figure animation.* Watch this video:

[**https://www.youtube.com/watch?v=fUX56F6BFKA&list=RDCMUCijp9lQPC49N5uS3-Hp4BkQ&start\_radio=1&t=21**](https://www.youtube.com/watch?v=fUX56F6BFKA&list=RDCMUCijp9lQPC49N5uS3-Hp4BkQ&start_radio=1&t=21)  |
| 4:30to 5:05(35 mins) | **\*\* In Your SMALLER Breakout Rooms \*\*****Goal**: Students get started on idea generation for their final projectsNote: If you ever ask a student a question, let them know that they can also answer you privately in the chat. They don’t need to answer out loud or to the whole group in the chat.**Use this link to help inspire your students:** [**https://forms.gle/QVBsVTxg9KVHawzy8**](https://forms.gle/QVBsVTxg9KVHawzy8) |
|  | Right away – for 10 mins | Talk to each of your students about what they plan on working on today. Encourage creativity and fun. Then, let them start working, and share your own screen, as you work on your own project for a bit. Work with your students to find the clips, sounds or inspiration they need (**ASK LOTS OF QUESTIONS AND GIVE LOTS OF POSITIVE FEEDBACK**) |
|  | For the next 15 minutes  | Let your students work on their own.  |
|  | 10 minutes before the end of your breakout session | Students share their screens and show you what they’re working on so far. They can then turn off their screenshares if they want, and the volunteers will share their screens instead. |
| 15 mins | **Submitting work each session, through this link:** [**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9)**Sticknodes users: Please only submit GIF files!** |  ---- will again demonstrate how to do this and kids will follow along. Future sessions, this happens in the breakout room with volunteers.  |
| **End of Session** 😊 **Next week: You can show your work to the whole class** |
| **Volunteers Present:**  |

|  |  |
| --- | --- |
| **Session 5 (March 11)**Games and students begin working on their final projects. | **Number of students present: 16**  |
| 3:30(10m) | Student entering and settling in while we all watch a fun video: **Jackie Chan Scenes**[**https://www.youtube.com/watch?v=\_i42V390bMQ&ab\_channel=Everything10s**](https://www.youtube.com/watch?v=_i42V390bMQ&ab_channel=Everything10s)  |
| (10m) | **Students who wish to, share their work (Tudor, Lynn, Ranvir, EJ, Sohaan)**  |
| 3:55 to 4:20(25 mins) | **\*\* In the main room \*\***We will play this game and the kids and volunteers will answer by annotating on the screen:[**https://www.youtube.com/watch?v=7wCcO1xgak4**](https://www.youtube.com/watch?v=7wCcO1xgak4)**\*\* In your bigger breakout rooms (more than 1 student) \*\***Volunteers: In your breakout room, first have all volunteers and kids share their names again, then..* **Watch this animation:** [**https://www.youtube.com/watch?v=fRl9sQ\_GRPk**](https://www.youtube.com/watch?v=fRl9sQ_GRPk)
* **Then play one or both of these games and have the kids answer by calling it out, annotating on your screen or writing in the chat:**

**Option 1)** Guess the cartoon character based on something they say:[**https://www.youtube.com/watch?v=MIzOEU5odhk**](https://www.youtube.com/watch?v=MIzOEU5odhk)**Option 2)** Guess Disney characters based on their eyes:[**https://www.youtube.com/watch?v=m7PAEKl2mhY**](https://www.youtube.com/watch?v=m7PAEKl2mhY) |
| 4:10to **5:05**(55 mins) | **\*\* In your SMALLER breakout rooms \*\*****Goal**: Students expand on their ideas from previous sessions and begin their final projects. **Highlight importance of finishing their projects in the next 2 sessions.** **Use this link to help inspire your students:** [**https://forms.gle/QVBsVTxg9KVHawzy8**](https://forms.gle/QVBsVTxg9KVHawzy8)Note: If you ever ask a student a question, let them know that they can also answer you privately in the chat. They don’t need to answer out loud or to the whole group in the chat. |
|  | Right away – for 10 mins | Talk to each of your students about what they plan on working on today. Encourage creativity and fun. Then, let them start working, and share your own screen, as you work on your own project for a bit. Work with your students to find the clips, sounds or inspiration they need (**ASK LOTS OF QUESTIONS AND GIVE LOTS OF POSITIVE FEEDBACK**) |
|  | For the next 15 minutes  | Let your students work on their own.  |
|  | 5 minutes before the end of your breakout session | Students share their screens and show you what they’re working on so far. They can then turn off their screenshares if they want, and the volunteers will share their screens instead. |
| 5:05to 5:15 | **\*\* Still in your SMALLER breakout rooms \*\*****Submitting work each session. To:** [**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9) |
| **End of Session!**Volunteer debrief link: [**https://forms.gle/yMp84gX7tA84e9ZJ6**](https://forms.gle/yMp84gX7tA84e9ZJ6) |
| **Volunteers Present:** |

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| **Session 6 (April 1)**Games and students continue working on their final projects. | **Number of students present: 17**  |
| 3:30(10m) | **Student entering and settling in while we all watch a fun cartoon:** [**https://www.youtube.com/watch?v=E-fbaLE\_0Ew**](https://www.youtube.com/watch?v=E-fbaLE_0Ew) (Mario vs stick figure)  |
| 3:40 to 4:10(30 mins) | **\*\* First in the main group and then in your Bigger Game Teams \*\*****Narration Game:** 1. **Lord of the Rings:** [**https://www.youtube.com/watch?v=RDgiVs3qrHU&ab\_channel=WLANDFILMS**](https://www.youtube.com/watch?v=RDgiVs3qrHU&ab_channel=WLANDFILMS)
2. **Harry Potter:** [**https://www.youtube.com/watch?v=GmK7Lhm3oRo&ab\_channel=WLANDFILMS**](https://www.youtube.com/watch?v=GmK7Lhm3oRo&ab_channel=WLANDFILMS)
3. **Harry Potter: Order of the Phoenix**

[**https://www.youtube.com/watch?v=2BfpYBV3v0c&ab\_channel=iGameplay1337**](https://www.youtube.com/watch?v=2BfpYBV3v0c&ab_channel=iGameplay1337)1. **Batman in Bank Robbery:**

[**https://www.youtube.com/watch?v=8Y8SjPAXN30&ab\_channel=WLANDFILMS**](https://www.youtube.com/watch?v=8Y8SjPAXN30&ab_channel=WLANDFILMS)1. **Star Wars: Final Duel (funny)**

[**https://www.youtube.com/watch?v=-F4gkfmZBPM&ab\_channel=LEGO**](https://www.youtube.com/watch?v=-F4gkfmZBPM&ab_channel=LEGO)1. **Indiana Jones: The lost temple**

[**https://www.youtube.com/watch?v=P7XvUMz6vF4&ab\_channel=WLANDFILMS**](https://www.youtube.com/watch?v=P7XvUMz6vF4&ab_channel=WLANDFILMS)1. **Spider Man:** [**https://www.youtube.com/watch?v=rD5CFtJG-Xs&ab\_channel=NEO25**](https://www.youtube.com/watch?v=rD5CFtJG-Xs&ab_channel=NEO25)

**Backup Would You Rather game:** [**https://www.youtube.com/watch?v=0CxJueRyhZU&ab\_channel=MindClue**](https://www.youtube.com/watch?v=0CxJueRyhZU&ab_channel=MindClue) |
| 4:10 (10m) | **Would you rather game in main group – Everyone to annotate answers on screen:** [**https://www.youtube.com/watch?v=jbw46fXavCc&ab\_channel=FunnyPig**](https://www.youtube.com/watch?v=jbw46fXavCc&ab_channel=FunnyPig) |
| 4:20to **5:00**(40 mins) | **\*\* In your SMALLER breakout rooms \*\*****Goal**: Students expand on their ideas from previous sessions and continue working on their final projects. **Use this link to help inspire your students:** [**https://forms.gle/QVBsVTxg9KVHawzy8**](https://forms.gle/QVBsVTxg9KVHawzy8)**Highlight importance of finishing their projects by the end of next session, to enter competition.** Note: If you ever ask a student a question, let them know that they can also answer you privately in the chat. They don’t need to answer out loud or to the whole group in the chat. |
|  | Right away – for 10 mins | Talk to each of your students about what they plan on working on today. Encourage creativity and fun. Then, let them start working, and share your own screen, as you work on your own animations.Work with your students to find the clips, sounds or inspiration they need (**ASK LOTS OF QUESTIONS AND GIVE LOTS OF POSITIVE FEEDBACK**) |
|  | For the next 15 minutes  | Let your students work on their own.  |
|  | 15 minutes before the end of your breakout session | Students share their screens and show you what they’re working on so far. They can then turn off their screenshares if they want, and the volunteers will share their screens instead. |
| 5 mins | **\*\* In the main room \*\*** **---- to Answer questions + demo how to submit work again (IF NEED BE)**[**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9) |
| 10 mins | **\*\* In your SMALLER breakout rooms – NOT AUTOMATICALLY PULLING IN \*\*****Students to submit their work. To:** [**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9) |
| **End of Session!**Volunteer debrief link: [**https://forms.gle/yMp84gX7tA84e9ZJ6**](https://forms.gle/yMp84gX7tA84e9ZJ6) |
| **Volunteers Present:**  |

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| **Session 7 (April 8)** Students finish working on their final projects | **Number of students present: 17**  |
| 3:30(10m) | Student entering and settling in while we all watch a fun video: **Funniest Pixar characters:** [**https://www.youtube.com/watch?v=GQGRiMaQ2LM**](https://www.youtube.com/watch?v=GQGRiMaQ2LM) |
| 3:40to4:20(40 mins) | **\*\* In small breakout rooms \*\*****Students to work on finishing their projects.** If your student is done or needs to take a break, play the games noted on the next page. |
| Right away – for 10 mins | Talk to each of your students about what they plan on working on today. Encourage creativity and fun. Then, let them start working, and share your own screen, as you work on your own project for a bit. Work with your students to find the clips, sounds or inspiration they need (**ASK LOTS OF QUESTIONS AND GIVE LOTS OF POSITIVE FEEDBACK**) |
| For the next 15 minutes  | Let your students work on their own.  |
| 5 minutes before the end of your breakout session | Students share their screens and show you what they’re working on so far. They can then turn off their screenshares if they want, and the volunteers will share their screens instead. |
| 4:20 to 4:35(15 mins) | **\*\* In main room \*\*****Would you rather..****Sweets edition:** [**https://www.youtube.com/watch?v=XEbzu30tsEY&ab\_channel=AldSully**](https://www.youtube.com/watch?v=XEbzu30tsEY&ab_channel=AldSully)**Stop motion video (5 mins only):** [**https://www.youtube.com/watch?v=ad3kl4-oIkw**](https://www.youtube.com/watch?v=ad3kl4-oIkw) |
| 4:35to 5:00(25 mins) | **\*\* In your SMALLER breakout rooms \*\*****Goal**: Students expand on their ideas from previous sessions and begin their final projects. **Link with examples to help inspire your students:** [**https://forms.gle/QVBsVTxg9KVHawzy8**](https://forms.gle/QVBsVTxg9KVHawzy8)Note: If you ever ask a student a question, let them know that they can also answer you privately in the chat. They don’t need to answer out loud or to the whole group in the chat.**Optional game to play in your rooms if your student is done, or needs a break:** **Pick one of these Personality Quizzes: https://kids.nationalgeographic.com/games/personality-quizzes/****Guess the Harry Potter Character from the quote:** [**https://www.youtube.com/watch?v=D2dqWK5engQ**](https://www.youtube.com/watch?v=D2dqWK5engQ)**MadLibs (Funny fill ins):** [**https://kids.nationalgeographic.com/games/funny-fill-in**](https://kids.nationalgeographic.com/games/funny-fill-in)**Most motivational Disney moments:** [**https://www.youtube.com/watch?v=rsSMpD3tn7o**](https://www.youtube.com/watch?v=rsSMpD3tn7o) |
| 5:00 to 5:15(15 mins) | **Students to submit their work to:** [**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9)**Resubmit your older animations too.** **Pivot users to submit their pivot file first (and GIF too if possible).****Sticknodes users to submit GIF Files only.** |
| **End of Session!**Volunteer debrief link: [**https://forms.gle/yMp84gX7tA84e9ZJ6**](https://forms.gle/yMp84gX7tA84e9ZJ6) |
| **Volunteers Present:**  |

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| **Session 8 (April 15)** Media Minds Showcase – Games and Presentations | **Number of students present: 17**  |
| 3:30(10m) | Student entering and settling in while we all watch a fun video: Virus <https://www.youtube.com/watch?v=3hgrw7QQpnE> Cool <https://www.youtube.com/watch?v=auIlGqEyTm8> **Last chance for students to submit their past work:** [**https://forms.gle/z66wa5duTjC5dZUt9**](https://forms.gle/z66wa5duTjC5dZUt9) |
| 3:45to 4:15(30 mins)  | **\*\* In your BIGGER breakout rooms \*\*****Choose as many of these games to play as you would like!**1. **Guess the food from the emojis:**

[**https://www.youtube.com/watch?v=pix\_fnR4p30&ab\_channel=GeniusTest**](https://www.youtube.com/watch?v=pix_fnR4p30&ab_channel=GeniusTest)1. **Funny Fill-In games AKA Madlibs:**

[**https://kids.nationalgeographic.com/games/funny-fill-in/**](https://kids.nationalgeographic.com/games/funny-fill-in/)1. **Personality Quiz of Choice:** [**https://kids.nationalgeographic.com/games/personality-quizzes/**](https://kids.nationalgeographic.com/games/personality-quizzes/)
2. **Guess Disney movie from emojis:** [**https://www.youtube.com/watch?v=ybkzCvx6rT4&ab\_channel=TheTopSpot**](https://www.youtube.com/watch?v=ybkzCvx6rT4&ab_channel=TheTopSpot)
3. **Guess Disney villain from voice:**

[**https://www.youtube.com/watch?v=nwD\_Zk8PTSk&ab\_channel=TheTopSpot**](https://www.youtube.com/watch?v=nwD_Zk8PTSk&ab_channel=TheTopSpot)1. **Guess Disney song:** [**https://www.youtube.com/watch?v=9QeK2fDO\_fA&ab\_channel=TheBlknl**](https://www.youtube.com/watch?v=9QeK2fDO_fA&ab_channel=TheBlknl)
2. **Would you rather, Foods:** [**https://www.youtube.com/watch?v=Qw0hBbBpKtc&ab\_channel=SmartDude**](https://www.youtube.com/watch?v=Qw0hBbBpKtc&ab_channel=SmartDude)
 |
| 4:15 to **4:30**(15 mins) | **\***\* **In the MAIN group** \*\*1. **Then, would you rather, Actions:** [**https://www.youtube.com/watch?v=8-tNnGErKKo&ab\_channel=ScoopofAwesome**](https://www.youtube.com/watch?v=8-tNnGErKKo&ab_channel=ScoopofAwesome)
2. **The W*hat am I saying?* game**
 |
| 4:30to 5:15 (45 mins) | **Media Minds Showcase!** **20 mins: Votes to be cast at** [**https://forms.gle/T7zC5VmbCBq8b5jV7**](https://forms.gle/T7zC5VmbCBq8b5jV7) **Winner certificates displayed and their videos spotlighted. Everyone’s certificates displayed** **5 mins: Winner certificates + explain how to get prizes.** <https://www.canva.com/design/DAEaEwWAMzc/share/preview?token=aXODwGGnWDOXF_ktCehuKA&role=EDITOR&utm_campaign=designshare&utm_source=sharebutton> **15 mins: Students can download their own certificate from this page:**[**https://drive.google.com/drive/folders/1ShXZjadsXTv\_Cbwincexo9SaDVnTODw-?usp=sharing**](https://drive.google.com/drive/folders/1ShXZjadsXTv_Cbwincexo9SaDVnTODw-?usp=sharing)**If have extra time…**Volunteers: Be prepared to compliment the work in the showcase after voting is done. **Program completion certificate template:**<https://www.canva.com/design/DAEaGVlHrYU/share/preview?token=I2wr3XEjJQPnCJnyceYwag&role=EDITOR&utm_content=DAEaGVlHrYU&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton>  |
| **End of Session!**Volunteer debrief link: [**https://forms.gle/yMp84gX7tA84e9ZJ6**](https://forms.gle/yMp84gX7tA84e9ZJ6)**UPDATE YOUR TIMESHEETS BY TONIGHT**  |
| **Volunteers Present:**  |

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| 4. WHAT WORKED  |

*Both Iterations*

* **Making a PDF version of the lesson plan and requesting that the volunteers use that, rather than the Word version.**
	1. As a PDF document, all the links are easier to open. All the volunteers need to do is click on them. In the past, volunteers would copy-paste the links from the Word document, which sometimes did not take them to the right place.
* **Zoom as the teaching medium – Breakout Rooms:**
	1. Breakout rooms allowed us to put volunteers with the same youth participant for the majority of the sessions. The rooms usually had a maximum of 2 students and 2 volunteers, but usually only 1 of each. This resulted in the following important benefits:
		1. It allowed volunteers to work one-on-one with their youth participant, and give them their full attention during sessions. Thanks to this focused attention, volunteers were also able to cater their approach to the unique technical proficiency (familiarity with the stick figure applications) and personality of their student.
		2. Consequent to the previous point, being with the same students for many sessions also allowed volunteers to see increases in their students’ comfort level and willingness to engage. Many volunteers noted that their student began to participate more and was seemingly less worried about embarrassing themselves than they were at the start.
		3. The small size of these teams removed the distractions that would otherwise be present in a regular classroom, for instance due to background noise, other students talking, or just the worry of being judged by other students in the class. As a result, quieter and more shy students could open up to their volunteers. A few volunteers excitedly noted that by the end of the program, some of their students finally turned on their videos! This had made the volunteers very happy.
		4. Lastly, this allowed for relationship development and trust building over time, as volunteers and students had many opportunities to get to know one another and work together on creating their animation projects and playing the games. Some students expressed that one of their favourite things about coming to Media Minds workshops was being able to see and interact with their volunteer again, which made this role even more fulfilling for our volunteers.
* **Careful consideration before making groups:**
	1. I noticed early on that some student were shyer or required a certain type of volunteer, so the teams were made accordingly and altered after every session, depending on the outcome of that session.
* **Program curriculum and structure – Flexibility for volunteers:**
	1. One of the most important instructions we gave to the program volunteers was to allow their breakout room sessions to proceed in whatever way best benefits their student. This meant that if their student needed more help with understanding the basic of the animation software, the volunteers would patiently support them in this rather than pushing them to finish their projects. It was made clear from the get go that the final project was optional, and that adding sound to the project was by no means a requirement.
	2. This took the pressure off of the volunteers and students alike, making their sessions smoother and more fun for both groups. It also removed the time-crunch or stress that might result from adhering to a strict timeline or expectation of progress. Thanks to this flexibility, some students were able to produce wonderful animations with complicated features of the software which also had sound-effects, while others were able to create equally interesting animations with basic features and no sound!

* **Program curriculum and structure – Backup videos:**
	1. We ensured that for all activities and stages of the lesson plan, there would be “backup videos” or activities that the student and volunteer could engage in together. This was intended to give students a break from their animation projects, get their creative juices flowing, and give them something to laugh and be silly about. These backups were especially good for when students were experiencing “artist’s block” or feeling disengaged.
* **Weekly emails with the activities, roles and the lesson plan:**
	1. This allowed the volunteers to be more prepared for the structure of the lessons and ask questions about confusing elements of the lesson plan, ahead of time.
* **Debrief with volunteers at the end of each session, to hear their feedback and support them with any problems they were facing.**
	1. This was also a good opportunity for everyone to share strategies that worked for them or questions they had about the features of their animation software.
* **Collaboration with the CEC Community Engagement Associate**
	1. This collaboration was very helpful to the Program and Volunteer Supervisors, especially with regards to their support in taking attendance, calling families whose child was absent and reminding families about our session. As a result, the Program and Volunteer Supervisor was able to focus on building the curriculum.

*Spring Iteration*

* **Instant use of an online Google Survey which contained examples of all the different types of animations that students could make.**
	1. After the first iteration, I recognized that our volunteers needed more support inspiring their students to begin animating. Students were often confused and uncertain about how to begin. Thanks to the animations created in the past iterations of Media Minds, as well as some animations made by myself, I was able to create an online resource wherein all the different types of animation were given along with examples. As a result of this we saw a huge increase in creativity and variety in the animations produced this term as compared to past terms.
* **Empowering the coordinators** through both technical skills training as well as behaviour management training had a big impact on their ability to manage their teams throughout the term. We dedicated an entire session to logistics and behaviour training and another session to technical hands-on training for our volunteers. This helped better prepare them for issues that might come up during the workshops. In the first iteration, we had combined the two topics into one session, which meant that volunteers had less time to ask us technical questions about the animation software.
* **Providing clear instructions to the coordinators during sessions, not just to the program participants**. During the first iteration, my focus had been to provide clear instructions to the students, and I noticed that the coordinators were not certain of their own roles and responsibilities during activities. For the second iteration, I focused instead on what the coordinators needed to do during activities, and reminded them of these responsibilities during the session. This was very effective because the coordinators not only knew what their roles were, and were more confident, they also knew what the students needed to do, and how to help them. As such, they could also better support me in guiding the students with the games and activities.
* **Putting the participants into Breakout Room teams from the very first workshop.** These teams were flexible and adjusted based on feedback from the coordinators, for the first few workshops. After that point, they were kept the same so that students could start working on their final animation projects with the same volunteer. For games that requires more people, two or three teams would be combined, and then split again when it came time to working on their individual animations. This was done because students were less shy about sharing their work, if the group was small, but they were comfortable playing games in larger groups.

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| 5. CHANGES FROM PREVIOUS YEAR  |

Through each iteration of Media Minds, changes to resources and curriculum were made in response to feedback and insights from the previous iterations. This resulted in the Spring semester being the most successful virtual iteration of all the virtual iterations offered so far.

* **The change from in-person to virtual.** Media Minds was changed drastically when adapted to the virtual format.
	+ **The focus** went from filmmaking to animation, and much of the team-based work became individual work.
	+ **Instead of cameras,** the animation applications, Pivot Animator and Stick Nodes were used.
	+ Some aspects of **storyboarding** were still taught, but to a lesser extent.
	+ **Video editing** was also covered but as an optional component, and only once the student had completed their final project, and had time to spare. In these cases, in a breakout room, the volunteer would help a student use their own device’s default video-editing app to add sound-effects to their animation. Consequently, the learning experience varied greatly from student to student.
	+ **Final Showcase:** In previous years, the Showcase invited students and their families to attend an in-person event wherein their teams’ films were displayed on a projector, games were played, a panel voted for the best film, pizza and snacks were served and program completion certificates were handed out. In the virtual iteration, we offered a session filled with fun games to play in breakout rooms of 4-6 people as well as the main room. Students had a chance to look at all of the animations made by their classmates (anonymously) and vote for their favourites. The top animations were then announced, and their creators congratulated. The winners were later emailed asking for their top 5 favourite movies, and a Funko Pop character from one of their favourite movies was mailed to their homes directly via Amazon. They would not know which of the 5 movies was chosen, so the surprise element was maintained. Student were very motivated by this prize and would ask questions about it throughout the term.

* **Last year, during the virtual program, technical difficulties were very frequent.** Consequently, many students came to the first session unprepared. This was likely because their parents had either not read the email clearly or not had time to install and test the required software on their computers. In anticipation of this we had held a separate zoom session the day before the start of term, to guide parents in downloading the software, but only 2 children showed up, and their issues were quickly resolved. During session we found that most of the class was not prepared. So, we had to spend a significant portion of the first two sessions supporting students in software downloads, while other students who had completed the downloads played games and watched movies.

This term, to avoid this, we made sure that communication to the parents was very clear from the beginning. Only students with the correct devices (iPad or Windows computer) were accepted into the program, as this was noted on the registration form, and the importance of attending the Tech Support session, held outside of regular sessions, was emphasized. As a result of this, we were able to support many more parents and students in downloading the programs ahead of time. We were also better prepared for students who had not attended this session. Volunteers knew how to support these students, and there were games and activities available for students who had finished downloading the software, so that they could be effectively engaged while their classmates worked through technical issues. As a result of all this, only 1 session was required for everyone to get on the same page, rather than the 2 sessions required last year.

* **Added new activities and icebreakers that were more team based.** In the first virtual iteration (April 2020) many of the games and activities used were video-based. These were very popular but did not require much interaction between the students. This year, we included activities that required teams of 3-5 students to create storyboards as a team. 1 or 2 of the group members would then read this story out loud to the whole group in often dramatic voices. This was known as Battle of the Stories (Appendix A). Many variations of this game were used, as it turned out to be very popular and a great way to create team spirit and encourage students to leave their comfort zones.
* **Introduction of a Virtual Lead Volunteer**

Having an extra person to provide support during virtual sessions, and brainstorm ideas outside of sessions was extremely helpful. The Lead Volunteer had also participated in the previous iteration of Media Minds and was therefore familiar with the animation software. In fact, her primary device was an iPad, so she became an expert with the Stick Nodes software, whereas my primary device was a Windows computer, so I was the expert when it came to Pivot Animator.

For future virtual iterations, I would highly recommend a similar arrangement, where the Program and Volunteer Supervisor and Lead Volunteer have different main devices (iPad vs Windows computer). This also allowed for software training and demos to be conducted simultaneously, in separate breakout rooms, each being lead by the most experienced person. Volunteer were also divided into either iPad or Windows users, and each group knew which leader to go to for software-specific questions. It is important to note that both leaders knew how to use both of the animation programs but were simply much more comfortable with their own program.

* **Increase in enrollment**

The Spring iteration of the program was very successful in terms of enrollment.

Last year’s Spring iteration started with 16 and dropped down to 14 students. This year, we started with 22 students, and dropped down to 17, but we also had an additional 15 students on the waitlist! We ultimately decided to keep the number at 17 to ensure that the existing students were receiving the time and attention they needed. I attribute this success to the efforts of the SFU TD CEC Engagement Office staff who effectively spread the word about this program. The most obvious outcome resulting from this success was that the final Showcase last year only had around 25 animation submissions, whereas this Spring’s Showcase had over 50 submissions!

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| 5. CONCERNS / CHALLENGES |

*Both Iterations*

1.0) We were surprised to see that every now and then a volunteer would either not show up, without prior notice, or show up late. Because of this, we often reminded our volunteers of the impact that this would have on the other volunteers in the program, and the importance of being on time and present. Volunteers who showed lack of integrity 3 or more times were removed from the program.

1.1) Volunteers found it challenging to engage some of their students. In these cases, myself and the Lead Volunteer would go into their breakout rooms and model some different ways of engaging these students. Furthermore, during the end-of-session debriefs, we would ask the entire group of volunteers for their insights on such problems that were coming up. This was very informative for everyone present, and more effective than only relying on our own knowledge and experiences for solutions.

1.2) Students seemed to be starting off at different stages in terms of their ability to use the stick figure animation software. Seeing that some of their classmates had already created interesting animations was discouraging to a few students. We made sure to remind everyone that some of the winners of last year’s Showcase had created very simple animations that people still enjoyed a lot. This gave them hope and encouraged them to continue their work.

1.3) Owing to the fact that most of our volunteers had never heard of our stick figure animation applications before, we often noticed that they were worried about not being able to answer their students’ questions. Rather than trying to teach every little feature of the program ahead of time, we taught them the basics through a follow-along demo and instead made sure to let them know that it is ok not to know all the answers. We reminded them quite often that they can always come to the main room and ask the two of us for help, and that their main role as coordinators was to engage the students and help them feel excited about their projects.

This seemed to help, as we later heard that volunteers were even comfortable with a reversal of roles, wherein some of their students were now teaching them new features of the software. They had focused on building trust and rapport and were therefore able to enjoy their overall interactions with their students.

1.4) A few students joined us who did not have the right device for this program. We still tried to include them in the activities and games, but ultimately these students dropped out, as they could not participate in creating animations, which is a big part of this program.

*Fall Iteration*

2.0) At our first session, due to a misunderstanding regarding session start time, even 20 minutes into the program we only had 2 students present. When we realized that everyone else would be arriving soon, we placed those 2 students in a breakout room with two of our strongest volunteers, and empowered them to chat and play games and watch videos, while we repeat the first 20 minutes of session with everyone else. After 20 or so minutes we brought those 2 students back into the main group and continued the session as planned. Thankfully the volunteers did a great job of engaging the students and everyone seemed satisfied despite this last minute improvisation.

2.1) At some sessions, the late arrival of students as well as technical issues (with regards to software downloads) put us behind schedule. To deal with this we would simplify the session and focus on 1 or 2 main activities only. This also decreased the pressure on volunteers and students and allowed everyone to learn and connect more easily. In anticipation of this, we asked for the Spring iteration workshop time to be extended by 15 minutes, making up for lost time. This was very helpful and gave students more time to animate.

2.2) Many students had trouble coming up with an idea for their final animation. Some had difficulty starting, even with an idea in mind. During this iteration, our solution was to provide students with a list of possible animations they could make (Appendix B). In the Spring iteration, this list was turned into a digital resource, with examples of each type of animation. This helped because students could actually see themselves making these animations.

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| 7. WISHLIST |

* An animation application that is compatible with all types of devices. This would be fantastic as it would allow for the Media Minds virtual program to be far more inclusive and accessible. This year, only students with iPads or Windows computers were able to participate, and each group had to use a different application. An application that can be used on various devices may need to be paid for, unlike the existing applications) but would be worth looking into.

* An alternative to the above point would be to partner with local agencies that can provide us with used iPads that can be lent out to students who do not have the pre-requisite devices.
* Incorporating volunteer and student profiles. Student profiles could be valuable, as they would contain notes about the personality and interests of each student. These profiles would be useful because when a volunteer has to be placed with a new student that session, they can read the notes about that student right away and get a better idea of the students’ progress, characteristics, and interests. This would help develop comfort and trust quicker.
* A list of some pre-evaluated and school district approved websites for royalty free sound-effects and music.

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| 8. LEAD VOLUNTEER REFLECTION |

*Written by --- Erhardt*

This was my third time volunteering for the Media Minds program, so I expected it to be similar to previous terms. I expected the Lead Volunteer role to entail developing and delivering activities based around animation software and ensuring participants have fun and learn something new. Once the program started this term, the duties of the Lead Volunteer role were similar to what I initially expected; however, each term has brought its own set of challenges and surprises. For example, we had to alter many lesson plans and activities based on the personalities of the new set of participants and volunteers. We also had to adapt activities to be more engaging for returning participants from the previous term. Many of the kids in this group were shy, so we had to think outside the box regarding how to engage in different ways (chat, annotation, small/large group activities, relationship building activities). I wanted to build off of the skills I had learned in my prior time doing the Lead Volunteer role, such as communication, organization, and computer skills.

My future goal is to become a teacher and the time I have spent with Media Minds has helped me develop relevant skills for that career. Being able to lead activities and teach animation skills has allowed me to get hands on experience in dynamic situations. I have honed my communication skills to ensure I am effectively teaching children and understanding their needs. Further, helping to manage a team of volunteers has ameliorated my interpersonal communication skills, as we must ensure everyone is on the same page in order to deliver the best program for participants.

I believe Media Minds embodies the SFU Surrey- TD Community Engagement Centre values perfectly in the following ways:

**Relationships**: Media Minds is so much about fostering and developing relationships. Behind the scenes, the volunteers must act as a cohesive unit to ensure we are delivering the best experience to the children. During our pre/post-session debriefings, each volunteer is encouraged to share their reflections on the session to help the team understand how we can improve the program. We also carefully consider many factors to ensure that the participants are grouped together to help foster friendships. I found that this term of Media Minds was especially effective for helping create bonds between the participants. These relationships are at the core of the program and help enhance the

experience for everyone involved.

**Responsiveness**: Each week, ---- and I would meet to create and alter activity plans for the following session. If we found that something did not work in the previous session, or things could be improved upon, we would work together to address issues and try to deliver the best sessions we could. We were always open to changing activity plans and responding to feedback provided by participants and volunteers.

**Respect:** Volunteers in the Media Minds program are trained to treat participants with the utmost respect and dignity. The program seeks to nurture participants’ abilities while teaching new skills. I witnessed mutual respect develop through the bonds formed between volunteers, participants, and their peers. Further, the volunteer debriefings were times we spent to actively listen and learn from one another and promoted respect amongst peers, which carried forward into our sessions.

**Reliability:** The COVID-19 pandemic has created a level of uncertainty. Media Minds provided a reliable constant for both participants and volunteers each week. Sessions were consistently structured and allowed kids to explore their talents in a safe and welcoming environment. I was proud to be part of something the kids could rely on each week to relax, learn, and have fun.

**Responsibility:** As a program offered to children in the community, we recognize that it is our responsibility to develop educational and engaging lessons in a safe environment. For Media Minds, we did not take this responsibility lightly and strived to fine-tune lesson plans to provide the best experience for participants. By signing up for Media Minds, parents are entrusting us with their children’s time, which is a great responsibility. I believe that Media Minds took on this responsibility by providing high-quality, well thought out lessons, in a friendly and relaxed environment.

My Site Leader, ----, was a tremendous help and inspiration for me, as always. I have volunteered for other opportunities with ---- as my Site Leader, so we have developed a level of comfort with one another. I have felt supported and valued in my role as Lead Volunteer this term. ---- is easily approachable and was always eager to answer my questions. She has provided me with valuable feedback that I feel has helped me improve my skills. Throughout the program, she has encouraged me to lead sessions, which has improved my confidence, especially when speaking in front of groups. I have appreciated the opportunities she has provided me to gain real-life experience instructing kids and interacting with volunteers. These are life-long skills that I will apply in future opportunities.

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| 9. ACKNOWLEDGEMENTS |

**SFU’s Office of Community Engagement/ SFU Surrey TD Community Engagement Center**

**Surrey School District, Community Schools Partnership**

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| 10. PROGRAM AND VOLUNTEER SUPERVISOR INSIGHTS |

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| 11. OVERALL NUMBERS  |

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| 12. APPENDIX  |

**Appendix A.**

**Battle of the Stories 1**

Pick the images you want and put them in the order you want in the boxes to make a fun or interesting story together!!

 *May the best story win...*

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Pictures to re-arrange:

**Appendix B.**

