

2009



Powerful Voices

For Kids
Year One Stewardship Report

 Media Education Lab
TEMPLE UNIVERSITY*



With Support from:





Powerful Voices for Kids

Executive Summary

The Powerful Voices for Kids program is a university-school partnership program designed to increase the motivation, engagement, and literacy achievement of children in Grades K – 8 by developing digital and media literacy competencies. By strengthening their ability to think for themselves and communicate effectively, children activate their powerful voices to contribute to the quality of life in their families, their schools, their communities and the world.

There are five components of the program: (1) a weeklong summer institute for educators; (2) a 4-week summer camp for children in Grades K – 5 enrolled in the Russell Byers Charter School (RBCS) in Philadelphia; (3) a 5-week enrichment program for gifted and talented students in Grades 6 and 7; (4) development of an assessment tool to document children’s learning in order to create appropriate assessment measures for elementary students and (5) follow-up technology integration support for RBCS teachers during the Fall 2009 semester. We began work on the program on May 1, 2009 and completed the work on December 15, 2009. We are grateful for grant support we received from the Verizon Foundation and Lenfest Foundation.

Teachers who participated in the program described the Powerful Voices for Kids summer institute as an unparalleled experience that transformed their teaching practice. In a dynamic summer seminar experience, they explored the practice and pedagogical principles of media literacy in the context of elementary education and developed their own skills in media composition. Compared to all the other staff development programs they had ever experienced in their career, participants rated it a 9.50 on a 10-point scale.

Children participating in the summer program benefitted from the combination of play and learning about media, popular culture, and digital technologies. They learned about the different purposes of media messages—to inform, to entertain and to persuade. Children used Flip video cameras to create over 140 videos and used simple wiki software to create web pages. They critically analyzed a wide variety of media genres, including news, advertising, drama, music video, reality-TV programming, and online media.

Children increased their confidence in using digital technology as tools for learning, and felt increased comfort in expressing their ideas and working in a team. These are essential components associated with literacy competencies needed for the 21st century.

Program Context and Framework

Powerful Voices for Kids is the result of a unique partnership between the Russell Byers Charter School (RBCS) and Temple University's Media Education Lab under the leadership of their respective Founders, Laurada Byers and Dr. Renee Hobbs. The program developed over the past year and a half through collaborative research and planning, supported by grants from the Verizon Foundation and the Lenfest Foundation. The National Writing Project (NWP) also provided support by subsidizing program fees and travel expenses for their affiliated teachers to participate in the program.

The Powerful Voices for Kids program connects the classroom to the culture in order to turn reluctant, passive learners into active, passionate ones.

The program emphasizes self-expression and advocacy skills, reasoning, critical thinking and communication skills (including the social responsibilities of using 21st century technologies) as well as conflict resolution skills. Unlike other programs, Powerful Voices for Kids does not treat children as victims; instead, it sees them as budding communicators, citizens and self-advocates. The program consists of these components:

- **Reading, writing, speaking and listening:** the ability to communicate effectively using language;
- **Expressive arts:** the ability to express ideas using drama, performance, image and sound;
- **The social responsibilities of a communicator:** the ability to respond ethically to situations and be responsible in all aspects of communication, including online social interaction;
- **Media and information literacy:** the ability to comprehend, find, use and analyze media messages by identifying purpose, audience and point of view.



By combining these elements to focus on the development of children's powerful voices, this program offers a new model for confronting the critical question of how young children from disadvantaged urban schools can catch up with their more affluent counterparts when it comes to language, literacy and learning skills. When children are engaged and motivated in learning by the use of familiar media and technology tools, they realize the strength of their own voices, and develop confidence in using their powerful voices to advocate for themselves and their communities.

Powerful Voices for Kids Summer Institute for Teachers

Teachers from the Russell Byers Charter School, the National Writing Project and the Roberts Elementary School in Wayne, Pennsylvania gathered during the week of July 6 – 10, 2009 to participate in the Powerful Voices for Kids Summer Institute for Teachers.

This program offered an intensive professional development experience developed by Renee Hobbs and taught by a diverse faculty including classroom teachers, media professionals, and educational technology specialists. Appendix A displays a list of staff. Participants learned about the theory of media literacy, engaged in model lessons to deepen their understanding of the use of critical media analysis and media composition in the K- 8 classroom, strengthened digital and media literacy competencies, and explored the complex role of mass media and popular culture in the lives of children and young people. Essential questions included:

- **Introduction to Media Literacy.** What competencies are essential to become a powerful communicator in contemporary society?
- **Understanding Today's Learners.** How can learning about children's interaction with media texts and technology tools help educators become more effective in the classroom?
- **Authors and Audiences, Messages and Meanings, Representations and Realities.** How can we best help children become critical thinkers in responding to media messages that shape their personal and social identity and their understanding of the world?
- **Who's Telling the Stories? Understanding News and Advertising.** How can children's engagement with storytelling, news and advertising support reading comprehension, text analysis and composition practices?
- **The Future of Literacy.** What role do teachers and parents play in developing a learning environment that meets the needs of 21st century learners?

The Summer Institute for Teachers program combined discussion, small group activities, and composition with media and technology. Participants engaged in three model lessons during each day of the program, helping them expand their repertoire of instructional strategies.

Most participants were unfamiliar with web and video production and all gained experience with media composition activities using video and online writing collaboration tools. All participants received a Flip video camera to take home.

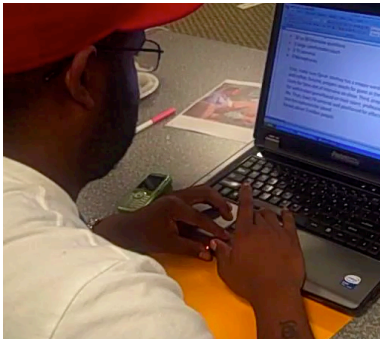


Each day of the program, teachers engaged in a media composition or production activity. As part of their learning, teachers interviewed an elementary student from the PVK summer camp using a video camera, and edited a simple video, uploading it to YouTube. Teachers created a basic web page to compose and to share their writing. These practical skills prepared teachers to re-enter their classrooms in the fall with a repertoire of exciting new ideas with which to connect with their students.

Evidence of Teacher Learning

We measured teacher learning through a pre-test post-test questionnaire using a mix of both qualitative and quantitative questions. We asked teachers to self-assess their competence in key learning outcomes, reporting their responses on a 10-point scale. Teachers demonstrated significant gains in key learning outcomes, as shown below.

An Outstanding Professional Development Experience



We asked 24 program participants to compare their experience with Powerful Voices for Kids to ***all the other professional development programs they have experienced in their career.*** Using a 10-point scale, teachers offered their evaluation of the overall program quality.

Average (mean) score: **9.50** on a 10-pt scale

We asked teachers to self-assess their competence on a 10-point scale on the first day of the program and at the end of the week. Table 1 shows the results.

Over the course of the week, teachers developed marked enthusiasm and increased their interest in continuing to learn more – and in sharing what they learned with others. Teachers also ended the week with greater confidence that they could integrate media literacy, media composition and online media tools into their educational tool-kit.

Table 1. Teacher Learning Outcomes

	PRE-TEST	POST-TEST
I have the knowledge and skills to deconstruct a print, visual or digital message.	6.84	8.89
I have the skills to integrate media literacy into my educational duties.	6.24	8.26
I have the skills to integrate media composition into my educational duties.	5.53	7.95
I have the skills to integrate online media tools into my educational duties.	6.06	7.95
I have sought out/will seek out information on media literacy.	6.76	9.42
I have shared/will share information on media literacy with peers, colleagues, parents or supervisors.	6.65	9.63

Teacher Perceptions of Program Value

By the end of the week, teachers understood the value of media literacy as an essential life skill that contributes to the development of literacy and citizenship skills.

When asked to explain why media literacy is important, one teacher wrote: **"It empowers students to think critically based on informed ideas and varying viewpoints. It builds upon what students already know and enjoy, engaging them in new concepts. It prepares**



them to be active and respectful citizens in a democratic and consumer-based society."

We asked teachers to assess the value of the program on a 5-point scale at the end of the week. Table 2 shows the results. Teachers gave very high marks to the program in assessing the quality of content, the faculty and instructional activities. They rated the program as highly relevant to their work.

Table 2. Teacher Perceptions of Program Components

Quality of content: theory, concepts and lectures	4.84
Quality of instructional team	4.84
Hands-on activities with Flip cameras	4.68
Hands-on activities with online tools	4.58
Opportunity to be challenged and supported in learning	4.68
Interaction with children	4.63
Relevance of the program to my work	4.74
Overall organization	4.79
Communication	4.84
Food/breaks	4.84
Timing/schedule	4.79
Temperature/comfort	4.68
Technology	4.32

Number of respondents = 24

The lowest score—for technology—reflects the challenges we experienced in using wireless access available at the Russell Byers Charter School. When 24 teachers attempted to use the Internet through the wireless for a production activity, the service was often slow and unresponsive.

Teachers' written comments reveal the relevance and transformative value of this professional development program to their work in the classroom:

- "I learned how to use new technology and internet sites in my classroom. I wish I had known this 8 years ago when I started teaching."
- "I liked interacting with students and using the flip cameras. I like the varied presentation styles and the many interactive activities. I learned to look at my teaching in a deeper way and to be more comfortable with technology."
- "I liked how much we participated in hands-on activities to validate our learning."
- "Up until this point, my educational strategy to improve student literacy has been mainly text media focused. I am now going to make strategic attempts to teach literacy through a variety of media such as video and the Internet."
- "I will use multiple media to teach fact and opinion, audience, purpose, etc. I will teach media literacy along with my core subjects."

Powerful Voices for Kids Summer Camp

Participants. In the pilot project, we developed a summer camp program for 77 children in grades 1 through 7. Children ages 6 – 12 who reside in Philadelphia and are enrolled in the Russell Byers Charter School participated in the program. Table 3 shows children's enrollment by grade level.

They come from 41 neighborhoods across Philadelphia. Many students live in the neighborhoods of Kingsessing, West Park, and Point Breeze/Grays Ferry. 70% of students are eligible for federal free and reduced lunch programs. Unfortunately, only 53% of students reached proficiency level on the state standardized reading test in 2008.

77 children participated in the media literacy summer program and all 403 RBCS students were served during the Fall 2009 semester.



Table 3. Student Participation in Program, Summer 2009

Team	Grade Level	Number of Students
Purple	Kindergarten and 1 st Grade	11
Red	Kindergarten and 1 st Grade	11
Green	2 nd and 3 rd Grade	11
Blue	4 th Grade	8
Orange	4 th Grade	7
Yellow	5 th Grade	8
Silver	5 th Grade	9
Gold	6 th and 7 th Grades	6
TOTAL		77

Focus of the Program. The summer camp program was offered to students in Grades K – 5 from 12 – 4 p.m. from Monday through Thursday during the month of July, for a total contact time of 64 hours. The program was designed to make a connection between school and contemporary culture as lived experience, using mass media, popular culture and digital technology to engage urban children in reading, writing, speaking and listening activities.

A wide array of literacy activities included focus on different media forms and genres, including newspapers, advertising, movies, the Internet and video games. For example, activities exploring advertising included critical viewing of TV commercials to identify persuasive rhetorical strategies; exploring readings about advertising history and the advertising business to learn about the jobs involved in creating ads. Sample Activities can be found in Appendix B and C, which displays some of the many lesson plans used in the program.

During a culminating event on July 31, 2009 students proudly and enthusiastically shared their creative work with more than 100 parents and the community, including journalists and advertising professionals.

Summer Camp Program Highlights

Purple Team (Grades K-1)

Students took on the role of reporters, interviewing their classmates about their favorite things and publishing the information online using the Wikispaces software. The Purple Team also made a visit to the studios of Sprout, the 24-hour cable network for preschool children, where they learned about how television programs are made. The Purple Team's study of media culminated in the creation and marketing of an original product: a sneaker brand called "Minjos." The students designed the shoe, its packaging, and even created a 30-second television commercial. Instructor: Nicole Warncke.



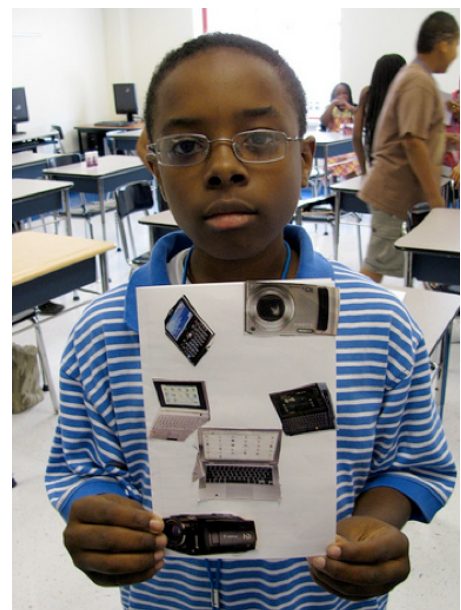
Red Team (Grades K-1)

The Red Team students became experts at being "TV Smart" as they learned how to watch television using a critical lens. Students learned to differentiate between shows designed to entertain, to inform, or to persuade, and to differentiate fiction and non-fiction programs. In addition, children developed an understanding of narrative structure by viewing clips of news programs, commercials, and other shows and then jumping into the "writer or filmmaker chair" where they got to finish the story, using prediction skills to imagine how story really ends. These practices showed the students they could anticipate story endings and write their own.

Children were featured in many informal videos where they described their understanding of computers, media celebrities, and other topics. To display their newfound "TV smarts" they used their 6 and 7-year-old voices to create a short film as a final project. Instructor: LaShon Fryer.

Green Team (Grades 2-3)

The Green Team explored the many different types of television programs on the air, learning about the formal category names for programs: news, reality shows, comedy, drama, action-adventure, sports and other types of shows. They also learned about the TV and film ratings system and held a debate about whether or not children should watch R-rated movies. The Green Team became the summer program's official reporters, and produced an original television newscast, reporting on the activities of



the program as a whole with students playing the parts of reporters and anchor. Instructor: Rachel Hobbs.

Orange Team (Grade 4)

In studying informative media, The Orange team compared and contrasted news with oral tradition as a means to gain information. In studying persuasive media, the team took a critical view of cigarette advertising, and constructed their own anti-smoking public-service announcement. Finally, while studying entertainment media, students unleashed their team's musical talent by forming "The Orange Team Band," and composing and performing an original Powerful Voices for Kids theme song. Instructor: Nuala Cabral.

Blue Team (Grade 4)

The Blue Team used controversy and popular culture in the news to conduct research on issues of celebrity representation in news media. The team studied the case of Chris Brown-- the chart-topping pop singer who made headlines in the summer of 2009 when he was accused of badly beating his girlfriend and fellow pop star Rhianna. The fourth-graders' study of the Chris Brown controversy culminated with a mock-trial. Students were



challenged to understand the idea from a media perspective. Students studied different perspectives on the event from various points of view, including the apology video that Brown posted to YouTube. The Blue Team used their newly-gained understanding of this important issue to take an advocacy stand on Brown's actions. Instructor: Henry Cohn-Geltner.

Yellow Team (Grade 5)

The Yellow Team used the unique medium of the video game to explore a controversial current event. While the Powerful Voices for Kids camp was in session, a local news story captured the attention of city residents when charges of racism were leveled against the Valley Swim Club when they canceled the swimming privileges of a nearby day care center whose children are predominantly African-American. The Yellow Team began their investigation with an analytical reading of two news articles on the event, carefully reading through them as a group, and discussing the new information found in each sentence. Armed with this expertise, students used the kid-friendly programming tool Scratch to author an interactive activity about one portion of this controversial news event. Students developed a video game to imagine other possible outcomes to the event if the people involved had made different choices. For example, one child created a simple interactive that showed the many different excuses used by the

director of the Swim Club while the viewer sees microphones and cameras getting closer and closer. Instructor: John Landis.

Silver Team (Grade 5)

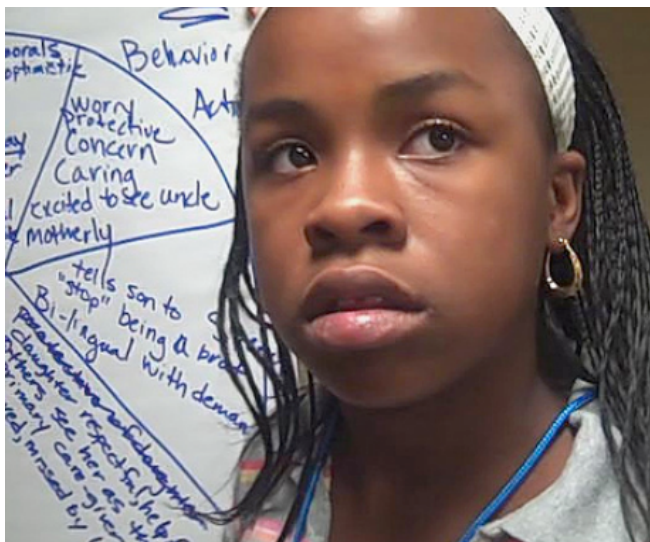
Silver Team students were concerned about the quality of local news coverage and its emphasis on crime and violence. The class worked together, collaboratively authoring a letter to the producers of local television news. The students felt strongly that local TV news focused too much on “robberies and deaths,” and expressed a concern that “kids are watching and it’s frightening to children.” The letter asked that the news focus instead on “the economy, democracy, good deeds, and nutrition.” The Silver Team produced their letter as a short video and delivered it to the news department of a local ABC affiliate. They also visited a local TV news station to watch the noon news program in live production. Instructor: Aggie Ebrahimi.

Gold Team: Enrichment Program for Gifted and Talented (Grades 6 and 7)

We offered a 5-week summer enrichment program for gifted and talented students in Grades 6 and 7. This program consisted of a total of 140 hours of classroom time. These students were enrolled in a full-day enrichment program that included participation in the Wall Street Financial Literacy simulation game and test-prep strategies. Instructor: Aisha Gumby.

Instructors Angela Carter and Dave Moore developed lessons that drew heavily on popular culture texts, and designed student projects centered around the development of literacy, research, problem-solving, teamwork and communication skills. Dubbed the "Gold Team," this group's investigations and projects focused on three specific topics: "Myths and Superheroes," "The Green City," and "Courts and Judges."

For example, students examined some of the challenging cases decided by the Supreme Court. Students discussed these questions:



- What is the difference between what’s right and what’s legal? Between what’s wrong and what’s illegal?
- Can you think of something that was once legal that we now believe is wrong? Or something that was once illegal that we now believe is right?
- How might the personal experiences of a Supreme Court justice influence how he or she decides a case?

Students took a field trip to the Federal District Court to interview a federal judge. After discussing Supreme Court Justice nominee Sonia Sotomayor and the Congressional debate about her confirmation, students conducted research to learn more about an important part of her background: the role of her Puerto Rican heritage.

For example, one assignment asked students to gather information (without using Wikipedia, Yahoo or Ask.com) to determine whether or not Puerto Rico's representation in the U.S. government was fair or unfair. Half of the class represented the "fair" side, and half the "unfair" side, based on random seating assignment, and conducted a debate. Students videotaped and critiqued their performances.

In another activity, after exploring the website My Pop Studio (www.mypopstudio.com), an online interactive website to introduce media literacy to children aged 9 - 14, each of the Gold Team members became artists and producers of their own pop song.

First, children came up with ideas and concepts for their song. They developed the three main parts of every pop song -- the chorus, the verses, and the bridge -- and wrote them collaboratively. Then they tried out musical and rhythmic ideas in the classroom and figured out how to get them from the idea stage to something that could be edited on a computer. They also made a video about the creative process itself.

Through active learning about a range of compelling topics, the Gold Team tackled a wide array of topics including nutrition, citizenship, celebrity culture, and financial literacy.

Measuring the Impact of the Summer Camp

During the final week of the program, children entering K-1 through Grade 3 used a paper-and-pencil questionnaire to reflect on their learning experience. Teachers read aloud the statements and children circled various smiley faces indicating their level of agreement.

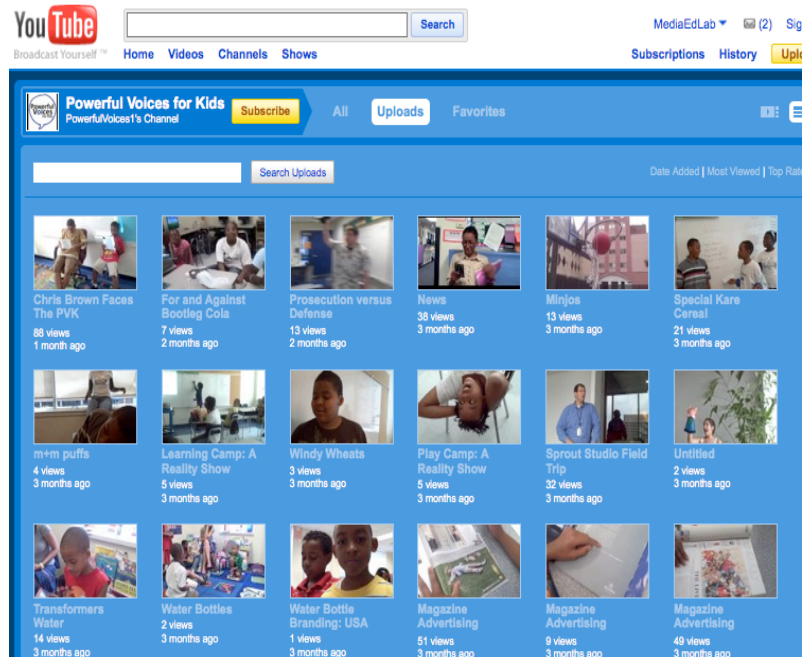


Table 4 shows children’s reflection on their learning, based on a 5-point scale, which reveals that students had a solid understanding of the knowledge and competencies they had gained.

Table 4. Children’s Reflection on Learning Targets (Grades K – 3)

I know what the words “media” and “technology” mean.	3.93
I can tell who a media message is made for—if it’s for babies, kids, teens or adults.	4.13
I can use a Flip video camera.	4.70
I know that media have different purposes (to inform, to entertain, to persuade).	4.13
I learned new things about TV, movies, the Internet, magazines, books, computers and music.	4.35

Number of respondents = 30

Table 5 shows the evidence we gathered from the older children entering Grades 4 – 7. These children completed an online survey about their experience in the Powerful Voices for Kids program during the program’s final week. Students assessed their skills on a 5-point scale. Data reveal that students had strong levels of agreement that the program had met key goals.

Table 5. Children’s Reflection on Learning Targets (Grades 4 – 7)

I can define the words “media” and “technology.”	4.59
I can identify the target audience on any media message.	4.25
I can use a Flip video camera.	4.88
I can create an add content to a Wikispace page.	4.33
I can recognize the different purposes of media (to inform, entertain, persuade)	4.55
I can spot the many choices involved in creating a media message.	4.11

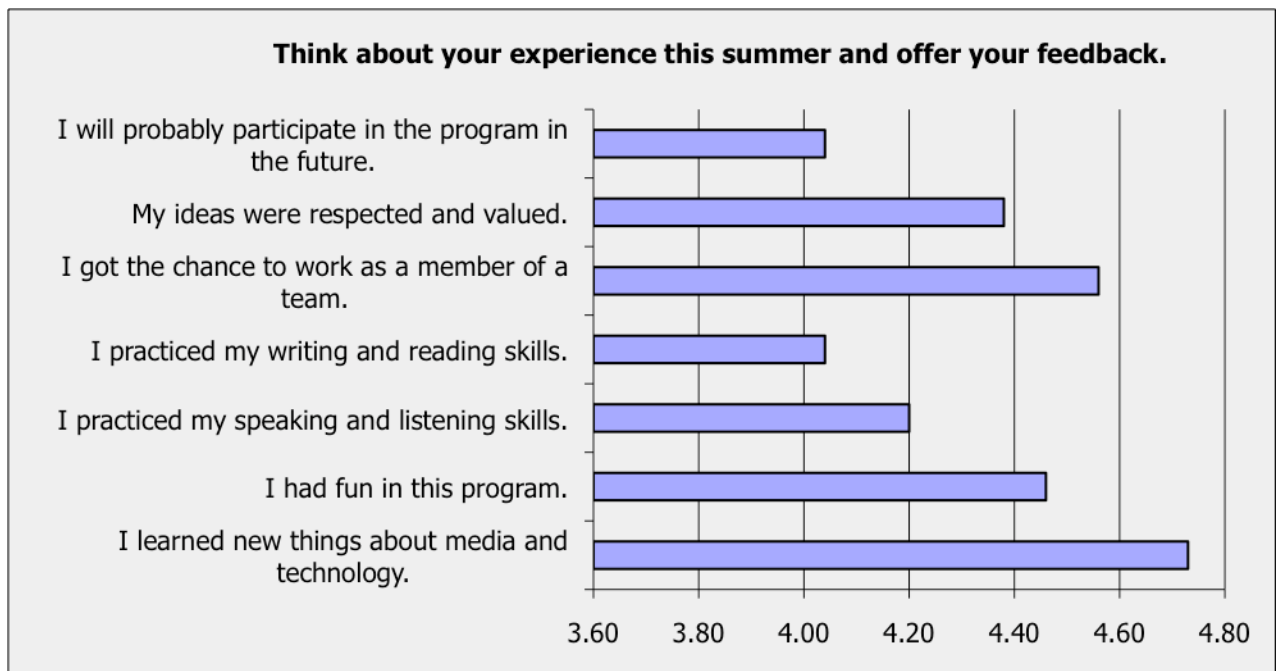
Number of respondents = 29

When we asked children what they **liked** about the program, children’s responses included:

- I do a lot of fun stuff and I loved everything.
- They help you when you need help.
- They teach you how to work together.
- We got to express ourselves and have fun and do work at the same time.

Table 6 shows children’s assessment of the value of the program. Twenty-nine children in Grades 4 – 7 were asked to offer feedback on the statements below on a 5-point scale. Results shows high levels that students were aware of how the program blended fun and learning to develop critical thinking, teamwork, creativity and communication skills.

Table 6. Children’s Reflection on Learning Targets (Grades 4 - 7)



Number of respondents = 29

Children's Understanding of Audience and Purpose

We conducted exploratory research to determine how young children develop an understanding of concepts about the genres, purpose and target audiences for various types of television programs.

A sample of 25 children ages 5 – 12 participated in a study where they were asked to sort images representing a variety of contemporary television programs into categories. Children did this activity twice, during the first and final weeks of the program. Researchers discovered statistically significant differences in children's ability to use the concept of *purpose* (shows designed to inform, to entertain, or to persuade) and *target audience* (shows for children, teens, adults or grandparents). This study will be published in a scholarly journal in 2010.

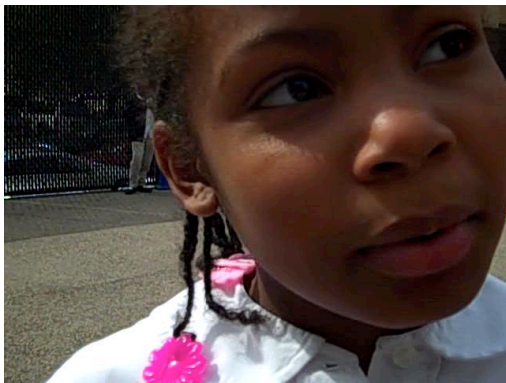
This research is the first step in the development of alternative assessment methodologies. New forms of assessment are needed to understand how digital and media literacy activities support the development of children's literacy and academic achievement.

Connecting to the Classroom: Activities During the Fall 2009 Semester

Teachers at the Russell Byers Charter School (RBCS) have enthusiastically put into practice some of the learning they developed in the Summer Institute. During the Fall 2009 semester, nine teachers have developed student-centered learning projects that included media literacy and technology into their Expeditions. Expeditions are interdisciplinary units aligned with state and district standards. They are experiential and project-based, involving students in observation, fieldwork and documentation to create high-quality products for audiences beyond the classroom.

- In Kindergarten, children are creating a TV commercial, using Flip video cameras to depict elements of a healthy lifestyle, focusing on nutrition and exercise.
- In Grade 1, students are learning about the distinction between fiction and non-fiction, and are creating a Powerpoint slide show about the life of Henry Ford.
- In Grade 3, students are creating a video infomercial about superheroes and some basic concepts in physics (simple machines).
- In Grade 4, students are writing blog entries re-imagining the 1803 journey of Lewis and Clark across the United States.

- In Grade 5, students are creating a website using Wikispaces to document their learning about global warming.
- In Spanish class, children have created short videos that document their learning of Spanish conversation.
- And in Grade 6, students are developing a public service announcement about the role of genetics and environment in Type I and Type II diabetes.



This list of projects provides another measure of the success of the Powerful Voices for Kids program.

Before the Powerful Voices for Kids program was initiated, none of the RBCS teachers used media or technology in their Expeditions. These results represent a major change in the culture of the school community. Many teachers are exploring how to help students use digital technology tools for information-gathering, communication and problem-solving as a means of preparing students with 21st century skills that include creativity and expression, teamwork and collaboration, reflection, critical thinking, and ethical decision-making.

Funding and Sustainability

During 2009, we spent \$82,351 on three programs: the summer enrichment program for children, the teacher staff development institute, and in-school mentoring. This reflects a very modest budget, with in-kind resources provided internally by the partners for many operational expenses.

Income Sources. We received \$50,000 from the Verizon Foundation and \$7,500 from the Lenfest Foundation. The Powerful Voices for Kids program also received \$14,794 in earned income from fees for camp programs. Both the Media Education Lab and the Byerschool Foundation invested resources including \$12,020 in financial support and in-kind services. A detailed list of program expenses is shown in Appendix D.

Sustainability. To address sustainability, we developed a formal business plan for our venture, with support from Temple MBA students under the supervision of Professor T.L. Hill, Assistant Professor of Strategic Management at Temple's Fox School of Business. There is a market for a comprehensive curriculum, staff development and assessment package that brings digital and media literacy to elementary schools. Through expanding our offerings of summer staff development programs and multimedia curriculum materials, we can sustain our efforts financially by 2012. However, support from private individuals and charitable foundations is

needed to allow us to continue to maintain the level of innovation we are dedicated to continue in the research and assessment component of this program.

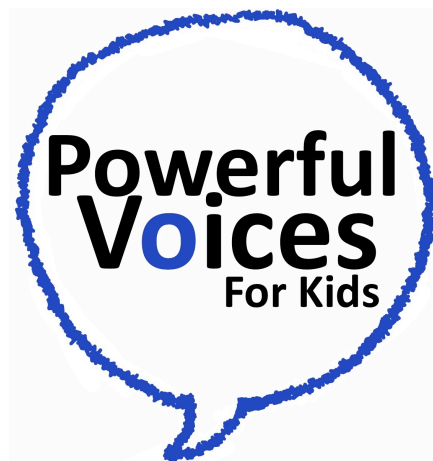
Next Steps

The success of the pilot experience has renewed our commitment to our goal: to expand the program so that it reaches more students and teachers in the region and across the United States.

For school districts seeking to integrate digital and media literacy into K-8 education, Powerful Voices for Kids will offer a turn-key solution that includes teacher staff development, summer camp enrichment for children, support for curriculum integration in the classroom, measurable evidence of program effectiveness, and meaningful assessment tools that document student learning.

During the next three years, we will:

- **refine** the program's content and format;
- **develop** an exportable package of multimedia curriculum resources and materials;
- **build** a national reputation by providing high-quality staff development and training programs;
- **plan** a marketing/outreach campaign to promote the program to educators nationwide;
- **create** and test alternative assessment tools that measure student learning progression;
- **conduct** rigorous research to examine the impact of the program on children's academic achievement.



The Powerful Voices for Kids program is a university-school partnership program designed to increase the motivation, engagement, and literacy achievement of children in Grades K – 8 by developing digital and media literacy competencies. By strengthening their ability to think for themselves and communicate effectively, children activate their powerful voices to contribute to the quality of life in their families, their schools, their communities and the world.

The work we plan for 2010 and 2011 will be designed to make the Powerful Voices for Kids program available to a large number of urban elementary schools across the region and across the United States.

Appendix A: Staff

Program Co-Director

Renee Hobbs, Founder, Media Education Lab
Temple University School of Communications and Theater

Program Co-Director

Laurada Byers, Founder, Russell Byers Charter School, Philadelphia

Assistant Director

Kelly Mendoza, Mass Media and Communication PhD program, Temple University

Office Manager

John Landis, Media Education Lab

Powerful Voices for Kids Summer Institute Faculty

Christina Cantrill, National Writing Project
Sam Reed, Overbrook Middle School
Sherri Hope Culver, Temple University
Craig Santoro, WHY? Learning Lab, Philadelphia
Kristin Hokanson, Technology Coach, Upper Merion High School, King of Prussia PA

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Nuala Cabral
Aggie Ebrahimi

Summer Camp Instructors

Nuala Cabral
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Angela Carter
David Cooper Moore
Nicole Warncke
Henry Cohn-Geltner
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Jiwon Yoon

RBCS Liaison

Anna Hadgis
Akosua Watts
Sarah Wing
Rafael Santiago

Video Production Support

Eugene Martin
El Sawyer
David Cooper Moore

Appendix B
Sample of Lesson Plans for Powerful Voices for Kids

<p>GRADE K-1 Lesson Creating a Brand</p> <p>Description Students work in small groups to create a marketing plan for a fictional brand of sneakers</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Student become familiar with the use of brands across multiple media • Students use branding and advertizing to persuade an audience • Students practice teamwork <p>Student Work Students created an original logo, product package, print advertisement and television commercial on YouTube.</p> <p>http://www.youtube.com/watch?v=3mqpbJZrkY8&feature=player_profilepage</p>	<p>GRADE 5 Lesson Creating Reality</p> <p>Description Students learn about reality TV production through the study of reality television shows, through readings on reality television, and through the production of their own reality television.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Students learn the differences and similarities between dramatic or situational comedy TV and scripted “reality TV” • Students learn how reality TV shows are made • Students make connections between television programs and their intended audience • Students learn the basic skills needed to shoot and edit a video <p>Student Work Student produced video profiles of their ‘reality’ selves.</p> <p>http://powerfulvoices.wikispaces.com/Silver_Team#toc3</p>	<p>GRADE 3 Lesson Making the News</p> <p>Description Students study how a newscast is produced in order to create their own television newscast.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Students learn what components make up a news program • Students learn about the different jobs and responsibilities on a news crew • Students conduct research and perform interviews in creating their own news stories <p>Student Work The Green Team created a TV newscast.</p> <p>http://powerfulvoices.wikispaces.com/Green_Team</p>
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Appendix C
Sample of Learning Activities for Gifted and Talented Students, Grade 6-7

<p>Lesson One Sheet Idol</p> <p>Description Each student acts as a publicist by interviewing another student in the class and selling that student to the group. This assignment demonstrates a real life task performed by a public relations specialist and it serves as an initial introduction of each student to the class.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Students develop writing skills, interviewing skills, and presentation skills. • They use rhetorical devices used for public persuasion. They will become more knowledgeable about the role of public relations within the media. <p>Student Work Students created One-sheets and posted them online: http://powerfulvoices.wikispaces.com/GoldTeamProject1</p>	<p>Lesson Preparing a 'Green' Interview</p> <p>Description Students experience the process of preparing interview questions for a documentary by establishing their 'big idea' and then establishing the details that they want to find out to help them convey this big idea to their audience.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Students develop research and information gathering skills using library media, online media and interviewing. • Students strengthen teamwork, time management skills, and collaboration. <p>Student Work Students created a short documentary on Green Roofs in Philadelphia: http://powerfulvoices.wikispaces.com/GoldTeamProject4</p>	<p>Lesson Create a Team Song</p> <p>Description Students work together to create a team song based upon themes touched upon in class using a variety of technological tools.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Students gain insight on the creative process through composing lyrics and music • Students practice teamwork and collaboration. <p>Student Work Students composed and recorded the Gold Team's Song "Bootlegged" and created the "making-of" videos: http://powerfulvoices.wikispaces.com/GoldTeamProject8</p>
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Appendix D. Powerful Voices for Kids Expenses, Calendar Year 2009

SUMMER CAMP PROGRAM		INCOME	
Staff	\$24,400	Verizon Foundation	\$50,000
Coordinator	\$2,000	Camp Fees	\$9,600
Video Editor	\$2,000	Enrichment Program Fees	\$1,600
Videographer	\$1,500	Prof Dev Fees	\$3,594
Refreshments	\$1,569	Lenfest Foundation	\$7,500
Technology	\$1,755	TOTAL INCOME	\$72,294
Video Cameras	\$3,500		
Materials	\$1,022		
T-Shirts	\$944		
Subtotal	\$38,690		
PROFESSIONAL DEVELOPMENT PROGRAM		IN-KIND DONATIONS	
Staff	\$16,500	Media Education Lab	
Materials	\$1,988	Personnel: Research Assistant	\$5,500
Video Cameras	\$1,522	Data Projector Rental	\$400
Meals	\$4,631	Projector Screen	\$125
 		Office Supplies	\$224
Subtotal	\$24,641	Professional Dev Fees	\$1,198
IN-SCHOOL TEACHER MENTORING PROGRAM		 	
Staff	\$7,500	Russell Byers Charter School	
 		Administration	\$375
Subtotal	\$7,500	Rental fees for facilities	\$1,250
		Personnel: Security	\$945
		Photocopying, Mailing	\$113
		Parking	\$1,890
TOTAL CASH EXPENSES	\$70,831	TOTAL IN-KIND	\$12,020
		PROGRAM TOTAL COST	\$82,351