

Video Integration Mini-Grant 2008

In September of 2008, schools were invited to submit proposals to the Office of Catholic Schools that include lessons plans incorporating video production projects as a key element of student reporting and assessment. Eighteen elementary and high schools submitted proposals.

Six schools were chosen to participate:

Saints Faith, Hope and Charity
St. Alphonsus Academy
St. Athanasius
St. John Fisher
St. Lawrence O'Toole
St. Malachy

Two teachers from each school will begin training sessions next week to become proficient in using video cameras and editing software. A summary of their projects may be found online at the OCS Resource Portal <http://ocs.archchicago.org>

St. Athanasius in Evanston

For the past 10 years Deborah Johnson and Mary Quish have offered a challenging American History Humanities Class to 6th, 7th and 8th grade students at St. Athanasius School in Evanston, Illinois. This semester long elective class, which they developed as an outgrowth of their experiences as American Memory Fellows of the Library of Congress in 1999, incorporates the web-based archival resources of America's Library as well as other primary source materials to enrich students' understanding of key eras of the past and make connections to the present. The focus of the class this year is *Stolen Youth: Child Labor – Past and Present*. While collaborative learning and group projects have always been key instructional strategies in the Humanities class, the Video Integration Mini-Grant will be used to provide a true project based learning experience for class participants.

Students will work in cooperative groups to create an iMovie project which addresses one of the following, authentic problems pertaining to this year's theme of *Stolen Youth*:

1. Jan Schakowsky, the local Congresswoman, has formed a task force to investigate child labor and determine if and how the newly introduced bill the Trade Reform, Accountability, Development, and Employment (TRADE) Act will impact it. You and your team need to create an iMovie which briefly documents the history of child labor in the United States and portrays the need for reform and regulation of contemporary child labor practices to present to the task force.
2. Ten Thousand Villages, a local store which features only fair trade artifacts, needs help educating the citizens of Evanston about how "unfair trade" exploits child workers all over the world. You and your team need to create an iMovie, which briefly documents the history of child labor in the United States and reveals contemporary exploitation of child workers to be used as a Public Service Announcement.
3. In these days of a poor economy, corporations need to be reminded of the negative impact of some of their cost-cutting strategies – namely outsourcing manufacturing to countries, which do not regulate child labor. You and your team need to create an iMovie, which briefly documents the history of child labor in the U.S. and highlights the contemporary exploitation of children in factories and industries.

SS. Faith, Hope and Charity in Winnetka

Recently, the communities of Winnetka and Northfield have been challenged with flooding from the Skokie Lagoon, which is currently under construction. The fourth, fifth and sixth graders will take on the task of researching and solving the Skokie Lagoon water and flooding problems. Each grade will research a designated area of study to solve the driving question: *As a research scientist at a large environmental company you are faced with working with a Corps of Engineers to solve a community's flooding issues. Combining your research skills along with the engineers you tackle the following problem: What can you infer about changes with local land use due to flooding and pollution and what explanation do you have for habitat changes and the impact of weather and pollution on the wetlands?* In addition students will produce

daily journals, written reports, artifacts of their choice, and edit and produce a final movie product that will demonstrate their journey and solutions.

Fourth grade will research wetlands, weather, pollution, local land use, and plant and animal habitats. Fifth grade will explore wetlands, local land use, role of the Corps of Engineers, reclamation of the Skokie Lagoon, and community impact. Sixth grade will investigate wetlands, simple machines and engineering, waterways and reclamation, and local land use. The students of the Skokie Lagoon Student Reclamation Project will work together to create a final product that will be presented to the local community members, officials, and engineers at designated forum.

St. John Fisher School in Chicago

WHOSE EARTH IS IT? Using scientific inquiry and educational technology to understand real-life environmental issues

The purpose of this project is to help students gain understanding of the balance that must be maintained between humanity and the preservation of earth and its resources, and to propose scientific and technology solutions to address contemporary environmental issues. The project is aligned with the seventh grade science standards and the National Educational Technology Standards for Students.

In this project, students will utilize digital and print resources to research the evolution of science through history and the contributions of key individuals, and discuss and identify current-day problems related to scarcity of or damage to natural resources. Students will present a research-based explanation of a particular problem and its causes, and the potential impact of the problem on earth/society. Students will identify or propose potential solutions to the problem. Student groups/individuals will analyze possible solutions, seeking information on the potential for success or failure, detailing both positive and negative aspects of each solution. Individual students and/or student groups will clearly and confidently present to the class their findings in both an oral presentation and through the creation of an artifact using appropriate multimedia resources.

St. Lawrence O'Toole in Matteson

St. Lawrence O'Toole implemented an Energy Empowerment Project to introduce students to the importance of energy conservation and native plant life. Students are currently exploring wetlands located on our property. They are involved in a cross-curricular study of water, soil and plant development. Students will also be developing a testing area to look at slope and soil erosion. The hands-on, student-centered, problem-based learning unit is intended to spark our students as stakeholders in their own learning while meeting clear curricular goals in an energizing manner.

The documentation of our students' work is crucial to future teaching; therefore, students are responsible for developing a variety of teaching tools to be used in our classrooms as well as with the broader community. Students will create a brochure and a multi-media presentation video that can be shared in classrooms to teach other students about conservation, native plants and their findings. The multi-media video will include movies and pictures of experimentation, native plant studies, and the results found during our energy conservation study. Lastly, students will use an internet site, such as a Wiki, to share their findings.

St. Malachy in Chicago

St. Malachy School's proposal for this project-based learning activity is for our Sixth Graders to work collaboratively to examine some of the hardships affecting our school's West-side community and then to participate in various neighborhood service projects addressing these issues. As part of this activity, students will research and engage these issues in real-world experiences. Each group of sixth-graders will document their service learning experiences in a three-part video series that they will create, edit, and share with others. The students will also create a portfolio of journal entries, field observations, and interviews

of community activists that they will conduct in their research of their community issue. The videos will be shared with students in all grade levels as part of a cross-curricular effort to teach our children about the different ways in which individuals can make a positive impact in their larger community through service. The goals and objectives of this project are directly correlated to Archdiocesan learning standards in Religion, Social Studies and Reading.

The project's activities can be categorized into three parts: research, service, and reflection. The technology application will be integrated throughout as the sixth graders will be filming portions of their research, service, and reflections that they will eventually edit into a video. Students will begin by conducting Internet and book research, and by interviewing community activists and organizers to describe the sources, occurrences, and possible solutions to hardships in their community. In the next part of these activities, students will volunteer with a community organization working to address their chosen neighborhood issue. Each group will spend part of a day serving members of their community in need. Finally, in the third and final component of the project, the students will reflect upon their service and share lessons learned with other students in the school. They will film their final discussion of their experiences, assemble a Project Portfolio, and use their videos as tools for educating their younger classmates about these social issues. Other teachers to inform their own students about the value of service and the empowering benefits of community involvement will use the portfolios and videos

St. Alphonsus Academy and Center for the Arts in Chicago

Our proposal for the video integration grant is to document and explore service-based learning. Through this grant we are enhancing our arts inclusion in the curriculum with our 7th & 8th graders. This unit involves a service-based learning project where students will tour and become familiarized with Bonaventure House, a local HIV/AIDS and homeless living facility in the Lakeview neighborhood.

As part of the grant, students will be asked to interview each other for prior knowledge and post experience reflections. In collaboration with the arts, the students will be asked to create a perspective art piece on the city-scape of Chicago to be displayed and auctioned off at the annual Bonaventure fundraiser in March. The proceeds of the sale of the artwork will directly benefit the home. This entire project will be documented and shared with the Alphonsus Academy & Center for the Arts community as well as the Bonaventure House community. This video grant will allow this project happen.