



SC101 Workshop Curriculum

SocialChange101 workshops empower young people to tell their stories of social change. Do you have a story to tell?

If you work with a group of young people or at a community organization, invite us for a visit, or consider running a workshop of your own. This page has all you need to get started.

Every workshop is unique. Are you working with fifth graders or adults? Do you have a day or 3 months? Our workshops can be adapted as needed.

Here is a basic outline of a SocialChange101 workshop:

1) *Introductions.* All our workshops begin with personal introductions. Learning happens best in a community, and community means knowing each other. To get things rolling, we often start by creating timelines of our lives. These aren't normal timelines. Here's how they work:

Timelines. First, put "birth" on the left end of a sheet of paper and "now" on the right end. Write in the most important events in your life, but with this in mind: anything that happened largely beyond your control goes below the line (think of siblings born, moves your parents decided to make, accidents, etc.), while anything that you decided goes above the line (perhaps you chose an instrument or a sport or where to go to college, etc.). The workshop leader models a timeline and then participants spend approximately 5 minutes completing them. Everyone gathers in small groups of 3-4 and discusses their timelines. After this discussion, everyone turns their paper over and creates another timeline, with "now" on the left end of the sheet and "death" on the right end of the sheet. What are your dreams for the future? What do you want to do before you die? Again, the workshop leader models the timeline and after five minutes of writing, everyone shares in small groups. Finally, the discussion opens for the group as a whole with volunteers sharing anything they want from either timeline. All together, this activity takes approximately 25-30 minutes.

2) *Workshop Overview.* After getting to know each other, we discuss our goals for the workshop and how we hope to achieve those goals. Workshop leaders begin the conversation by briefly (1 minute or less) introducing the workshop. Here is sample of what a leader might say if introducing a workshop on the Arts Greenhouse, a hip-hop education program:

“What does the Arts Greenhouse mean to you, to your community, to your city, to the world? Together, we are going to create a documentary movie about the Arts Greenhouse. The movie will be designed and produced by you and—if you choose, you will also get to star in it. Together, we will learn how to make a movie. We will explore the power of art to create social change. And we will tell the world about all you are doing at the Arts Greenhouse.”

After briefly introducing the idea of the workshop, we often distribute a written pre-workshop questionnaire. This questionnaire serves as a starting point for a larger conversation about our hopes for the workshop and what we can achieve together.

3) *Community Map*. After discussing the workshop, participants draw a map of their community. As usual, workshop leaders first model the activity by drawing two potential kinds of maps, a literal map of a city neighborhood and a more abstract map that involves bubbles labeled “my family,” “my friends,” “my school,” etc. with arrows connecting the different parts of one person’s community. If there is space in the room, participants are encouraged to draw their maps on the chalkboard or whiteboard or otherwise share them with the group.

4) *Placing the Organization*. After sharing our maps, each participant is asked to place the organization that is the focus of the workshop on the map. The goal is not to locate the organization physically or geographically, but rather to consider the role of the organization in the community. A discussion about that role can unfold while students share their maps. Who participates in the organization? Who does the organization serve?

5) *Story Telling and Social Change*. This portion of the workshop focuses on two interconnected questions: What is the story of the organization? How can we tell that story in a way that will empower the organization and educate the larger community? To begin a conversation on story telling and social change, participants watch one of the videos on the SocialChange101 website. Any of the videos will work. If the organization is based in the arts or focused on environmental issues, the first Rachel Carson video might be ideal. If the organization tackles issues of racial inequality, perhaps the first Rosa Parks video might fit. Regardless of which video is chosen, our conversation focuses on how the form of the video enables its content. What are some of the techniques that were used to create the video? Which of those techniques might the participants use while creating their own video?

6) *Talking on Camera*. Fun and exciting, working with video cameras is also a great learning opportunity. In this portion of the workshop, participants explore videography, interview skills, and public speaking. We like to have one camera for every 3 participants. Thus, one participant can speak to the camera, one can serve as an interviewer, and the third can control the camera itself. If you don’t have access to cameras, you might use cell phones to record the video. The quality of the video matters, but not as much as the experience of conducting an interview that is being

recorded. The interview questions should be created by the participants themselves. We like to relate them to the organization. For example, students in the Arts Greenhouse hip-hop program were asked, "Imagine you won a Grammy, and you were being interviewed afterward. What kinds of questions might you be asked? How would you answer?"

7) *Plan the Film.* After students have experimented with being on film and using the cameras, we discuss as a group how to structure the documentary. How should we begin and end the film? Who needs to be interviewed? What background-roll (b-roll) will need to be gathered? What is our target audience? By answering these questions, we create a loose outline of the video from start to finish. This outline will be adapted throughout the process of filming.

8) *Action!* Participants divide into groups to do the filming. Each group spends some time conducting interviews and other time gathering b-roll. Workshop leaders float between the groups to provide assistance when needed. But participants take the lead throughout the filming.

9) *Editing.* Depending on time, interest, and available technology, workshop participants can be involved in the editing process or the final film can be edited by a professional.

10) *Reflection.* After a complete draft of the video has been finished, participants gather to watch the video and to discuss it. Does it tell the story of the organization effectively? Is there anything missing? In addition to discussing the video, we also reflect on the process of its creation. What did participants learn from the process? What do they want to learn more about? As part of the reflection, we distribute a written post-workshop questionnaire.

11) *Celebration.* Whenever possible, we organize a celebration at which the film can be screened. Ideally, the workshop participants and their families attend alongside community members. Food and music help create a festive atmosphere, as we celebrate all that the participants have learned, the film that they created together, and the organization featured in the film.