

Care and COVID Tech Considerations

Tablet:

- Pros:
 - High engagement
 - High versatility – can take different types of photos (e.g., panoramic, portrait) and videos (e.g., slow motion)
 - Can hold many photos
 - Can add applications for editing photos (e.g., Lightroom, Photoshop)
 - Can add applications for sharing photos (e.g., Google Drive, Dropbox)
 - Compatible with most macro lenses (see Segment 3)
- Cons:
 - Price (wide range considering quality and brand)
 - Fragile (adding cases creates additional expense)
 - Storing may be more difficult
 - Youth may have challenges in sharing tablets with one another (if one per youth not an option)
 - *Could supplement with other type of camera (½ tablets, ½ alternative)*
 - Can be distracting – may need to monitor youth for using tablets for other purposes (e.g., games, social media)
 - May require wifi – large number of tablets transferring photos can be difficult on bandwidth
- Printing:
 - Can connect wirelessly or directly to most modern printers
 - May require on-the-stop troubleshooting
 - May require high quality wifi
 - Relatively easy to send in for printing (i.e., 1-hour photo) because files are already electronic
- Sharing:
 - Electronic photos can be projected onto screen
 - Photos can be printed for sharing
 - Sharing can occur directly from the tablet itself
 - May require high quality wifi

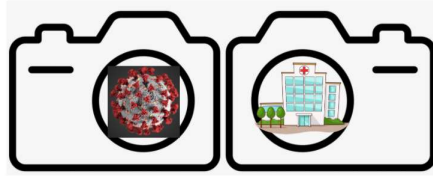
Digital Camera:

- Pros:
 - Less expensive than tablets
 - Potentially more durable than tablets
 - Cases (or additional protective hardware) not usually required
 - Can take a few different types of photos (e.g., zoom in and out, video)
 - Maybe less distracting than tablets
 - Less need to monitor or limit functionality
 - Can hold many photos

- Does not require wifi
- Cons:
 - May be less engaging – although [the old digital camera is coming back into style](#)
 - Need to connect to a computer to upload photos
 - Less versatility with types of photos and videos
- Printing:
 - May need to upload photos to computer or printer manually before printing
 - A little more difficult to send in (i.e., 1-hour photo) because of need to upload photos off camera
- Sharing:
 - Extra step to upload photos in order to project them on big screen
 - Photos can be printed for sharing
 - Sharing may not be easy to share directly from the camera itself

Polaroid Camera (or similar):

- Pros:
 - Nostalgic for the adults
 - Novel to youth
 - Relatively affordable (compared to tablets)
 - May be less distracting than tablets
 - Less need to monitor or limit functionality
 - Do not have to purchase or manage printers
 - Does not require wifi
 - No need to upload anything – it's an all-in-one (although a limited all-in-one)
- Cons:
 - Less versatile than any other option – only takes photos
 - Limited number of photos taken (youth will not be able to take pictures endlessly)
 - Photo paper is expensive
 - Photos are relatively small
 - Cannot have electronic version of photos for later uses (e.g., reprinting for art show) – need to save physical copies
- Printing:
 - Printing is all taken care of
- Sharing:
 - Youth share printed photos physically rather than electronically



Segment Five Facilitation Guide Capstone Project

Overview

This segment is the culmination of the skills and concepts learners acquired throughout the curriculum. The primary goal of the capstone project is for learners to use photographs and other artwork created during the program to tell a cohesive story of protection, or lack thereof, from COVID-19. Learners are welcome to use photos and artwork created during program activities or to design and tell a new story, taking new photos to support that story. This final project can be tailored to learners' or facilitators' needs. In the end, learners should have a final project that will be displayed for an Art Show, in which learners' capstone projects are displayed and shared with one another, friends, family, or other community members.

Note: The facilitator guide below offers one way for learners to create and display their capstone project. There is, however, flexibility with this project based on the facilitator's discretion. Importantly, learners should create a photographic presentation telling a story of protection from pathogens. The precise format of this presentation can be tailored to individual learners and groups.

Big Ideas/Questions

- How can a collection of photographs tell a story of protection from pathogens?
- What forms of protection from pathogens can be part of a story of protecting individuals, communities, and the world?
- How can the composition of photos assist in telling a story?

Grade Level/Age

3rd - 5th grade (approx. ages 8 - 11)

Objectives and Assessment (Science and Art)

Objective	Assessment
<i>Learners tell a cohesive story using photographs.</i>	<i>Learners are able to use their photographs selected for the capstone to verbally tell their story.</i>
<i>Learners understand how different forms of protection work to protect from pathogens, such as coronavirus.</i>	<i>Forms of protection from coronavirus on different scales are present in learners' capstone stories.</i>

<i>Learners understand and employ elements of photographic composition, such as the rule of thirds and varying vantage points.</i>	<i>Elements of photographic composition are present in photographs taken/selected for learners' capstone projects.</i>
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National Core Arts Standards

Anchor Standard #1: Generate and conceptualize artistic ideas and work.

Anchor Standard #2: Organize and develop artistic ideas and work.

Anchor Standard #3: Refine and complete artistic work.

Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.

Anchor Standard #5: Develop and refine artistic techniques and work for presentation.

Anchor Standard #6: Convey meaning through the presentation of artistic work.

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.

Next Generation Science Standards

Disciplinary Core Ideas

- ESS3.B Natural Hazards: A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.
- LS2.D Social Interactions and Group Behavior: Being part of a group helps animals obtain food, protect themselves, and cope with changes.

Science and Engineering Practices

- Asking Questions and Defining Problems
- Constructing Explanations and Designing Solutions
- Obtaining, Evaluating, and Communicating Information

Crosscutting Concepts

- Cause and Effect: Events have causes, sometimes simple, sometimes multifaceted.
- Systems and Systems Models: A system can be described in terms of its components and their interactions.
- Scale, Proportion, and Quantity: Natural objects exist from the very small to the immensely large.
- Structure and Function: Different materials have different substructures and substructures have shapes and parts that serve functions.

Time: 2 hours

Materials

- Projector, screen, and computer to display slide decks and photos (alternatively print these out)
- Segment 5 slide deck
- Space for gathering and sharing photos taken by learners
 - Large screen for whole-group sharing?

- Printed photos for small groups/individuals?
- Cameras
- Community Agreement poster about using/sharing cameras
- Community Agreement poster for discussing each other's photos
- Photo printer or access to a photo printer to print learners' capstone photo selections
- Poster Board with pre drawn "frames" (one per learner)
 - Standard black, white, or colored poster board (22 in. x 28 in.) will work
 - Pre-drawn "frames" on poster boards can help learners distinguish where to decorate and where not to decorate (frame can be drawn 4 in. within the edge of the poster board).
- Assorted art supplies for decorating frames (feathers, glitter glue, alphabet stickers, beads, etc.)
- Glue (glue sticks, wet glue, hot glue) to decorate frames
- Markers
- Coloring pencils
- Double sided tape to mount photos onto posters
- Art Show flyers to send home with learners. This is optional, if planning an art show after the program for learners to share their work with the wider community. You could involve students in co-creating these if there is time or if some students finish their capstone projects early.

Preparation

- Pre-draw frames onto poster boards in advance
- Determine components of the capstone project you want learners to create and curate. Possibilities include:
 - Decorated poster board with photos telling COVID story
 - Artist photo
 - Artist "about me" statement
 - Photo narrative photos with or without video from Segment 4
 - Any other artist products learners may want to share, such as drawings or comics
- Consider how you are going to print all the photos to be mounted to the poster boards and consider what this means for the logistics of learners putting their posters together.
 - On-site printer with photo paper?
 - Send out photos for 1-hour printing at a local store?

Facilitation Guide

Introduction (10 minutes)

- Introduce the Art Show and Capstone Project to learners.
 - Use [slide deck](#) for this segment to introduce these two elements:
 - If you are planning an Art Show, the slide deck should be edited to include the details of the Art Show at your particular site, including day, time, location, who is invited, etc. Explain to learners that this is a chance

for them to show their families, friends, and community members their artwork and to practice telling stories using their own photographs.

- The slide deck should also be edited to include the details of the capstone project that you, the facilitator, have decided on. Here you can introduce the criteria that you are requiring or recommending learners to include in their capstone project. We have filled in this slide with some suggestions of learners' art that could be included, please edit this slide to meet your needs.

Selecting Capstone Photos (15 minutes)

- Explain that the goal of the capstone project is to tell a story about protection from pathogens, such as coronavirus, using photographs that learners have taken.
- Have learners take or select five photos that they have already taken that tell a story of protection from pathogens (facilitators may encourage learners to include more or less than five photos depending on their printer access and ease).
 - Encourage learners to think about what story they would like to communicate and to take or select photos that support telling that story.
 - Also encourage learners to use the rule of thirds or differing vantage points to help tell their stories.
- Determine a way for learners to identify which photos they have selected. If you are using iPads, one possibility is to create a folder in the "Photos" app on each device and have learners place their selected photos in this folder. If you are using physical photos, you could provide folders and have learners put their selected photos in a folder.
- Learners may need hands-on support selecting their photos.
 - It has been helpful to create a spreadsheet or table that indicates when learners are done with an element of their capstone project (such as selecting their photos). [See example table here.](#)

Decorating Poster Frame (60+ minutes)

- Using assorted craft supplies, have learners decorate the outer frame of their posters.
- Remind them that the inside of the poster is reserved for their photos, once printed.

Artist Statement and Artist Portrait (optional)

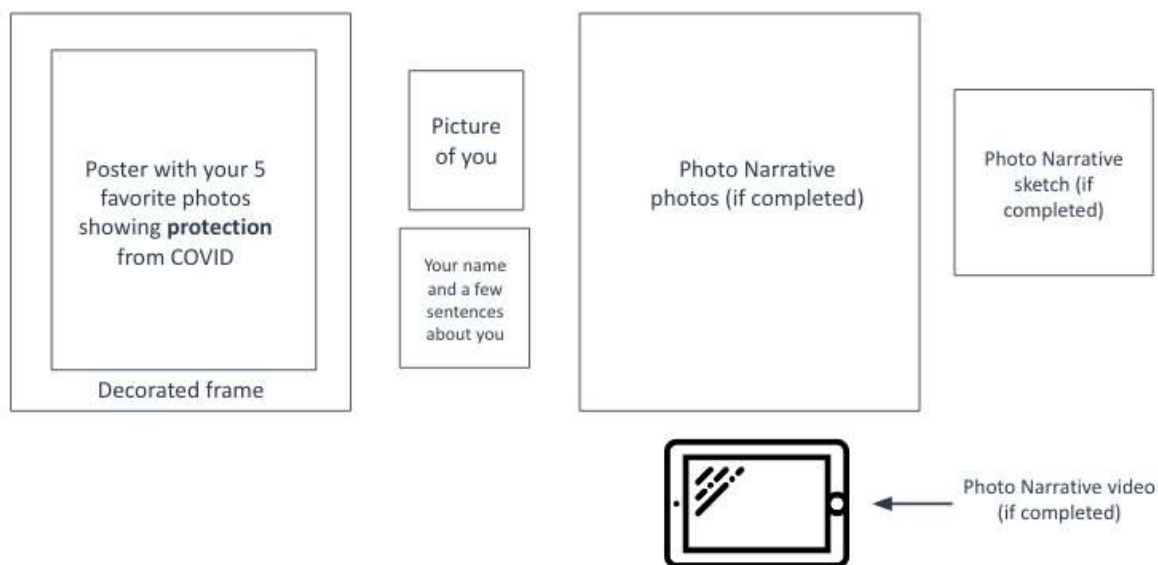
- Give learners the option to include an artist statement and artist portrait as part of their capstone project.
- Artist statements can be written by learners or written with the support of a facilitator.
- The artist statement is an opportunity for the learner to introduce themselves as the artist behind their capstone projects.
- Artist portraits can be taken and printed to go alongside the artist statement if learners would like.
- Note: both of these elements require substantial facilitation and possibly behind the scenes work on the facilitators part.
 - Artist statements can be typed up, printed, and mounted near capstone projects displayed at the Art Show.

- The inclusion of artist portraits requires additional photo printing which may or may not be accessible.

Photo Narratives (optional)

- In addition to the capstone project, facilitators may want to offer learners the opportunity to share their photo narratives as part of the Art Show.
- Learners can be given the option to display their photo narrative photos, videos, and any other related artworks.
- As with the artist statements and portraits above, inclusion of the photo narratives is an additional lift for facilitators as it requires additional photo printing.

The slide deck includes a slide that shows what all these elements of a capstone project can look like together (see below). These are not all required. Some learners may choose to only display their photos telling a story of protection from pathogens on their decorated poster board, others may want to display more. What you require/suggest/allow as the facilitator is entirely up to your own discretion.



Tips for Group Participation

- This segment involves lots of independent work. Giving learners freedom with how they develop their projects allows for self-expression beyond their selected photos and stories.
- The capstone activity is intended to be open ended and driven by learners' unique interests and styles. Learners may need 1-on-1 assistance from a facilitator to identify materials and strategies that fit their goals.

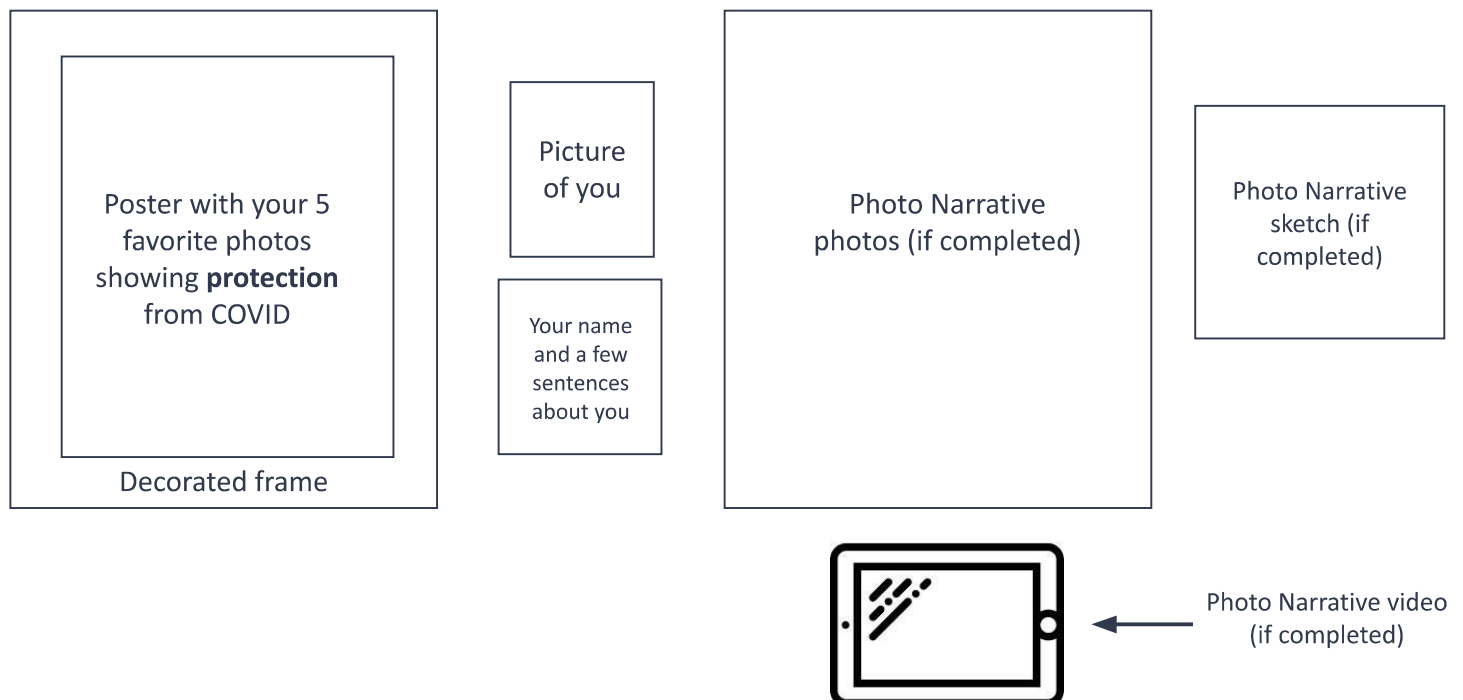
Art Show!

- The final activity of Care and Covid is the Art Show - an opportunity for learners to share their capstone projects with one another, friends, family, or the wider community. The Art Show may happen on the same day as the creation of Capstone Projects or on another day later on.
- The Art Show can take a wide variety of forms depending on your context. It should include having all the Capstone Projects on display and open time for learners and invited friends, family, or community members to explore and discuss the art.
- If inviting the wider community, consider involving learners in creating invitations to bring home with information about the event.
- During the art show, encourage learners to talk about their projects and how they created them. What stories are they trying to tell? What artistic choices did they make to tell those stories?
- Encourage friends, family, and community members to ask questions. You might even post some of the VTS questions around the room to get people talking.
- Make it a celebration! To recognize and celebrate learners' achievements we have found it helpful to do things like provide food or snacks, play music selected by learners, and create time for applause.
- If it's not possible to invite outsiders, simply host an Art Show for just the learners. This might look similar to gallery walks from earlier in the program but ideally includes some celebratory components.

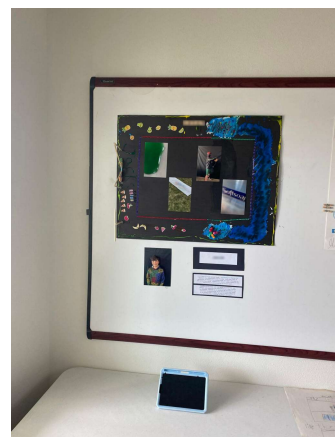
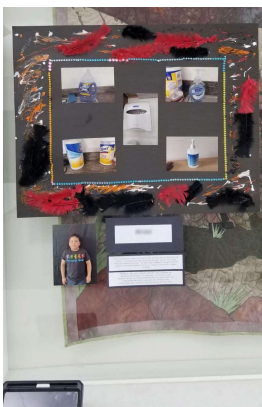
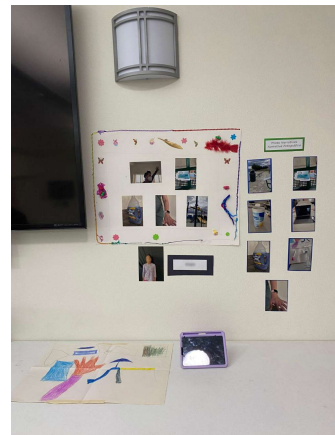
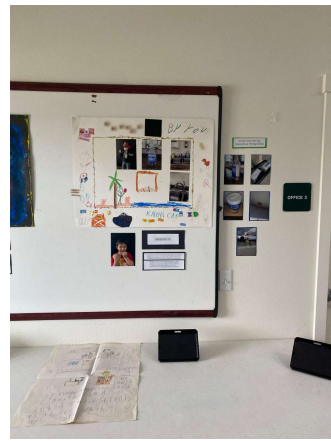
Art Party!

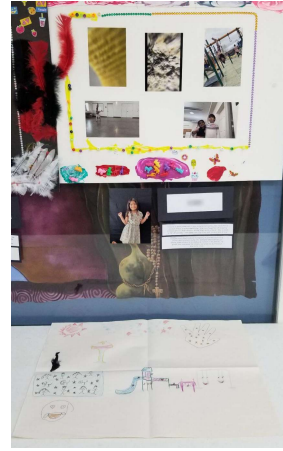
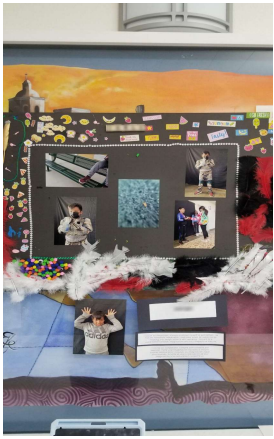
- Date
- Time
- Bring anybody you want to share your art with!
 - Parents
 - Grandparents
 - Siblings
 - Cousins
 - Friends

(insert flyer for art show here if applicable)



capstone project





One last step!

Please answer a few questions about how this segment went. This helps us learn from you about how to improve the activities.

Scan this QR code and fill out this quick survey.

