CLUB LATINITAS
MEDIA, TECHNOLOGY AND CULTURAL LITERACY
AFTER SCHOOL ENRICHMENT PROGRAM

Mission

Latinitas, an Austin-based nonprofit organization, is dedicated to empowering girls to innovate using media and technology, providing direct digital media and technology training and esteem-boosting services to nearly 3,000 girls and teens across Texas annually, 2000 in Central and 1000 more in West Texas. Latinitas envisions a future in which girls are courageous leaders.

About Us

Founded in 2002, by Alicia Rascon and Laura Donnelly then-journalism students at UT Austin fed up with the misrepresentation of Latinas in media, Latinitas has served over 20,000 girls and teens through after school clubs, weekend workshops, camps and conferences at 112 schools, libraries and community centers generating content for Latinitas magazine, still the first and only magazine made for and by young Latinas. Latinitas puts girls of all races at the helm of media production, but not just magazine publishing; they learn the latest Web 2.0 platforms design websites, produce video, record audio, blog, do photography, develop video games and apps and, recently – code and robotics.

Publications: Latinitas Magazine online (www.latinitasmagazine.org), Radio Latinitas and Channel Latinitas at www.YouTube.com/LatinitasMagazine.org.

Programs: Club Latinitas, Teen Reporter Program, Summer Camps, Weekend Workshops and Seasonal One Day Conferences.

Established in 2002, Latinitas has since:

- Reached 25,000 readers per month accessing www.latinitasmagazine.org
- Served over 30,000 elementary, middle and high school girls via year round programming.
- Provided over 19,000 hours of free digital media production and literacy lessons
- Published over 1500 empowering articles for and by girls and teens
- Developed Spring & Summer camps
- Incorporated mentors, interns and community partners to enrich the program and provide positive role models for the girls.
- Developed a Teen Reporter in Training program for high school students
- Planned expansion to other areas in Texas and California.

We launched these efforts in response to startling information regarding Latina girls and teens. Hispanics statistically participate in at-risk behaviors such as using drugs, teenage pregnancy and dropping out of high school more than any other ethnic groups. Amidst these issues, Latina youth face the challenges stemming from the persistent lack of positive representations in the media and the equally limited access to digital technology. Now the largest minority, Latinos make-up only two percent of our newsrooms; of the 49 percent of Hispanics using computers in the United States, a majority are not on their own terminals. Our programs are reversing these trends by teaching our participants how to use digital technology to succeed in the modern world.

About Club Latinitas After School Program

Club Latinitas is a digital media and technology mentorship program where Latina students are mentored and guided by trained program leaders teaching blogging, photography, video and audio production, web and graphic design, podcasting ,but also game and app design, coding, robotics and virtual and augmented reality. Having the mentors we do has made Latinitas the only bicultural and bilingual tech education agency in Texas for over 16 years and one of a handful nationally. As a result, girls are empowered to develop their own voice in the world of media and at the technology development table.

Program Goals
To provide a forum where girls have a voice; to foster positive self-images and empower girls to accept and appreciate themselves; combat the digital divide; to encourage cultural awareness and pride; to inspire their generation to be strong, smart, successful, and most importantly, themselves.

Grade Levels Served: 3rd-8th

Topics: Media and Technology Literacy, Language Arts, Journalism, Writing, Computer Science, Photography, Art, Self-esteem, STEM, College and Career exploration, History/Cultural Literacy, Health and Wellness.

Duration: Fall and Spring school semesters with summer programming available by request.

Description – This is a year long after-school program that meets 1-2 times a week for 1.5-3 hour sessions in which club participants learn digital media publishing and production and the technology skills to do so.

Club Latinitas Objectives
- Increases English language arts, research and technology skills;
- Offers educational opportunities that lead to media awareness, participation, critical thinking, and career exploration;
- Offers character development activities which promote self-confidence, self-esteem, cultural pride and personal responsibility;
- Lessens the digital divide and cultivate more diverse and positive images of Latinas and minorities in

media;

- Offers more bilingual forums to promote inclusivity and diversity;
- Increases number of presentations and speakers which encourage academic and professional advancement, cultural awareness and pride;
- Offers more programs which provide Latina youth positive role models/mentors;
- Increases opportunity to instill confidence and pride in Latina youth by providing an opportunity to have their voices heard, validated and published
- Provides more support and mentorship that encourages Latina youth to finish high school and strive for a college education.

CLUB LATINITAS OVERVIEW

1. Session length: 1.5 - 3 hours
2. Meetings: Weekly
3. Session break-down
> a. 15 min. topic introduction and literacy
> b. 60 min. guided activity
> c. 15 min. reflections

3. Group size: 10-15 girls, 25 maximum
4. Facilitators: Upper level college aged or post graduate women with professional experience working with youth and have backgrounds in:

- Digital Media
- Social Work
- Journalism
- Cultural Studies
- Social Sciences
- Bilingual Education
- Early Childhood Education
- STEM - Computer Science
- STEM - Engineering

5. Format: Latinitas provides each Club Leader a TEKS aligned lesson plan which introduces students to a new media and technology related topic followed by a hands-on activity. Each club meeting will be conducted in an entertaining and educational environment. Club members will be encouraged to develop their academic and personal skills through interactive activities and fun games. In addition, guest speakers may attend club sessions to provide in-depth expertise and perspective of specific topics.

II. Media Activities
1. Writing
2. Video production
3. Interviewing
4. Desktop Publishing
5. Art
6. Photography
7. Web design
8. Media awareness
9. Radio and/or Video Production

Empowering All Girls to Innovate with Media and Technology

III. Technology Activities
1. Video Game Design
2. App Design
3. Virtual and Augmented Reality
4. Coding
5. Robotics
6. 3D Printing

IV. Writing/Grammar/Literacy Activities
1. Entertainment reviews
2. Commentary
3. Interview/ Surveys/ Polls
4. Advice
5. How to... (DIY)
6. Diary
7. Feature
8. News
9. Poetry
10. Fiction

IV. Publications/Channels:
- Latinitasmagazine.org
- Channel Latinitas (youtube.com/latinitasmagazine)
- Radio Latinitas (Soundcloud Latinitas)
- Twitter (@latinitas)
- Instagram (latinitasmagazine, latinitaselpaso)

CLUB LATINITAS SUPPLIES & EQUIPMENT

Latinitas staff member will bring required equipment to each session for students to use.
- Arts + craft supplies
- Costumes + props
- Suite of iPads
- Suite of Macbooks
- Audio Equipment
- Tripods
- Robotics Kits - Dashbots
- Robotics Kits - Sphero bots
- Drone Kit
- Virtual Reality Headsets
- Smartphones (for VR viewing)
- 360 Samsung Cameras
- (2) 3-D Printers

CLUB LATINITAS BUDGET

- **Standard rate is $35-45 per hour**
  - On average, programs run between 1.5 - 2.5 hours
  - Minimum time: 1 hour

- o   Maximum time: 3 hours
- **Partnership Agreement Includes:**
  - o   Trained program leader with a background in journalism, mass communications, education, social work, social sciences, etc
  - o   Latinitas' suite of media and technology equipment including iPads, laptops, 360 cameras, 3D printers and more
  - o   Latinitas media, technology and cultural enrichment curriculum and training
  - o   On average, programs are offered for 10-15 weeks per spring & fall semester
  - o   On average, programs are offered for 32 weeks a year

SAMPLE LESSON PLAN

Subject: Digital Citizenship
Activity   Students identify risky behavior, suspicious activity and best safety procedure to using the Internet, social media platforms and interacting with others. They will then create a series of PSA videos.
Materials   ● iPads   ● Paper/pens   ● Storyboards   ● Large sticky notepad
Objectives   ● Reflect on online and offline responsibilities as digital citizens by creating a video PSA series.   ● Understand rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online.   ● Establish expectations and norms for the group related to appropriate online behavior.

Preparation   Leaders should prep by creating a "Rings of Responsibility" circle diagram (if you don't have access to a dry erase board), create materials for a personal vs. private identity chart and gather materials.
Opening Grito   Gather all the club members into a circle. Do the same opening cheer each week.
Attendance   Write down the names of the girls who are present. Add them to your attendance log and check them off each week.

Icebreaker

Using a dry erase board or large sticky notepad, draw 3 large circles and, as a group, list examples of responsibilities for each circle.

• Self: The center ring has to do with responsibilities students have to themselves, such as keeping themselves safe and healthy, and protecting their reputations.

• Friends and Family: The middle ring stands for responsibilities students have to their friends and family, such as helping with chores, attending their performances, or just listening to them when they are having problems.

 • Larger Community: The outer ring stands for responsibilities to the larger community, from following rules at school to playing safely at the playground.

Review with students that they are responsible for their own behavior, whether it is in the offline world or in the digital (online) world. Encourage them to take their responsibilities – online and offline – seriously, because being responsible is crucial to being good members of the community and to becoming good digital citizens.

Introduction

Private vs Personal Identity Information

To make this more interactive, write each of the private & personal items on individual pieces of paper. You can give the girls the option to place them under what they think is the appropriate section then review as a group.

They will then use this chart create a 30 second to 1 minute PSA video on private vs personal identity information.

Safety

As a group, discuss the scenarios below to distinguish how safe they are. Later, girls will come up with 3 different situations of their own(one of each color/risk level) and create a 1 to 2 minute video describing them, why they are risky or not and what that person in the situation should do as a good digital citizen.

Discuss with kids what it's like to have a "gut feeling" about an uncomfortable situation. You might be tempted to lean on typical "stranger danger" messaging here, but do consider that these situations

may also happen with people kids know or sort of know. You can use a traffic light analogy (green = okay, yellow = iffy, red = risky) to help kids assess different online scenarios.

Emphasize to students that they have the power to end conversations and log off the Internet at any time, and to not let shyness or embarrassment prevent them from talking to a parent or family member if they get into an iffy or risky situation.

Activity
Web Safety Pledge

Once this pledge is created, they will produce a 1 to 2 min PSA reciting this pledge.

As as group, the girls will create a web safety pledge with at least 10 tips on how to be smart and safe online. What can they do to protect themselves? What would they like other girls their age to know and be aware of? Be as specific as possible!

Digital Citizen PSAs

To record and edit, use iPads and iMovie application.

Storyboard

ALWAYS start media projects off with a storyboard session to determine the best way to convey the message.

PSA videos to assign:

- Private vs Personal Identity Information and why this is important to know.
- Safety online and provide examples of scenarios with different risk levels and what that person should do in each situation.
- Recite web safety pledge that the girls created in their clubs feat. various club members

Assigning Roles

- Sound engineers: This is the person in charge of how the show sounds (mic levels) and the recording of the PSA.
- Producer/s: This is the person who does all the organizing and makes sure the production of PSA runs smoothly.

- Script writers: gather the topic information and create scripts for the people acting in the PSA.
- Actors: must rehearse their parts, collaborate with producers, camera people and scriptwriters to deliver a good performance and get the message out.

Writing PSA script

- Write how you speak.
- Use contractions, like I'll (not I will) or don't (not do not).
- Talk directly to your listener, using words like 'you', 'me', 'us', 'we'.
- Paint pictures with your words. You are trying to get the listener to imagine and see what you are talking about.

Post Production

Using iMovie editing platform on Macbooks, students can edit the video PSA's on iPads in class (if there is time).

If time runs out-leaders can edit during office hours OR transfer footage to the Latinitas hard drive for content producers.

Reflections and Feedback

Review the objectives of this week's club meeting and see if the students met all of the objectives.

What is their feedback on the lesson? What were their biggest takeaways?

Looking Ahead

Inform the girls of the theme and activity for the following club

meeting. If time permits the girls can begin to discuss ideas about the theme

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