

How did Livingston County change the world?

Welcome to *“Buy Local/Build a Future”*

Exploring local economic history and promoting local products, services, and tourism.

Engaging end-of-the year projects for students grades 4-12.



A partnership between the Genesee Valley Council on the Arts, Livingston County and McClure Productions.

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Buy Local/Build a Future
Instructional Project Ideas for Teachers and Teaching Artists

The Instructional Design

The instructional design is very flexible and allows each participating teacher and teaching artist to develop a unique project. It is based on a combination of standard arts-based learning curriculum, Understanding By Design (UBD) and Universal Design for Learning (UDL). Furthermore, the curriculum assumes a “constructivist” orientation that places hands-on student activities in the center of learning. The student does not “acquire” knowledge. The student “constructs” knowledge from a combination of learning materials (books, web sites, etc.), personal experience, and social interaction. Therefore, all project activities will be rooted in arts-based activities that allow students to synthesize their knowledge into new art works and public service messages.

These art works will be shared on the project web site. They may include, but are not limited to...

1. historical essays (with illustration or photos)
2. videos (interviews with local leaders, video comic books, historical recreations, mock news shows, music videos, commercials for local tourism, etc.)
3. illustrations (storyboards, timelines, portraits, etc.)
4. audio productions (new music, mock radio shows, audio commercials for local products)
5. public service announcements (radio, web cast, billboards, cable access, etc.).

It is vital that we create digital documentation of both the process and the final products generated by this project. This will be the base on which to build future work.

“Buy Local/Build a Future” Student Interview Projects

Interview format for student interviews of business leaders, civic leaders, cultural leaders, farmers, doctors, historians, etc.

Goals

Students interview a member of the local business community or civic leadership to...

1. Learn more about their particular career and industry
2. Learn why they choose to do their business locally
3. Practice ELA skills, (reading, writing, speaking, interviewing)
4. Practice use of digital cameras
5. Practice technology skills in compiling the final digital product

Guiding Questions and Scripts

Use the following questions to start your interview. These are designed to be used for many different subjects. Add additional questions that are directed more toward your specific subject as needed.

Every Interview begins with...

“Welcome to Buy Local/Build a Future. My name is _____ (first name only) and today I am talking with _____ (interviewee) whose job is _____ (fill in the name of the job) in Livingston County.”

Every interview concludes with...

“Thank you for joining us today. This is _____ (first name only) from Buy Local/Build a Future.”

Suggested Interview Topics

Meet the Experts

Sample Questions include...

1. What is your name and the name of your business/work?
2. How big is this business?
3. What product or service do you offer?
4. Who are your customers (local, regional, national, international)?
5. Do you have competition in this business? If so, how do you make your business unique and attractive to your customers/clients?
6. Why have you chosen to do business in Livingston County?
7. What would you say to young people who are studying at school and dreaming about what their work or career might be?

Culture Report

Sample Questions include...

1. What is your art form?
2. What materials/equipment do you need?
3. Who taught you how to do this?
4. Who enjoys your work?
5. How will this art form grow/change in the coming years?
6. Why is this art important to Livingston County?

Legal Report

Sample Questions include...

1. What is your job in the legal world?
2. What unique legal issues face a rural county like Livingston?
3. What legal issues are important to someone starting a new business?
4. What advice would you give a young person who wants to go into a law career?

Food Report

Sample Questions include...

1. What is your job in the food world?
2. What is your specialty?
3. What local foods do you use in your cooking?
4. Who eats your food?
5. What is unique about your work?
6. How did you learn to do this?

Tourism Report

Sample Questions include...

1. What is your job in the tourism world?
2. Who do you work with?
3. What places in Livingston County do you promote to tourists?
4. How do you promote it?
5. What is so special about Livingston County for tourists?
6. How did you learn to do this?

Marketing Report

Sample Questions include...

1. What is your job in the marketing business?
2. What is marketing anyway?
3. What local products or services do you promote?
4. How do you do it?
5. What are the challenges to marketing products and services in a rural county?
6. How did you learn to do this?

History Report

Sample Questions include...

1. How did _____ (fill in the town's name) change the world?
2. Who did this work and when?
3. Did they create a new business or did they make an existing business better?
4. How has this business changed or grown today?
5. How did you learn to do this?

The Money Report

Sample Questions include...

1. If you have a business, what do you need to know about money?
2. How do loans work for new business?
3. What is an interest payment?
4. How can you predict how much money your can make in your business?
5. How can you predict the expense of your business?
6. How did you learn to do this?

New Media Report

Sample Questions include...

1. How does the internet affect small businesses today?
2. How does social networking (Facebook, Twitter, etc.) increase business?
3. What should a small business person know about new media that could help them grow their business?
4. How did you learn to do this?

The Digital Comic Book-Local History Project

Students research local economic history and/or a specific business and synthesize their knowledge in text and illustrations that are compiled in a video format with voice-overs and incidental music.

Goals

Students interview a member of the local business community or civic leadership to...

6. Learn more about their particular career and industry
7. Learn why they choose to do their business locally
8. Practice ELA skills, (reading, writing, speaking, interviewing)
9. Practice use of digital cameras

Practice technology skills in compiling the final digital product

Step by Step Process

1. Choose a topic of local economic history. This can be a broad topic (tourism, education, health care, etc.) or a specific business (the Avon Macaroni Company, the Red Cross, etc.). Students research historical data answering the basic questions...
 - a. What is the product/service?
 - b. Who are the business leaders?
 - c. How long has the business been functioning?
 - d. What significant changes have occurred over time and when?
 - e. How has this changed our community?
2. Write a response to these questions in any one of these formats...
 - a. Question/Answer
 - b. Chronological Narrative
 - c. Interview format (see *Meet the Experts*)
3. Divide up the text into pages. Illustrate each page on an 8x 10 sheet of paper.
4. Create a digital photograph of each image and organize them in a digital slide show.
5. Record student voice over, reading the text.
6. Optional addition of incidental music to accompany the images and voice.

Presentation Formats

1. Video Interview Project

- a. ***Prepare questions*** and give them to your subject at least one day before the interview. This will allow them to prepare factual material. This preparation will also ensure a quick, efficient interview that does not waste the valuable time of your local business leaders.
- b. ***Setting-*** Choose a location that illustrates the work of your interview subject (office, factory floor, kitchen, recording studio, court room, classroom, etc.). The location should have ample ambient lighting that originates behind the camera. Avoid lights (lamp, outside window facing the sun, etc.) shining directly at the camera. Choose a location that is relatively quiet (unless the background sound is part of the work being discussed).
- c. ***Set the Stage-*** place two chairs close together at a slight angle facing each other. Double check ambient lighting and sound. Prepare two glasses of water.
- d. ***The Camera-*** Place the camera on a stable surface (preferably a tripod). ***If you are using a single camera***, zoom the image to include both the interviewer and the subject. You may also choose to record a question by the interviewer, pause the recording, then reposition the camera on the subject to record the answer. This can be repeated for all questions. ***If using two cameras***, zoom a close shot of the interviewer with one and then a close shot of the subject for the second (Please note that this will require some editing). In both cases, make sure to test the level of audio input before starting the interview. You must be sure that the voices can be heard clearly on the microphone in your camera(s).

2. The Digital Still Interview Project

- a. Prepare questions and give them to your subject at least one day before the interview. This will allow them to prepare any factual material. This preparation will also ensure a quick, efficient interview that does not waste the valuable time of your local business leaders.
- b. Set up the audio recording device between the interviewer and the subject. Before beginning the interview, test the level of the audio to make sure both voices can be heard clearly.
- c. Once the interview is complete, take photographs that illustrate the information given to you by your subject. Make sure that you receive permission to take these photos from your subject.
- d. Place still images in a digital slide show that corresponds with the conversation.

3. The Digital Comic Book Interview Project

- a. Prepare questions and give them to your subject at least one day before the interview. This will allow them to prepare any factual material. This preparation will also ensure a quick, efficient interview that does not waste the valuable time of your local business leaders.
- b. Set up the audio recording device between the interviewer and the subject. Before beginning the interview, test the level of the audio to make sure both voices can be heard clearly.
- c. Once the interview is complete, draw pictures that illustrate the information given to you by your subject. These pictures can be done on 8x10 paper.
- d. Photograph each drawing and place into a digital slide show that corresponds with the interview.

We welcome your ideas for new presentation formats! Send us a message!

What you need to do...

1. School Demographics (we will be using school-wide stats on free and reduced lunch for federal reporting purposes).
2. Photo releases
3. Permission to display student artwork, writings.
4. Contact project director, Glenn McClure at 243-0324 or glenn@artforbrains.com to get your project started.

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