Border Youth Tennis Exchange

Curriculum Evaluation & Mapping

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Introduction

In September of 2020 Border Youth Tennis Exchange (BYTE) contracted an instructional design specialist[1] to analyze its academic program. The objective of this assessment was to articulate program level goals and learning objectives and to track alignment to individual courses that BYTE offers its student-athletes.

A well-developed, competency-based educational program guides students toward mastery of a clearly defined skillset through the completion of curricular activities. Structurally, such a program possesses evidence of a clear relationship between learning activities and assessments, course outcomes, program objectives, and institutional goals. This relationship, which is key in proving that the program accomplishes what it originally intended to do, is typically achieved through a process of programmatic mapping, a key step in program evaluation. The following sections of this report outline the program mapping process undertaken and provides a roadmap to BYTE's academic objectives. The report concludes with the results of this evaluation and recommendations for course-specific and overall program revision.

Figure 1 Curricular Alignment
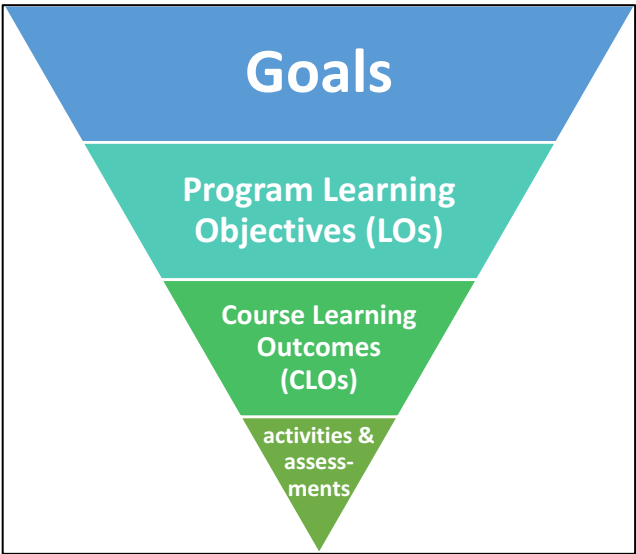
Background

Border Youth Tennis Exchange (BYTE) is a cross-border youth development organization that operates on both sides of the US-México border in Nogales, Arizona and Nogales, Sonora, Mexico. Its mission is to empower youth through tennis, educational programming and cross-border exchange to build leadership, strong communities and a positive appreciation of the US-México border region. This report evaluates the architecture of the educational programming offered at BYTE.

The terms used in this evaluation are often applied interchangeably in the field of education. The definitions below, which form the foundation of this evaluation, draw from the work of several higher

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[1] Nicole Schmidt, PhD University of Arizona

education institutions (e.g., Centre for Teaching Support & Innovation, 2020; Elihu Burrit Library, n.d.; Gorzycki, n.d.; Hartley & Cha, n.d.). The main difference, as explained in DePaul University's Teaching Commons site[2], is that "Learning goals and objectives generally describe what an instructor, program, or institution aims to do, whereas a learning outcome describes, in observable and measurable terms. what a student is able to do as a result of completing a learning experience (e.g., course, project, or unit)."

- **Goal:** Broad pedagogical aim, written from an institutional perspective, which can be less focused and specific that an objective, and perhaps not always measurable. Goals describe general competencies (e.g., knowledge, skills, attitudes) that students gain from the coursework.
- **Program Learning Objective (LO):** A description, written from the instructor's perspective, of what will be taught in a course. An objective should be aligned with but more specific than a goal, outlining the topics in the curriculum which facilitate the achievement of the competencies stated in the goals.
- **Course Level Outcomes (CLO):** Specific, precise, measurable actions that students perform to prove that they have achieved the learning objectives after completing a course. Outcomes utilize measurable verbs and specific activities that can be categorically assessed. They distill the objective into a specific, measurable, student-centered activity.
- **Session Learning Outcome (SLO or MLO):** Specific, precise, measurable actions that students perform to prove that they have achieved the intended competencies after completing a segment (session, module, or lesson) of the course. Outcomes utilize measurable verbs and specific activities that can be categorically assessed. SLO/MLOs should align with CLOs yet be more specific than those CLOs.
- **Alignment:** Alignment is the manner in which vital course components work together[3]. Ideally, programmatic goals and objectives are aligned with CLOs, and CLOs are aligned with SLO/MLOs. This establishes cohesion within the program. Programmatic alignment steers course development and guides the creation of learning activities, instructional materials, and assessments.
- **Curriculum:** The curriculum comprises all courses offered in one program. A curriculum is a planned learning experience designed to achieve a common set of educational goals.
- **Course:** A group of lessons, involving learning activities, instructional materials, and assessments, are organized strategically to scaffold learning and lead students to achievement of a clear set of learning outcomes. In the evaluation of BYTE's curriculum, course is synonymous with a workshop that provides a low-stakes learning experience.

Method

In this section, the program mapping process undertaken in the evaluation of BYTE's curriculum is outlined.

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[2] https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx

[3] See the Quality Matters website

Program level goals & learning objectives. The first step was to work with the program director to define a set of programmatic goals and learning objectives (LOs) which align with the organization's mission and vision. Goals and objectives were mapped to each other to show alignment.

Course level mapping. After Goals and LOs were created, a bottom-up process was adopted in which a course map was created for each course offered at BYTE (see Appendices). These course maps established course and module level outcomes (CLOs and MLOs). They also showcased alignment between learning activities, assessments, and learning outcomes. The module level outcomes from these course maps were then mapped to the course level outcomes, and any alignment gaps within each course were identified.

Program level mapping. After course level mapping was completed, course level outcomes were mapped to program level objectives to show the complete alignment of the entire curriculum to institutional goals. These maps were analyzed for gaps in alignment, and based on this analysis, recommendations were offered in the final section of this paper.

Results

This section presents the goals, objectives, and learning outcomes for prominent courses offered at BYTE. It also presents institutional mapping, and findings from the evaluation of those maps. Each course level map can be found in the Appendices.

Program Goals

Goal 1: Develop practical skills that youth can apply to their daily lives.

BYTE's coursework guides students to use a variety of digital tools, to collaborate with peers, to cultivate a healthy emotional state, and to apply foundational knowledge of logic and science. These are skills that they may bring with them to their academic and extracurricular lives.

Goal 2: Enhance metacognitive awareness to facilitate intellectual development and personal growth.

Metacognitive awareness has been defined as the "knowledge of cognition and regulation of cognition" (Schraw, 1994, p. 114). It allows learners to take control of their own developmental processes through reflection, goal setting, and plan making. By understanding how they learn through reflective writing tasks and group discussions, BYTE's workshop participants will plan for their own learning and select appropriate strategies to complete tasks and overcome personal challenges.

Goal 3: Develop intercultural competence to support community building and strengthen cross-border relationships.

Intercultural competence, as described by Deardorff (2011), begins with the cultivation of individual attitudes of respect, openness, and curiosity for others. This evolves into a general awareness and understanding of other cultures which culminates in effective communication skills with a target culture, sometimes after experiencing a shift in perspective about that culture. BYTE participants cultivate intercultural competence by reflecting critically on cultural norms and sharing their artwork with their peers across the U.S./Mexico border.
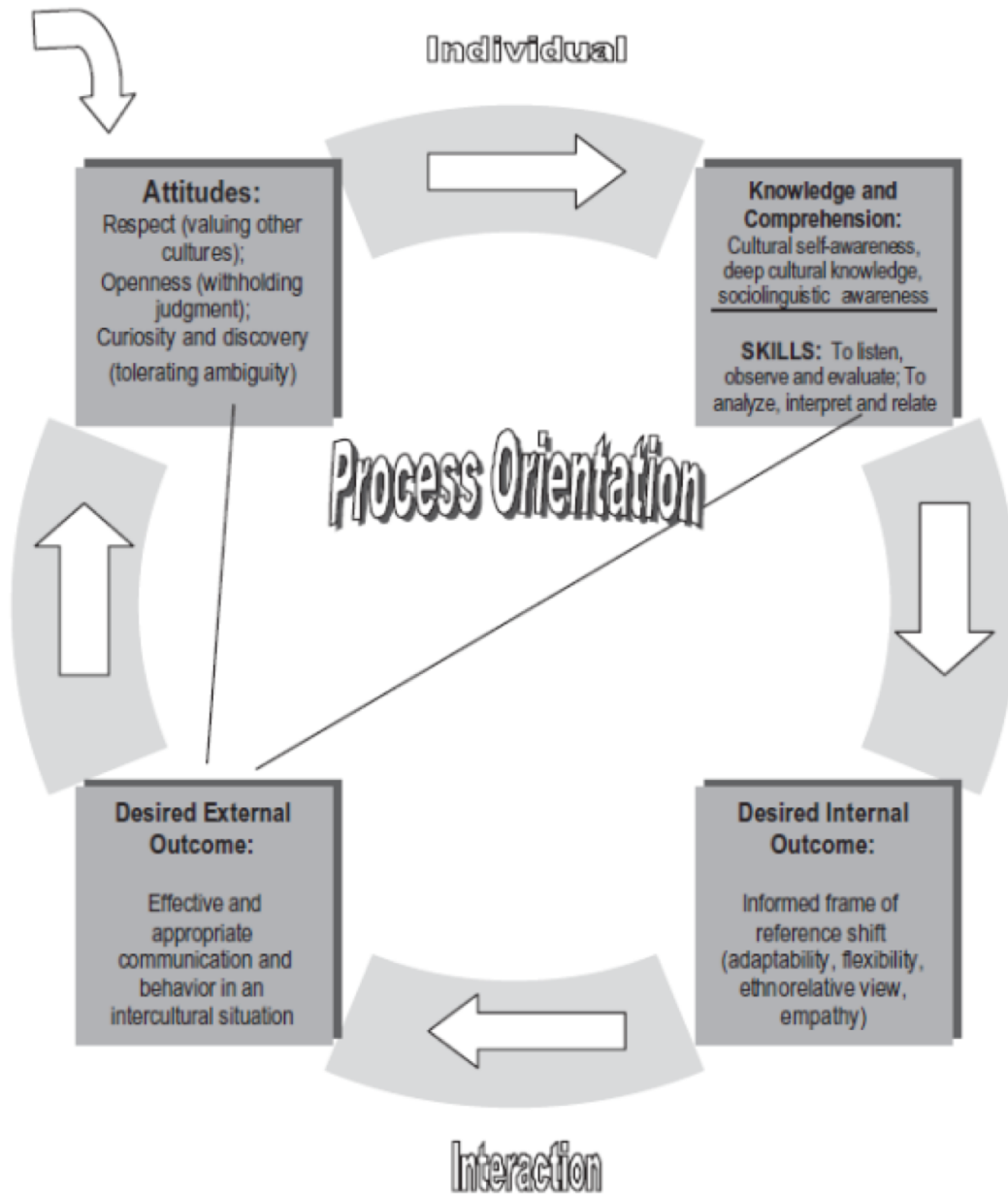
Figure 2 Process Model of Intercultural Competence (Deardorff, 2011)

Goal 4: Cultivate multiple literacies to help students navigate the world as it exists today.

The acquisition of practical skills (see Goal 1) renders youth participants the ability to navigate a variety of digital, sociolinguistic, and academic spheres. Access to multiple literacies results in a more equitable and democratic approach to education (New London Group, 1996).

Program Level Learning Objectives (LOs)

LO 1: Cultivate digital literacy skills by integrating technology into the curricula.

BYTE participants use a variety of digital tools to complete activities in each course. Projects weave together art-based projects and digital techniques.

LO 2: Facilitate intercultural communication through a multilingual cross-border exchanges of ideas, art, and personal histories.

BYTE participants share and discuss their multimedia projects and use these projects to teach each other about their respective cultures.

LO 3: Promote self-expression through multimedia art projects, including video production, video-editing, animation, mural painting, and photography.

Each course focuses on the empowerment of the individual student through artistic self-expression.

LO 4: Foster social justice by supporting students to become better global citizens.

Coursework empowers students through self-reflection and by emphasizing and celebrating concepts like equality and diversity.

LO 5: Provide a trauma-based curriculum to help students cope with personal struggles.

BYTE integrates a training regimen for instructors to help students cope with individual trauma. It also integrates a variety of trauma-based techniques into its curriculum.

LO 6: Implement a context-based, student-focused pedagogy.

BYTE strives to provide instructional content which is based on the academic needs of each group of students that they serve.

Goals & Objectives Alignment

Table 1 Alignment between Program Goals and Learning Objectives (LO)

	Goal 1: Practical Skills	Goal 2: Metacognitive awareness	Goal 3: Intercultural Competence	Goal 4: Multiple Literacies
LO 1: Cultivate digital literacy skills.				
LO 2: Facilitate intercultural communication.				
LO 3: Promote self-expression through art.				
LO 4: Foster social justice.				
LO 5: Provide a trauma-based curriculum				
LO 6: Implement student-focused pedagogy				

Assessment of Program Goals and Objectives

BYTE's goals are clearly aligned with its Program Level Objectives. Each LO supports the achievement of at least two program goals. There may be opportunities to incorporate Intercultural Competence into various learning objectives (e.g., LO 1, LO 3, LO 5, & LO 6).

Course Level Outcomes

The course mapping process resulted in a set of module and course level outcomes for each course (See Appendix A). The course level outcomes are presented below.

Environment Education

1. Apply ecological principles to daily actions.
2. Critically reflect on their own interactions with the environment.
3. Build useful and creative tools from recycled items.
4. Apply basic concepts of physics, such as light dynamics, aerodynamics, and propulsion, to everyday items made from recycled materials.
5. Demonstrate basic botanical knowledge through the planting and maintenance of a small tree.
6. Generate creative narratives through storytelling and performance.

Intensive Digital Storytelling

1. Practice empathy by sharing personal experiences.
2. Produce written reflections on personal experiences.
3. Perform genre analysis of their own digital storytelling project.
4. Compose a multimodal digital story based on a biographical account of their lives.
5. Integrate video editing techniques to produce a digital story.

Multiple Intelligences

1. Collaborate with peers to support each other's development of multiple intelligences.
2. Explore personal relationships to difference forms of intelligence.
3. Integrate language into multimodal forms of personal expression.
4. Cultivate various facets of intelligence through interaction with the natural world.
5. Reflect on how life experiences relate to inter- and intrapersonal intelligence.
6. Explore the dynamics of rhythm and movement through everyday objects.
7. Apply inductive – deductive reasoning to solve logical puzzles.

Rally for Border Youth Mural Design

1. Reflect on personal experiences as a borderlands resident.
2. Apply common techniques, tools, and materials used in muralism to create a mural that reflects personal reality of life on the border.
3. Critically deconstruct border mythologies.
4. Demonstrate empowerment over the border narrative through acts of self-expression.
5. Explain the historical and cultural significance of muralism in local, national, and international contexts.

Stop-motion (Animation)

1. Collaborate with peers to develop a stop-motion video project.
2. Offer constructive peer feedback and support.

3. Compose a stop-motion video with music and animation through an iterative revision process.
4. Apply stop-motion video techniques to create a video project.
5. Tell stories using literary techniques.

Multimedia Storytelling on Mobile Devices
1. Create multimedia pieces that reflect their own streets, neighborhoods, and schools.
2. Implement literary techniques to convey a personal story.
3. Follow a creative multimedia production process.
4. Engage in a reflective script-writing process.
5. Implement techniques to visually represent written poems.
6. Participate in respectful community building activities with their peers.
7. Contribute to a cross-cultural collaboration with peers across the US/Mexico border.

Gender Perspectives and Violence
1. Participate in relationship-building activities.
2. Deconstruct sexist and oppressive cultural stereotypes.
3. Apply principles of human rights to solve personal problems.
4. Develop coping skills through self-reflection.
5. Express feelings of empowerment through creative activities like storytelling and game playing.
6. Explain female reproductive physiology and how to care for themselves physically during menstruation.

CLO & MLO Alignment analysis
After creating a course map for each course, the module level outcomes were mapped to course level outcomes using a separate map template (See Appendix B). The internal alignment within each course was evaluated, and the results of this analysis are presented below.

Environmental Education
- **Alignment**: CLO 6 *Generate creative narratives through storytelling and performance* could be supported with more activities throughout the course. Only two SLOs were aligned with this CLO.
- **Opportunities for development**: There is a need for explicit assessment methods for each lesson plan to ensure that session level objectives are met.

Intensive Digital Storytelling
- **Alignment**: This is a well-designed course. All CLOs were in alignment with a balanced number of SLOs.
- **Opportunities for development**: There is a need for explicit assessment methods for each lesson plan to ensure that session level objectives are met.

Multiple Intelligences
- **Alignment**: CLO 3 *Integrate language into multimodal forms of personal expression* could be supported with more activities throughout the course. Only three SLOs were aligned with this CLO.
- **Opportunities for development**: There is a need for explicit assessment methods for each lesson plan to ensure that session level objectives are met.

Rally for Border Youth Mural Design

- **Alignment**: This is a well-designed course. All CLOs were in alignment with a balanced number of SLOs.
- **Opportunities for development**: There is a need for explicit assessment methods to be added to each lesson plan to ensure that session level objectives are met.

Stop-Motion (Animation)

- **Alignment**: This is a well-designed course. All CLOs were in alignment with a balanced number of SLOs.
- **Opportunities for development**: There is a need for explicit assessment methods for each lesson plan to ensure that session level objectives are met.

Multimedia Storytelling on Mobile Devices

- **Alignment**: CLO 7 *Contribute to a cross-cultural collaboration with peers across the US/Mexico border* could be supported with more activities throughout the course. Only one SLO was aligned with this CLO.
- **Opportunities for development**: There is a need for explicit assessment methods for each lesson plan to ensure that session level objectives are met.

Gender Perspective and Violence

- **Alignment**: This is a well-designed course. All CLOs were in alignment with a balanced number of SLOs.
- **Opportunities for development**: There is a need for explicit assessment methods for each lesson plan to ensure that session level objectives are met.

Program level mapping

Table 2, below, presents a visual representation of how the program level objectives align with course level objectives for each course.

Table 2 Alignment between Program Objectives and Course Level Outcomes

Environmental Education					
LO 1: Cultivate digital literacy skills.	LO 2: Facilitate intercultural communication.	LO 3: Promote self-expression.	LO 4: Foster social justice.	LO 5: Provide a trauma-based curriculum	LO 6: Implement a context-based, student-focused pedagogy.
	CLO 6: Generate creative narratives through storytelling and performance.	CLO 3: Build useful and creative tools from recycled items. CLO 6: Generate creative narratives through storytelling and performance.	CLO 1: Apply ecological principles to daily actions. CLO 5: Demonstrate basic botanical knowledge through the planting and		CLO 2: Critically reflect on their own interactions with the environment.

			maintenance of a small tree.		
Intensive Digital Storytelling					
LO 1: Cultivate digital literacy skills.	**LO 2: Facilitate intercultural communication.**	**LO 3: Promote self-expression.**	**LO 4: Foster social justice.**	**LO 5: Provide a trauma-based curriculum**	**LO 6: Implement a context-based, student-focused pedagogy.**
CLO3. Perform genre analysis of their own digital storytelling project. CLO5. Integrate video editing techniques to produce a digital story.	CLO1. Practice empathy by sharing personal experiences.	CLO4. Compose a multimodal digital story based on a biographical account of their lives.	CLO1. Practice empathy by sharing personal experiences.	CLO1. Practice empathy by sharing personal experiences.	CLO2. Produce written reflections on personal experiences.
Multiple Intelligences					
LO 1: Cultivate digital literacy skills.	**LO 2: Facilitate intercultural communication.**	**LO 3: Promote self-expression.**	**LO 4: Foster social justice.**	**LO 5: Provide a trauma-based curriculum**	**LO 6: Implement a context-based, student-focused pedagogy.**
CLO3. Integrate language into multimodal forms of personal expression.	CLO1. Collaborate with peers to support each other's development of multiple intelligences.	CLO3. Integrate language into multimodal forms of personal expression. CLO6. Explore the dynamics of rhythm and movement through everyday objects. CLO5. Reflect on how life experiences relate to inter- and intrapersonal intelligence.	CLO4. Cultivate various facets of intelligence through interaction with the natural world.	CLO5. Reflect on how life experiences relate to inter- and intrapersonal intelligence.	CLO2. Explore personal relationships to difference forms of intelligence.
Rally for Border Youth					

LO 1: Cultivate digital literacy skills.	LO 2: Facilitate intercultural communication.	LO 3: Promote self-expression.	LO 4: Foster social justice.	LO 5: Provide a trauma-based curriculum.	LO 6: Implement a context-based, student-focused pedagogy.
	CLO3. Critically deconstruct border mythologies. CLO5. Explain the historical and cultural significance of muralism in local, national, and international contexts.	CLO2. Apply common techniques, tools, and materials used in muralism to create a mural that reflects personal reality of life on the border.	CLO3. Critically deconstruct border mythologies CLO4. Demonstrate empowerment over the border narrative through acts of self-expression.	CLO1. Reflect on personal experiences as a borderlands resident. CLO4. Demonstrate empowerment over the border narrative through acts of self-expression.	CLO1. Reflect on personal experiences as a borderlands resident. CLO2. Apply common techniques, tools, and materials used in muralism to create a mural that reflects personal reality of life on the border.
Stop-Motion (Animation)					
LO 1: Cultivate digital literacy skills.	LO 2: Facilitate intercultural communication.	LO 3: Promote self-expression.	LO 4: Foster social justice.	LO 5: Provide a trauma-based curriculum.	LO 6: Implement a context-based, student-focused pedagogy.
CLO 1: Collaborate with peers to develop a stop-motion video project. CLO 2: Compose a stop-motion video with music and animation through an iterative revision process. CLO 3: Apply stop-motion video techniques to create a	CLO 1: Collaborate with peers to develop a stop-motion video project. CLO 1: Offer constructive peer feedback and support.	CLO 2: Compose a stop-motion video with music and animation through an iterative revision process.			

LO 1: Cultivate digital literacy skills.	LO 2: Facilitate intercultural communication.	LO 3: Promote self-expression.	LO 4: Foster social justice.	LO 5: Provide a trauma-based curriculum.	LO 6: Implement a context-based, student-focused pedagogy.
video project.					
Multimedia Storytelling on Mobile Devices					
LO 1: Cultivate digital literacy skills.	**LO 2: Facilitate intercultural communication.**	**LO 3: Promote self-expression.**	**LO 4: Foster social justice.**	**LO 5: Provide a trauma-based curriculum.**	**LO 6: Implement a context-based, student-focused pedagogy.**
CLO3. Follow a creative multimedia production process.	CLO6. Participate in respectful community building activities with their peers. CLO7. Contribute to a cross-cultural collaboration with peers across the US/Mexico border.	CLO1. Create multimedia pieces that reflect their own streets, neighborhoods, and schools. CLO2. Implement literary techniques to convey a personal story. CLO4. Engage in a reflective script-writing process. CLO5. Implement techniques to visually represent written poems.	CLO6. Participate in respectful community building activities with their peers. CLO7. Contribute to a cross-cultural collaboration with peers across the US/Mexico border.	CLO1. Create multimedia pieces that reflect their own streets, neighborhoods, and schools.	CLO1. Create multimedia pieces that reflect their own streets, neighborhoods, and schools. CLO2. Implement literary techniques to convey a personal story. CLO4. Engage in a reflective script-writing process.
Gender perspective and violence					
LO 1: Cultivate digital literacy skills.	**LO 2: Facilitate intercultural communication.**	**LO 3: Promote self-expression.**	**LO 4: Foster social justice.**	**LO 5: Provide a trauma-based curriculum.**	**LO 6: Implement a context-based, student-focused pedagogy.**
	CLO 1: Participate in relationship-building activities. CLO 2: Deconstruct sexist and oppressive cultural stereotypes.	CLO 5: Express feelings of empowerment through creative activities like storytelling and game playing.	CLO 1: Participate in relationship-building activities. CLO 2: Deconstruct sexist and oppressive cultural stereotypes.	CLO 2: Deconstruct sexist and oppressive cultural stereotypes. CLO 3: Apply principles of human rights to solve personal problems.	CLO 4: Develop coping skills through self-reflection. CLO 6: Explain female reproductive physiology and how to care for themselves physically during menstruation.

			CLO 3: Apply principles of human rights to solve personal problems.	CLO 4: Develop coping skills through self-reflection. CLO 5: Express feelings of empowerment through creative activities like storytelling and game playing.	

LO & CLO Alignment analysis

This section identifies any gaps in alignment at the course or program level.

Environmental Education

- **Alignment**: CLO 4 *Apply basic concepts of physics, such as light dynamics, aerodynamics, and propulsion, to everyday items made from recycled materials* is not aligned with any program level learning objectives. However, it is clearly aligned with Program Goal 1 *Develop practical skills that youth can apply to their daily lives.* A solution would be to add a Program Learning Objective that would connect these two components.
- **Opportunities for development**: Only 3 of the 6 Program Learning Objectives are addressed in this course. While this is sufficient, it may be possible to integrate a greater number of LOs into the CLOs.

Intensive Digital Storytelling

- **Alignment**: This is a well-designed course. All 6 learning objectives were addressed; every CLO is in alignment with LOs.
- **Opportunities for development**: There is some opportunity to integrate *LO 5: Provide a trauma-based curriculum* in the course design.

Multiple Intelligences

- **Alignment**: CLO 7 *Apply inductive – deductive reasoning to solve logical puzzles* is not aligned with any program level learning objectives. However, it is clearly aligned with Program Goal 1 *Develop practical skills that youth can apply to their daily lives.* A solution would be to add a Program Learning Objective that would connect these two components. Furthermore, LO 1 *Digital literacy* is the only one not addressed in the CLOs of this course.
- **Opportunities for development**: Given the topics discussed in various lessons, it may be possible to integrate digital literacy into the course.

Rally for Border Youth Mural Design

- **Alignment**: This is a well-designed course. All CLOs align with LOs.
- **Opportunities for development**: There is some opportunity to add activities which integrate LO 1 *Cultivate digital literacy skills* and LO 5 *Provide a trauma-based curriculum* into the lessons.

There is also a need for explicit assessment methods to be added to each lesson plan to ensure that session level objectives are met.

Stop-Motion (Animation)
- **Alignment**: This is a well-designed course. All CLOs align with LOs.
- **Opportunities for development**: It may be possible to develop the workshop further by adding CLOs and instructional content that aligns with the following LOs: LO 4: *Foster social justice*; LO 5: *Provide a trauma-based curriculum*;   LO 6: *Implement a context-based, student-focused pedagogy*.

Multimedia Storytelling on Mobile Devices
- **Alignment**: This is a well-designed course. Five of the six learning objectives were addressed; every CLO is in alignment with LOs.
- **Opportunities for development**: There is some opportunity to integrate LO 5 *Provide a trauma-based curriculum* more explicitly in the course design. There is also a need for explicit assessment methods for each lesson plan to ensure that session level objectives are met.

Gender Perspective and Violence
- **Alignment**: This is a well-designed course. All CLOs align with LOs.
- **Opportunities for development**: None noted in this evaluation.

Recommendations

This evaluation supports the claim that BYTE's educational programing is built upon a solid foundation of institutional goals which are clearly aligned to program level objectives. This alignment is carried forward to the course and session levels, showing that BYTE's coursework scaffolds the achievement of clearly defined learning outcomes. While the results of this evaluation indicate that BYTE's courses follow best practices in curriculum development, there are a few recommendations which the BYTE staff may consider moving forward.

Recommendation 1: Address Alignment Issues in Each Course

The CLO & SLO Alignment analysis in the previous section offered suggestions to improve alignment between session level outcomes and course level outcomes within specific courses. In general, some outcomes were addressed in more detail than others. This imbalance alone, however, may not be a sufficient reason to revise the course. The decision to revise depends on several factors, including the difficulty of the course level outcome in question and the strength of the session level outcomes to which it is aligned.

Recommendation 2: Integrate Intercultural Competence into Learning Objectives

At the program level, there may be opportunities to strengthen the relationship between the program goal of intercultural Competence and the learning objectives (e.g., LO 1, LO 3, LO 5, & LO 6). Qualities of these goals are clear at the course level, and the connection could be strengthened through a revision of the language in the LOs.

Recommendation 3: Add Low-Stakes Assessment Methods into Lesson Plans

Assessment is key to proving that learners achieve the learning outcomes. Although BYTE's curriculum does not involve high stakes summative assessments, it is important to integrate methods of low stakes formative and diagnostic assessment throughout each lesson. Seasoned educators often implement such methods spontaneously and intuitively, but a formal curriculum evaluation is based on what is explicitly stated in the course design. Additionally, providing explicit guidance on when and how to assess learning in the lesson plan is a valuable way to train new teachers to be cognizant of the learning processes their students experience. The lesson plans might also include a space for teacher to write written reflections after each lesson. Such reflections could evaluate the assessments conducted throughout the lesson and problem-solve to improve student learning.

Recommendation 4: Add a STEM-focused Learning Objective

In the Environmental Education and Multiple Intelligences courses, there were CLOs which did not align with Program Learning Objectives. These CLOs involved practical skills like applying lessons in physics and logical reasoning, which align with the program level goal, *Develop practical skills*. A suggestion to fix this gap in alignment would be to add a LO which addresses this STEM-based content.

Conclusion

A clearly defined program is useful in advocating for BYTE funding and participant recruitment. It may also guide the direction of future course development and program offerings. This evaluation outlines the structural cohesion of BYTE's academic programming, which underscores the foundational goals, values, and missions of the entire organization. It also offers several suggestions for future development. A final intention of this evaluation is to empower the educators at BYTE to take control of curriculum mapping process to ensure that any future program development maintains this strategic alignment.

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Appendix A: Course Maps

Course Map for Environment Education

Course Description	Topics Covered in the Course
Education is essential for generating environmental care awareness. Also, it can promote values, positive behavior, and lifestyle improvement for children. Environmental education contributes to a prevention attitude and can potentially mitigate existing and future pollution problems. This is why it's important to teach children about the value of caring for nature. This course is meant to showcase fun activities that can promote environmental responsibility and awareness. Recycling will be a key component and we will learn to apply it in our daily lives and in our homes.	• Seeing your true colors: Building a Kaleidoscope with recycled materials. • Welcome to the jungle: The recycling zoo. • To the stars and beyond! Building a bubble-powered rocket. • Flying into an adventure: Paper vehicles. • Let's see more! How to make Eco-friendly binoculars. • Imagining friends: How to make sock puppets. • Caring for nature: Let's plant a tree!

Course-Level Outcomes
By the end of this project, youth participants will be able to:

A. Apply ecological principles to daily actions.
B. Critically reflect on their own interactions with the environment.
C. Build useful and creative tools from recycled items.
D. Apply basic concepts of physics, such as light dynamics, aerodynamics, and propulsion, to everyday items made from recycled materials.
E. Demonstrate basic botanical knowledge through the planting and maintenance of a small tree.
F. Generate creative narratives through storytelling and performance.

Session 1

Session: Seeing your true colors: Building a Kaleidoscope with recycled materials.
Topics for this module:

• **Recycling basics.**
• **What is a kaleidoscope.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Define recycling. 2. Discuss the benefits of recycling. 3. Explain how to recycle.	**Group discussion**: Discuss recycling and the importance of it.	1, 2, 3	Not found
	Group discussion: Discuss the composition of kaleidoscopes, their history	4, 5, 6	Not found

Session Learning Outcomes (continued)	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
4. Discuss the history of kaleidoscopes. 5. Identify the materials of which a kaleidoscope is composed. 6. Explain how a kaleidoscope functions. 7. Create a kaleidoscope with recycled materials.	as ornamental and scientific tools as early as XIX and about how light passes through lenses to make all those different colors.		
	Project: Build a kaleidoscope with handed materials. Then, use it and play with it.	7	Not found
	Group discussion: Ask the participants about what lessons were learned and what other activities can be done with the materials.	1-6	Group discussion; diagnostic assessment

Session 2

Session: Welcome to the jungle: The recycling zoo.
Topics for this module:

- Revisit the recycling basics.
- Making animals and artistic development with recycled materials.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Reflect on the importance of recycling with home discarded items. 2. Create artistic funny animals using recycled materials.	**Group discussion**: Ask the participants about what lessons were learned in the previous session and about what they do with their trash at home.	1	Not found
	Show the participants animals made with recycled materials.	1, 2	Not found
	Project: The participants make animals with handed out materials.	2	Not found
	Group discussion: Ask the participants about what lessons were learned and what other animals can be done with the materials.	1,2	Group discussion; diagnostic assessment

Session 3

Session: To the stars and beyond! Building a bubble-powered rocket.
Topics for this module:

- Basic propulsion dynamics
- Recycling and science

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Explain how rockets fly using basic principles of physics. 2. Evaluate flight performance across different rocket compositions. 3. Construct model rockets from household materials.	**Group discussion**: Ask the participants about how they think rockets work. Teach them about propulsion and movement dynamics (action and reaction in physics).	1	Not found
	Project: Participants make a rocket fueled with effervescent pills and water. They experiment with different rocket and wing sizes.	1,2, 3	Not found
	Group discussion: Ask the participants about what lessons were learned and what other science vehicles can be done with propulsion and recycled materials.	1-3	Group discussion; diagnostic assessment

Session 4

Session: Flying into an adventure: Paper vehicles.
Topics for this module:

- Basic flying dynamics
- Recycling and science

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Discuss air resistance and aerodynamics. 2. Construct model airplanes from recycled materials. 3. Evaluate flight performance across	Show the participants paper airplanes previously made with recycled materials.	2	Not found
	Project: Participants make a paper airplane with recycled materials. They experiment with different shapes and wing	1,2, 3	Not found

different rocket compositions. 4. Identify creative ways that materials can be recycled.	sizes. They also decorate it and have competitions on whose airplane can sustain longer in the air.		
	Group discussion: The teachers explain why paper airplanes can fly a longer time that other paper shapes. They will teach about air resistance and propulsion made with the thrower's hands movements.	1, 3	Not found
	Group discussion: Ask the participants about what lessons were learned and what other science vehicles can be done with propulsion and recycled materials.	1-4	Group discussion; diagnostic assessment

Session 5

Session: Let's see more! How to make Eco-friendly binoculars.
Topics for this module:

- Making binoculars and basic light physics.
- Recycling and science

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Construct binoculars with recycled materials. 2. Discuss basic light dynamics. 3. Reflect on the importance of observing nature without intruding on it.	Show examples of binoculars previously made with recycled materials.	1	Not found
	Project: Participants make binoculars with recycled materials. They experiment with different aluminum lenses. Afterward, they decorate them and search for objects outside the classroom, guided by teachers.	1,2,3	Not found
	Group discussion: Ask the participants about what lessons were learned and what valuable natural activities can be observed with binoculars.	3	Group discussion; diagnostic assessment

Session 6

Session: Imagining friends: How to make sock puppets.
Topics for this module:

- Artistic development with recycled materials.
- environment and imagination

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Make sock puppet characters. 2. Create stories about sock puppets. 3. Create a sock puppet performance with peers. **4.** Reflect on how recycling can be fun and imaginative.	Show the participants a sock puppet previously made with recycled materials.	1	Not found
	Project: Participants make a sock puppet with recycled materials. They decorate them with different materials, give them a name and a backstory. After doing them, they will make a small group play where they can interact with the teachers.	1,2,3	Not found
	Group discussion: Ask the participants about what lessons were learned and what other characters they can make in the future.	2,4	Group discussion; diagnostic assessment

Session 7

Session: Caring for nature: Lets plant a tree!
Topics for this module:

- The importance of trees.
- Planting a tree.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
Identify basic principles of ecology. **Explain why trees are extremely important from an ecological perspective.** **Reflect on their role in the**	**Group discussion**: Ask the participants about how a tree functions in the environment. Teach them their part in the ecological system.	1, 2, 3	Not found
	Project: Participants plant a tree with the teacher's help. They learn how to care for	4,5,6	Not found

ecological system. **Plant a tree.**	them and what precautions can be taken when planting different types of trees.		
Apply best practices to care for the newly planted tree. **Compare different care practices for different kinds of trees.**	**Group discussion**: Ask the participants about what lessons were learned and who could they teach this valuable lessons.	3	Group discussion; diagnostic assessment

Course Map for Intensive Digital Storytelling Workshop

Course Description	Topics Covered in the Course
Intensive Digital Storytelling aims to provide participants the means to tell their personal experiences in an audiovisual way. They will learn to express their feelings, personal narratives, and life lessons through specialized digital tools. With professional aid, participants will end with a timeless meaningful video that can be shared among their loved ones. Besides this, they will acquire digital skills that can be used in their professional and personal lives.	Introduction to Storytelling Doing a story circle Learning about images. WeVideo, music and voice recording. Final product. Gala night.

Course-Level Outcomes
By the end of this project, youth participants will be able to:

A. Practice empathy by sharing personal experiences.
B. Produce written reflections on personal experiences.
C. Perform genre analysis of their own digital storytelling project.
D. Compose a multimodal digital story based on a biographical account of their lives.
E. Integrate video editing techniques to produce a digital story.

Session 1

Session: Introduction to Storytelling
Topics for this module:

Course introduction.
Why is storytelling important?
Definitive moment.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Summarize the course structure and individual commitment. 2. Conduct a genre analysis of	**Course introduction**: Teachers will give the overall objectives and course expectations. Then, Conduct agreements will be taken place.	1	Not found

Session Learning Outcomes (continued)	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
3. Discuss the importance of storytelling. 4. Compose a biographical reflective paragraph on a significant life event. 5. Reflect on personal struggles and barriers to telling their stories. **6.** Draft a complete story of a significant life event.	**Lecture**: Teachers show several ex-participants' storytelling videos. Current participants discuss their opinions and feelings after watching them. Teachers give a presentation about why stories matter and the possibilities that participants can explore using storytelling.	2,3	Not found
	Activity: Participants will write a paragraph about their "definitive moment". In it they will describe a significant life experience to make a video about.	4	Not found
	Group discussion and activity: Participants will share their doubts and possible obstacle that might get in the way on doing their video.	5	Not found
	Homework: Participants will write a story draft based on their definitive moment.	6	Not found

Session 2

Session: Doing a story circle.
Topics for this module:

- **Sharing stories.**
- **Story editing.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Reflect on writing process 2. Share personal story with peers. 3. Offer positive peer feedback. 4. Revise personal stories according to feedback. 5. Select an image to support your personal story.	**Group discussion**: Participants share their experience writing their story draft. Then, conduct and disclosure agreements will be made before sharing their stories.	1	Not found
	Activity: If they chose to do it, participants will read their story draft. They will choose the way they want to do it, if the story is to strong, a warning will be given beforehand. Everyone who shares their story will receive positive feedback from the teachers and peers.	2,3	Not found

	Activity: Participants will be given time if they chose to change parts of their story, this according to the feedback received.	4	Not found
	Closure: Participants will upload their draft to the group's google drive.	5	Not found
	Homework: Participants will choose a significant photo for their video project.	6	Not found

Session 3

Session: Learning about images.
Topics for this module:

- Sharing personal photos
- The power of photographs
- Technical aspects in photography.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Review personal commitment to self, workshop facilitators, and peers.	**Group discussion**: Teachers will do an ice-breaking activity and revisit conduct agreements.	1	Not found
2. Share personal photos with peers	**Activity**: Participant will share their photographs among themselves. They will talk about why they chose them, how it relates to their story and the overall context.	2, 3	Not found
3. Explain how photos complement personal stories.			
4. Perform visual analysis of example photos.	**Lecture**: Teachers will give a presentation about the power of photographs. They will show how angles, structure, composition, and editing can be a strong aid when doing their video projects.	4, 5	Not found
5. Analyze the effect of various photo editing techniques.			
6. Conduct a multi-modal analysis of how images enhance story-telling.	**Activity**: Teachers will show storytelling examples form previous workshops to explain how photographs can be used in the participant's projects.	6	Not found
7. Select photos to enhance personal stories.			
	Homework: Participants will choose and upload five to ten photographs to be used	7	Not found

	in their video project.		

Session 4

<table>
<tr><td colspan="4">

Session: WeVideo, music and voice recording.
Topics for this module:

What is WeVideo?

</td></tr>
<tr><th>Session Learning Outcomes</th><th>Learning Activities</th><th>Learning Outcome Alignment</th><th>Assessment of Learning Activities</th></tr>
<tr>
<td rowspan="4">1. Reflect on personal progress with story-telling project.
2. Produce videos for their storytelling project using a video editing application.</td>
<td>**Group discussion**: Participants will do an icebreaking discussion about their workshop progress.</td>
<td>1</td>
<td>Not found</td>
</tr>
<tr>
<td>**Lecture**: Teachers will give an overall introduction of the WeVideo editor app. They will show how to add music, images, voice recording, transitions, and edition.</td>
<td>2</td>
<td>Not found</td>
</tr>
<tr>
<td>**Activity**: Participants will record their voice while reading out loud their stories.</td>
<td>2</td>
<td>Not found</td>
</tr>
<tr>
<td>**Homework**: Participants will start their final project by integrating their recorded voice, photos and editings.</td>
<td>2</td>
<td>Not found</td>
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Session 5

<table>
<tr><td colspan="4">

Session: Final product.
Topics for this module:

- **Final project preparation.**

</td></tr>
<tr><th>Session Learning Outcomes</th><th>Learning Activities</th><th>Learning Outcome Alignment</th><th>Assessment of Learning Activities</th></tr>
<tr>
<td>1. Reflect on personal struggles and questions.</td>
<td>**Group discussion**: Questions and doubts will be assed by the staff.</td>
<td>1</td>
<td>Not found</td>
</tr>
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Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
2. Produce videos for their storytelling project using a video editing application	**Activity**: Participants will continue with their video editing process alongside teacher's aid.	2	Not found

Session 6

Session: Gala night.
Topics for this module:

- **Final project presentation.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Review personal commitment to self, workshop facilitators, and peers. 2. Share personal storytelling videos with peers and teachers. 3. Explain decisions made while producing your video. 4. Reflect on overall experience in the workshop.	**Group discussion**: Conduct agreements will be revisited. Respect and a positive attitude while watching other's participants projects will be the discussion's main point.	1	Not found
	Activity: Participants will show their video. Beforehand, they will provide context and their experience while making them.	2,3	Not found
	Groups discussion: Participants will share the workshop's feedback. They will discuss about the lessons learned through the course, suggestions and insights.	4	Not found

Course Map for Learning about Multiple Intelligences

Course Description	Topics Covered in the Course
The goal of this course is to provide information on the Multiple Intelligences theory, and to teach students various techniques to develop each. Through different activities and discussions, participants will grasp basic knowledge of why utilizing multiple intelligences can help them make better life choices, have more empathy, improve their problem solving skills, cultivate their relationship with nature, and enhance their artistic creations.	Project presentation: What are multiple intelligences? Linguistic Intelligence Logical-mathematical intelligence Musical Intelligence Spatial Intelligence Body-kinesthetic Intelligence Interpersonal Intelligence Intrapersonal Intelligence Naturalistic Intelligence Multiple Intelligences Rally

Course-Level Outcomes
By the end of this project, youth participants will be able to:

    A. Collaborate with peers to support each other's development of multiple intelligences.
    B. Explore personal relationships to difference forms of intelligence.
    C. Integrate language into multimodal forms of personal expression.
    D. Cultivate various facets of intelligence through interaction with the natural world.
    E. Reflect on how life experiences relate to inter- and intrapersonal intelligence.
    F. Explore the dynamics of rhythm and movement through everyday objects.
    G. Apply inductive – deductive reasoning to solve logical puzzles.

Session 1

Session: Project presentation: What are multiple intelligences?
Topics for this module:

- **The nature of intelligence.**
- **Multiple intelligences theory.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Identify common misconceptions about intelligence.	**Group discussion**: Participants discuss about the common definitions of intelligence.	1	Not found

		2	Not found
2. Discuss the multiple intelligences theory.	**Lecture**: Teachers present the multiple intelligences theory.	2	Not found
3. Reflect on their own set of intelligences.	**Group discussion**: Participants discuss what they learned and what intelligence they think have developed most.	1,2	Verbal check-in; diagnostic assessment

Session 2

Session: Linguistic Intelligence
Topics for this module:

- Linguistic intelligence.
- Calligrams and linguistic intelligence.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Explain linguistic intelligence and its relationship to effective communication. 2. Create a calligram to develop linguistic intelligence.	**Group discussion**: Participants discuss linguistic intelligence.	1	Not found
	Group discussion: Teachers show a previously made calligram and explain how it can help linguistic intelligence development.	2	Not found
	Project: Participants create a calligram. They select a source of inspiration, pick a drawing and finish their calligram.	2	Not found
	Group discussion: Participants discuss what they learned and how linguistic intelligence can be developed.	1,2	Verbal check-in; diagnostic assessment

Session 3

Session: Logical-mathematical Intelligence.
Topics for this module:

- Logical-mathematical intelligence.
- Wooden toothpick house construction.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Describe how logical-mathematical Intelligence can help solving problems with logic. 2. Relate logical-mathematical intelligence to inductive – deductive reasoning. **3.** Apply planning and problem anticipation skills to build a wooden toothpick house.	**Group discussion**: Participants discuss logical-mathematical intelligence, its uses and the importance of planning ahead.	1 (2?)	Not found.
	Project: Participants create a wooden toothpick house. They start with a plan and anticipate its shape, size and overall design.	3	Not found
	Group discussion: Participants discuss what they learned and how logic and planning can help us anticipate many problems in our daily life.	1-3	Verbal check-in; diagnostic assessment

Session 4

Session: Musical Intelligence
Topics for this module:

- **Musical intelligence.**
- **Corporal percussion.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Discuss the main features of musical Intelligence. 2. Describe corporal percussion. 3. Make music with everyday objects. **4.** Evaluate the importance of improvisation in developing	**Group discussion**: Participants discuss musical intelligence and corporal percussion.	1, 2	Not found
	Lecture: Teachers will show a video of corporal percussion examples.	1,2	Not found
	Activity: Participants will improvise corporal percussion rhythms.	2,3	Not found

musical intelligence.	**Projects**: Participants will do a choreography with previously handed cups alongside the teachers.	3	Not found
	Group discussion: Participants will discuss about what they learned and in what other ways musical intelligence can be developed.	1,2,4	Group discussion; diagnostic assessment

Session 5

Session: Spatial Intelligence
Topics for this module:

- Spatial intelligence.
- Puzzle creations.
- Arts and spatial intelligence.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Explain how spatial intelligence can facilitate how we observe the world and its objects from different perspectives. 2. Create a puzzle which incorporates the concept of spatial intelligence. 3. Apply principles of spatial intelligence to a visual art project. 4. Collaborate to solve puzzles.	**Group discussion**: Participants discuss spatial intelligence, its uses and the importance for art developing.	1	Not found
	Project: Participants will create their own puzzle. They will start imagining all the possible piece's shapes and colors and then, proceed to do them out of cardboard.	2,3	Not found
	Activity: Participants share their puzzles with their peers and try to solve each other's.	3, 4	Not found
	Group discussion: Participants discuss what they learned and in what other ways spatial intelligence can be used for.	1,3	Group discussion; diagnostic and formative assessment

Session 6

Session: Body-kinesthetic Intelligence
Topics for this module:

- **Body-kinesthetic Intelligence**
- **The cat and rings**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. List activities and competences that body-kinesthetic intelligence can facilitate. 2. Relate body-kinesthetic intelligence to self-expression. **3.** Apply body-kinesthetic intelligence to athletic performance.	**Group discussion**: Participants discuss body-kinesthetic intelligence, its uses and the importance of expressing themselves with it.	1,2	Not found.
	Activity: Participants play "the cat and the rings". In pairs, they compete for colored scarfs while moving through rings.	3	Not found
	Group discussion: Participants discuss what they learned and in what other ways they can express and do with a developed body-kinesthetic intelligence.	1,2	Group discussion; diagnostic and formative assessment.

Session 7

Session: Interpersonal Intelligence
Topics for this module:

- **Interposal intelligence**
- **The importance of empathy**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Describe how interpersonal intelligence help in building relationships. 2. Discuss importance of empathy. **3.** Practice empathy by sharing personal stories.	**Group discussion**: Participants discuss interpersonal intelligence and how it can help them understand others.	1,2	Not found
	Activity: Participants write a personal experience story and give it to someone else, who reads it out loud and says what they would have done in his or her place.	2,3	Not found

	Everyone can also comment on it.		
	Group discussion: Participants will discuss what they learned and the importance of empathy, including how it's important to try to understand other's people feelings.	1,2	Group discussion; diagnostic and formative assessment

Session 8

Session: Intrapersonal Intelligence
Topics for this module:

intrapersonal Intelligence.
Making an autobiography.
The importance of Understanding oneself

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Discuss how to use intrapersonal intelligence to understand one's feelings. 2. Draft a multimodal autobiography. 3. Share your autobiography with others. **4.** Reflect on why it is important to understand oneself.	**Group discussion**: Participants discuss intrapersonal intelligence and how understanding our feelings and motivations can help us take better choices in life.	1,4	Not found
	Project: Participants write an autobiography using five life memories. They illustrate them with drawings. After writing them, they will read them out loud.	2,3	Not found
	Group discussion: Participants discuss what they learned and the importance of understanding their feelings in the chosen memories for their autobiography.	1,4	Group discussion; diagnostic and formative assessment

Session 9

Session: Naturalistic Intelligence
Topics for this module:

- Naturalistic Intelligence.
- Planting a bean plant.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Analyze the role of naturalistic intelligence in understanding their environment and their relationship with it. 2. Apply their naturalistic intelligence to plant a bean plant and properly caring for it. 3. Reflect on the role of patience in cultivating naturalistic intelligence.	**Group discussion**: Participants discuss naturalistic intelligence and their relationship with the environment and nature.	1	Not found
	Project: Participants plant a bean plant on a piece of cotton. They water it and wait for a week until it grows.	2	Not found
	Group discussion: Participants discuss what they learned and how nature is full of complex processes that need to be respected. They will also reflect on the need of patience on a speed demanding urban life.	1,3	Group discussion; diagnostic and formative assessment

Session 10
Session: Multiple Intelligences Rally.
Topics for this module:

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Collaborate to organize themed group activities. 2. Create activities to represent each intelligence. 3. Apply each intelligence to	**Project**: Participants organize eight different stations as a group representing the multiple intelligence theory.	1, 2	Not found
	Activity: Participants will attend each station and solve problems and tasks by	3	Not found

complete different tasks.	applying every intelligence seen on the course.		

Course Map for Rally for Border Youth

Course Description	Topics Covered in the Course
The objective of this course is to teach art to express identity for people living on the border. Throughout the eleven sessions, participants will learn muralism and drawing history, as well as the most important trends. With this knowledge and a professional muralist's help, they will finish the course by making their own murals, expressing their feelings, experiences, and identity.	The border: Identity, prejudices and stereotypes Muralism: History and representatives Drawing's history Muralism Tour Different drawing techniques Mural creation (five parts)

Course-Level Outcomes
By the end of this project, youth participants will be able to:

A. Reflect on personal experiences as a borderlands resident.
B. Apply common techniques, tools, and materials used in muralism to create a mural that reflects personal reality of life on the border.
C. Critically deconstruct border mythologies.
D. Demonstrate empowerment over the border narrative through acts of self-expression.
E. Explain the historical and cultural significance of muralism in local, national, and international contexts.

Session 1

Session: The border: Identity, prejudices and stereotypes.
Topics for this module:

- Identity.
- Prejudices and stereotypes.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Critically reflect on the reality of border cities versus common societal perceptions about them. 2. Distinguish characteristics unique to border cities. 3. Design an ideal scenario for a border community. 4. Create art that expresses your experiences in and wishes for	**Lecture**: Teachers present border cities characteristics, prejudices, and stereotypes.	1,2	Not found
	Group presentation: Participants do a brainstorming activity on perception and about what the ideal border is.	3	Not found
	Lecture: Teachers show a video about what makes borderland's characteristics unique an in special way of life.	2	Not found
	Activity: Participants create drawings that	4	Not found

	reflect their perception about life in the borders and what they would like to improve.		
borderland communities.	**Group discussion**: Participants discuss about they learned and what other activities can they do in the future to improve their city's lifestyle.	1-4	Group discussion; diagnostic and formative assessment

Session 2

Session: Muralism
Topics for this module:

- **Muralism history**
- **Muralism artists and their techniques.**
- **How muralism can help express ourselves.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Describe the history of the muralistic movement at the international, national, and local levels. 2. Explain common muralistic techniques. 3. Discuss the role of muralism in society. 4. Relate muralism to perspectives of life on the border. 5. Draw images that combat common misconceptions of border life.	**Lecture**: Teachers give a presentation about muralistic movement and its different representatives at an international, national and local level. This will include their techniques, history and importance.	1,2,3	Not found
	Group presentation: Participants will do a brainstorming activity on how muralism can be used to reflect their own border perspectives.	4	Not found
	Activity: Participants will do drawings that reflect how they believe they can undo other's prejudices and stereotypes.	5	Not found
	Group discussion: Participants will discuss about what they learned and what murals they've seen in their city.	1-5	Group discussion; diagnostic and formative assessment

Session 3

Session: Drawing
Topics for this module:

- History of drawing.
- Playing with art and expressions.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Critically reflect on the act of drawing as a form of self-expression. 2. Use drawing as a form of self-expression.	**Lecture**: Teachers give a presentation about drawing as an artistic technique. It will remark its importance as a way to express ideas, feelings and cultural worldview.	1	Not found
	Activity: Participants will play the "scattegories" game with drawings. Categories will be selected according to the border's cultural expressions.	1	Not found
	Group discussion: Participants will discuss about what they learned and what different drawing styles they liked the most.	1,2	Group discussion; diagnostic and formative assessment

Session 4

Session: Muralism Tour
Topics for this module:

- Introduction to local muralism.
- Muralism as an identity expression.
- Nogales Artistic History.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Relate the muralism to the local societal context and history. 2. Explain the techniques,	**Group discussion**: Teachers give an overall lecture about muralism and the local city's history.	1	Not found

	Activity: Alongside a professional muralist and BYTE's staff, participants visit sixteen murals in Nogales, Sonora city. Every mural visited will be explained through their technique, author's trajectory, history and meaning.	1	Not found
author's trajectory, history, and meaning of a variety of local murals.	Groups discussion: Participants discuss the lessons learned through the tour.	1,2	Group discussion; diagnostic assessment

Session 5

Session: Drawing techniques
Topics for this module:

- **Drawing techniques.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Applied various muralist techniques to their own drawings. 2. Analyze the muralist techniques used to produce their own drawings.	Lecture: A professional muralist will be invited for this and the next sessions. He will teach the participants some of the different drawing techniques.	1	Not found
	Activity: Participants will do their own drawings with the techniques learned from previous sessions. At the end, they will vote among themselves to choose which one they liked the best. The author will talk about what he or she tried to convey.	1, 2	Not found
	Group discussion: Participants will discuss about what they learned and what their favorite themes to draw are.	1,2	Group discussion; diagnostic and formative assessment

Session 6

Session: Design and scale
Topics for this module:

- **Muralism design.**
- **Scale and projection.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Apply principles of design and scale to create a mural.	**Lecture**: With the muralist's help, participants learn about design and scale.	1	Not found
	Activity: Participants will come up with an idea a general design and scale for a mural.	1	Not found
	Group discussion: Participants will discuss what they learned and what themes they would like to convey in a mural.	1	Group discussion; diagnostic and formative assessment

Session 7
Session: Mural creation: Part I
Topics for this module:

- **How to use artistic materials and tools.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Utilize a variety of tools and materials to construct a mural. 2. Reflect on their use of tools and materials.	**Activity**: With the muralist's aid, participants will do the strokes for their wanted mural idea. They will use different artistic materials and tools handed by the teachers.	1	Not found
	Group discussion: Participants discuss what they learned and what other tools and materials they think can help them do their murals.	2	Group discussion; diagnostic and formative assessment

Session 8

Session: Mural creation: Part II
Topics for this module:

- **Muralism designs and first strokes.**
- **Chromatic application.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Apply chromatic application to your mural design. 2. Reflect on the use of chromatic application.	**Activity**: With the muralist's aid, participants will apply a new artistic technique called chromatic application. The will continue doing their mural designs.	1	Not found
	Group discussion: Participants will discuss what they learned and other uses for chromatic application.	2	Group discussion; diagnostic and formative assessment

Session 9

Session: Mural creation: Part III
Topics for this module:

- **Muralism designing and drawing.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Apply previous lessons to produce a mural. 2. Reflect on progress and learning thus far.	**Activity**: With the muralist's aid, participants continue applying the chromatic application and working on their scaled murals.	1	Not found

	Group discussion: Participants will discuss about what they learned so far and what other suggestions can they make to improve their mural design.	2	Group discussion; diagnostic and formative assessment
3. Create revision goals based on personal reflection.			

Session 10

Session: Mural creation: Part IV
Topics for this module:

- **Muralism designing and drawing**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Apply previous lessons to produce a mural. 2. Reflect on progress and learning thus far. 3. Create revision goals based on personal reflection.	**Activity**: With the muralist's aid, participants continue applying the chromatic application and working on their scaled murals.	(ex. 1, 3)	Not found
	Group discussion: Participants will discuss about what they learned so far and what other suggestions can they make to improve their mural design.		Group discussion; diagnostic and formative assessment

Session 11

Session: Mural creation: Part V
Topics for this module:

- **Varnish application.**
- **Ending the mural.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Apply varnish to a mural. 2. Reflect on experience in the course.	**Activity**: Participants will learn how to apply varnish to their murals.	(ex. 1, 3)	Not found
	Activity: Participants will put the final touches into their creation.		Not found
	Group discussion: Participants will discuss the course and give their feedback to the teachers.		formative assessment

Course Map for Stop-motion: Animation for Everyone

Course Description	Topics Covered in the Course
Throughout 5 weeks, and 10 sessions, we will learn to create an animation just like in the movies! To be able to do this, we will learn different animation techniques. We will practice stop motion pixilation, a frame by frame technique that creates a movement illusion in an object, and together we will use this technique to tell a short story. By using our imagination and creativity we can do very fun projects.	• Introduction to Animation: Different Stop-motion Techniques. • How to tell a story? • Pixilation, a person's basic movements. • Why staging stories? / Sense of staging / manipulation of staging. • Pixilation, secondary movements and the relationships between persons and objects. • (Communicate by animating) Pixilation, movement of people, objects and messages. • Storyboard: give image to your words. • Inshot: Special effects. • Final project • Final project: Project's presentation.

Course-Level Outcomes
By the end of this project, youth participants will be able to:

a. Collaborate with peers to develop a stop-motion video project.
b. Compose a stop-motion video with music and animation through an iterative revision process.
c. Apply stop-motion video techniques to create a video project.

Session 1

Session: Introduction to Animation: Different Stop-motion Techniques.
Topics for this module:

• **Introduction to animation.**
• **Different stop-motion techniques.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Explain how to use the stop-motion video app to create animations. 2. Identify the use of various stop-motion techniques in example videos. 3. Apply stop-motion techniques, like pixilation, claymation, papermotion and object animation to personal artwork.	Workshop overview: instructors introduce themselves and explain the course structure.	1	Not found
	Analysis of stop-motion videos: what were the youth's favorite aspects and what kinds of techniques, such as pixilation, claymation, papermotion and object animation, were utilized in the videos.	2	Not found
	Teacher uses participants' ideas to demonstrate how to make a short video.	1	Not found
	Homework: Make a short project with 15 photographs with any of the 4 techniques review in the session.	3	Not found

Session 2

Session: How to tell a story?
Topics for this module:

- How to chose a story.
- Basics of story development.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Offer positive peer feedback. 2. Brainstorm story ideas with peers. 3. Produce an outline for animation project.	- Ice breaking activity. - Address last session's doubts.	1	Group discussion; formative assessment
	- Show two homework videos from Session 1. The group gives positive feedbacks and thoughts about them.	1,2	Not found
	- Brainstorm Chat: Write in the chatroom what stories the participants would like to tell or animate.	3	Not found
	- Share memories among the group. The	3	Not found

	participants will share their favorite memories between them.		
	- Homework: Make a small 20 photograph project telling a "what if" story. This will work as an outline for their future animation. "What if" is a creation story exercise where students write about hypothetic funny scenarios. Like "What if robots ruled our world", "What if dolls were alive"? or "What if I could see what my father is thinking" It's a story creation kick starter where kids can play with their imagination. Also, it's based on a Pixar animation company game that helps their writers to come up with different ideas.	3	Not found

Session 3

Session: Pixilation, a person's basic movements
Topics for this module:

- **Basics of pixilation technique.**
- **Basics of objects moving in a video.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Offer positive peer feedback. 2. Identify pixilation techniques used in example videos. 3. Discuss the importance of small movements in pixilation. 4. Explain anticipation in animation. 5. Discuss the use of shadows and	- Ice breaking activity. - Address last session's doubts. - Show two videos from last session's homework. The group gives positive feedback.	1	Group discussion; formative assessment
	- Show the participants a pixilation video. - Chat dynamic: What did you learned from the video? - Show a pixilation technique video. Here,	2, 3,4,5,6,	Not found

	participants learn about aspects of technical animation like shadow tracking, timers, small movements, anticipation animation, and movement exaggeration for their videos. Teachers then show a short film titled "Luminaris". In it, a person is filmed through his day with pixilation animation method.		
6. Explain how to exaggerate characters and an object's movement. 7. Collaborate to create a pixilated video. 8. Create a photograph essay that tells a story.			
	- Exercise: Let's do pixilation together! The group will give ideas to make a small video in the session.	7	Not found
	- Homework: Make a short 30 photograph project where the participant alone or with another person can practice pixilation. This can be done using their own body or someone else's.	7	Not found

Session 4

Session: Why staging stories? / Sense of staging / manipulation of staging
Topics for this module:

- World development in a story.
- Characters development in a story.
- Story's obstacles and structure.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Offer positive peer feedback. 2. Design an imaginary world and its characters. 3. Apply literary techniques to develop characters. 4. Create a photograph essay that represents this imaginary world.	- Ice breaking activity. - Address last session's doubts. - Show two videos from last session's homework. The group will give positive feedback. Revisit the "what if" scenarios from the first sessions.	1	Group discussion; formative assessment

	- Exercise: Describe a world and their characters. Exercise: The participants will do the "elevator test" to further their story outline. An "elevator test" is a character development exercise were students imagine their characters stuck in an elevator. It helps to understand their characters by imagining how they would react to being trapped through hours in a small space. This exercise was also recommended by Pixar's studio to writers	2,3	Not found
	- Exercise: Develop the participants character's needs and desires. This will help to shape their characters.	2,3	Not found
	- Homework: Make a 40 photograph project where the participants show their main character's world.	2,3,4	Not found

Session 5

Session: Pixilation, secondary movements and the relationships between persons and objects.
Topics for this module:

- Objects dynamics and their spatial relationship with characters.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Offer positive peer feedback. 2. Apply pixilation to still objects. 3. Engage in collaborative storytelling. 4. Create a photograph essay that tells part of the final story.	- Ice breaking activity. - Address last session's doubts. - Show two videos from last session's homework. The group will give their positive feedbacks and thoughts about them.		Group discussion; formative assessment

	- Show pixilation video with objects. - Exercise: Brainstorming. The group will give ideas so they can make whole larger video with moving objects. Every participant will have a small part in the video. A student gives an example of a moving object (could be a domestic one, like an alarm clock that starts ringing), then, other kid will give other idea (like maybe, the alarm clock falls) about the first object, then other kid will give another idea, and so on.	1	Not found
	- Homework: Make a 20 photograph project where the participant can create a small part of the story that was made in the brainstorming.	1	Not found

Session 6

Session: Communicate by animating: Pixilation, movement of people, objects and messages
Topics for this module:

- Objects dynamics and their spatial relationship with characters.
- Story development.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Offer positive peer feedback. 2. Apply pixilation animation to objects in a video story. 3. Revise original 50 photograph story.	- Ice breaking activity. - Address last session's doubts. - Show two videos from last session's homework. The group gives positive feedback.	1	Group discussion; formative assessment
	- Show the video made as a whole group to the class.	2	Not found

	- Revisit the "What if" and "Elevator test" exercises from previous sessions. Participants will add objects to their original story from Session 1.	2	Not found
	- Homework: Make a 50 photograph project, where the participant can tell something that he or she thinks can be added to their original "What if" story. If they can't, they can start a new one.	3	Not found

Session 7

Session: Storyboard: give image to your words
Topics for this module:

- **The storyboard functions.**
- **Story organization.**
- **Photo angles.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Offer positive peer feedback. **2.** Describe what a storyboard is. **3.** Organize elements of a story into a storyboard. **4.** Create a storyboard for their own project.	- Ice breaking activity. - Address last session's doubts. - Show two videos from last session's homework. The group will give positive feedback.	1	Group discussion; formative assessment
	- Show video: What is a storyboard and its functions? - Show two examples and talk about the participants storyboard kits (they were handed out by the teachers before the first session).	2	Not found
	- Revisit the "What if" story (the participant can choose to make a new story) and think how can it be put together with a storyboard.	3	Not found

	- Create your final project's storyboard.	4	Not found

Session 8

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Session: Inshot: Special effects.
Topics for this module:

- **"InShot app" functions.**
- **Special effects.**

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<tr>
<th>Session Learning Outcomes</th>
<th>Learning Activities</th>
<th>Learning Outcome Alignment</th>
<th>Assessment of Learning Activities</th>
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<tr>
<td rowspan="4">

1. Offer positive peer feedback.
2. Discuss revision plans for their video projects.
3. Identify the special effect functions in the "InShot app."
4. Utilize special effects on your own videos.

</td>
<td>- Ice breaking activity.
- Address last session's doubts.
- Show two videos from last session's homework. The group will give their positive feedback.</td>
<td>1</td>
<td>Group discussion; formative assessment</td>
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<tr>
<td>- Group discussion: What would you like to add to your video, but don't know how to do it?</td>
<td>2</td>
<td>Not found</td>
</tr>
<tr>
<td>- Show "InShot app" video tutorial and discuss it.</td>
<td>3</td>
<td>Not found</td>
</tr>
<tr>
<td>- Homework: Start recording scenes your storyboard's help and add specials effects with the "InShot App".</td>
<td>4</td>
<td>Not found</td>
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Session 9

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Session: Final project: Shorts Presentation.
Topics for this module:

- **Final project counselling.**

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Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Offer positive peer feedback. 2. Solve any final project issues.	- Ice breaking activity. - Address last session's doubts. - Show two videos from last session's homework. The group will give their positive feedback.		Group discussion; formative assessment
	- Make room for questions and general feedback.	1	Not found

Session 10

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Session: Final project: Project's presentations
Topics for this module:

- **Project presentation**

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Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Offer positive peer feedback.	- Show every class project.		
	- Give feedback. - Ask the participants about their class. opinions and thoughts. - Give attendance certificates.		Not found
	- Play a goodbye game where kids say the things they most liked about one other participant.		

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Course Map for Multimedia Storytelling on Mobile Devices

Course Description	Topics Covered in the Course
Along with the reflective process of editing their poems, participants in this project will be supported in making their own choices for how to visually represent their poems, they will record their words with their own voice and experience the power of performing their script. Youth will utilize mobile technology which will allow them to create still images and videos that reflect their own streets, neighborhoods and schools for their poems. They will learn to utilize apps for capturing and manipulating media. As they deepen their understanding of how to create their own multimedia pieces, participants will become more knowledgeable consumers of media. The media production process is shaped by the authentic audience provided by the final internal screening, and ultimate sharing out with peers in Mexico.	- Self portraits - Using a tablet - Taking photos with a tablet - Brainstorming images - Taking photos - Drawing images - Image portfolio - Photo editing - Emotions & images - Components of a digital story - Using WeVideo - Compose audio - Edit photos - Mood and theme - Recording video

Course-Level Outcomes

By the end of this project, youth participants will be able to:
A. Create multimedia pieces that reflect their own streets, neighborhoods, and schools.
B. Implement literary techniques to convey a personal story.
C. Follow a creative multimedia production process.
D. Engage in a reflective script-writing process.
E. Implement techniques to visually represent written poems.
F. Participate in respectful community building activities with their peers.
G. Contribute to a cross-cultural collaboration with peers across the US/Mexico border.

Session 1

Session 1: Creating A Poem
Topics for this session:

- Review course structure
- Analyze poems
- Writing poems

Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Summarize the course structure 2. Identify main features of an "I Am" or "Where I'm From" Poem. 3. Create a draft of an "I Am" or "Where I'm From" Poem. 4. Participate in a learning community.	**"Lessons and Deadlines" overview**: instructors explain the course structure	1	Verbal check-in; diagnostic assessment
	Analysis of sample poems: what makes it interesting; what kind of language to use	2	Group discussion; diagnostic assessment
	Write "I am" or "Where I'm From" Poem: use worksheet to create a first draft	3	Individual feedback; formative assessment
	Facilitator appreciations: facilitators write positive statements about each youth on a sheet of paper and share them privately.	4	Written statements on cards; formative feedback

Session 2

Session 2: Finalize Poem and Image Creation
Topics for this module:
- Self portraits

- Appreciations

Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Explain how to create a self portrait	**Presentation of sample images + tutorial video**: instructor shows how sample images use certain kinds of colors used, are related to poem;	1	Not found

	can be hand drawn; video offers step by step guide on making a self-portrait		
2. Revise "I Am" or "Where I'm From" poems			
3. Draw two pictures that connect thematically to your digital poem. 4. Participate in a learning community.	**Revising & Drawing activity**: students can either revise their poems or work on drawing their images	2,3	For poems: Individual check in; formative assessment For images: not found
	Facilitator appreciations: facilitators write positive statements about each youth on a sheet of paper and share them privately.	4	Written statements on cards; formative assessment

Session 3

Session 3: Intro to the Tablet and Camera **Topics for this module:**			
● Connecting images to stories ● Using a tablet ● Taking photos with a tablet			
Learning Outcomes	**Learning Activities**	**Learning Outcome Alignment**	**Assessment of Learning Activities**
1. Explain how images connect to a story or message.	**Analyze images from sample digital stories**: how the image connects with the story; what is memorable about each image	1	Class discussion; diagnostic assessment
2. Apply guidelines for using a tablet appropriately.	**Lesson**: basic tablet use and how to use tablets to take photos	2	Not found
3. Create photographic images that connect with poems	**Activity**: follow instructions to take 5 photos with tablets	3	Not found
4. Participate in a learning	**Facilitator & student written appreciations**: students write an appreciation for another student and hand them in to facilitators; facilitators write	4,5	SLO 4 Written statements on cards; formative

| | positive statements about each youth and share them privately with students; facilitators read student-written appreciations in front of the class | | feedback

SLO 5: read aloud during next session (consider adding formative assessment) |
|---|---|---|---|
| 5. Describe another students' contribution to the learning community. | | | |
| | | | |

Session 4

Session 4: Creating the Photo Portfolio
Topics for this module:
- Brainstorming images
- Taking photos
- Drawing images

Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Create a plan for photos to take for your digital story.	**Photo Star worksheet**: students plan their images by completing the brainstorming worksheet	1	Individual check in & formative assessment
2. Create at least 6 images to use in a digital story	**Taking Photos/Drawing/Editing Photos:** workshopping session; students can work at any activity station	2	Individual check ins and progress chart; diagnostic assessment
3. Participate in a learning community.			
4. Describe another students' contribution to the learning community.	**Facilitator & student written appreciations**: students write an appreciation for another student and hand them in to facilitators; facilitators write positive statements about each youth and share them privately with students; facilitators read student-written appreciations in front of the class	4,5	SLO 4 Written statements on cards; formative feedback

SLO 5: read aloud during next session (consider |

			adding formative assessment)

Session 5

Session 5: Editing Photos and Using Apps **Topics for this module:** • Image portfolio • Photo editing • Emotions & images			
Learning Outcomes	**Learning Activities**	**Learning Outcome Alignment**	**Assessment of Learning Activities**
1. Apply guidelines for using a web-based photo editing application	**Demonstration**: photo editing with the Pixlr App	1,2	Not found
2. Discuss how photo editing affects the mood of an image	**Individual photo editing activity:** Youth use step-by-step checklist to edit the photos they've taken.	1,3	Not found
3. Create a photo portfolio with a rich choice of photos that convey a specific emotional tone. 4. Participate in a learning community. 5. Describe another students' contribution to the learning community.	**Facilitator & student written appreciations**: students write an appreciation for another student and hand them in to facilitators; facilitators write positive statements about each youth and share them privately with students; facilitators read student-written appreciations in front of the class	5,4	SLO 5 Written statements on cards; formative assessment SLO 6: read aloud during next session (consider adding formative assessment)

Session 6

Session 6: Introduction to WeVideo and Voiceover Recording
Topics for this module:

- Components of a digital story

- Using WeVideo

Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Apply guidelines for multimedia use to create a digital story project using WeVideo. 2. Identify components of a digital story. 3. Implement various components of digital storytelling into your own project. 4. Participate in a learning community. 5. Describe another students' contribution to the learning community.	**Demonstration**: How to set up WeVideo (create an account; create a new project)	1	Not found
	Analysis of sample digital story: looking at the different features, like drawn images, photos, video clips, title, music, transitions	2,3	Group discussion; diagnostic assessment
	Demonstration: How to do a WeVideo voiceover	1	Not found
	Youths Practice & Record Voiceovers: Students follow instructions to create their own voiceovers	1,3	Collaborate with intern; formative assessment
	Facilitator & student written appreciations: students write an appreciation for another student and hand them in to facilitators; facilitators write positive statements about each youth and share them privately with students; facilitators read student-written appreciations in front of the class	4,5	SLO 4 Written statements on cards; formative assessment SLO 5: read aloud during next session (consider adding formative assessment)

Session 7

Session 7: Multimedia Production 1
Topics for this module:
- Workshop – compose audio

- Workshop – edit photos

Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Create audio for a digital story using a digital applications 2. Edit images using web-based software 3. Participate in a learning community. 4. Describe another students' contribution to the learning community.	**Edit Photos/ Voiceover Recordings/ WeVideo Instruction**: workshopping session; students can work at any activity station	1,2	Small group instruction; formative assessment
	Facilitator & student written appreciations: students write an appreciation for another student and hand them in to facilitators; facilitators write positive statements about each youth and share them privately with students; facilitators read student-written appreciations in front of the class	3,4	SLO 3 Written statements on cards; formative assessment SLO 4: read aloud during next session (consider adding formative assessment)

Session 8

Module 8: Shooting the Video
Topics for this module:
- Mood and theme

- Recording video

Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities

Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Record at least one video clip that can be used in your digital poem. 2. Distinguish between portrait and landscape orientations. 3. Summarize main themes of digital stories 4. Analyze the mood of digital stories 5. Create a digital story that encompasses mood. 6. Create a digital story that develops a clear theme. 7. Participate in a learning community. 8. Describe another students' contribution to the learning community.	**Demonstration**: How to use a video camera	1	Not found
	Sample video analysis: noticing which images are still and which are video recordings; analyzing the subject and mood of the videos; understanding "B-Roll"	2,3,4	Class discussion; diagnostic
	Shot List Activity: select images from the Photo Star worksheet that could be created as video clips; using the prompt, describe the video clip(s) you would like to create	5, 6	Not found
	Outside Shot Activity: Youth go outside and use digital techniques (explained by instructor) to shoot video that aligns with the shot list	5,6	Not found
	Facilitator & student written appreciations: students write an appreciation for another student and hand them in to facilitators; facilitators write positive statements about each youth and share them privately with students; facilitators read student-written appreciations in front of the class	7,8	SLO 7 Written statements on cards; formative assessment SLO 8: read aloud during next session (consider adding formative assessment)

Session 9

Session 9: Multimedia Production 2
Topics for this module: ● Adding the final touches to the digital story

Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Use digital applications to add music to the digital story.	**Activity Stations**: Video Editing/End Credit/Music	1,2,3,4	Small group instruction; formative

			assessment
2. Use digital applications to add end credits to the digital story. 3. Use digital applications to edit images for the digital story. 4. Use digital applications to insert video clips to the digital story. 5. Participate in a learning community. 6. Describe another students' contribution to the learning community.	**Facilitator & student written appreciations**: students write an appreciation for another student and hand them in to facilitators; facilitators write positive statements about each youth and share them privately with students; facilitators read student-written appreciations in front of the class	5,6	SLO 5 Written statements on cards; formative feedback SLO 6: read aloud during next session (consider adding formative assessment)

Session 10

<table>
<tr><td colspan="4" style="background:#3b5ca8;color:white">Session 10: Multimedia Production "Flex Day"
Topics for this module:
● Finishing up</td></tr>
<tr><td>Learning Outcomes</td><td>Learning Activities</td><td>Learning Outcome Alignment</td><td>Assessment of Learning Activities</td></tr>
<tr><td>1. Create a complete digital story

2. Participate in a learning community.</td><td>Activity Stations: Video Editing/End Credit/Music</td><td>1</td><td>Summative; mark on the Digital Poem Progress Chart</td></tr>
<tr><td>3. Describe another students' contribution to the learning community.</td><td>Facilitator & student written appreciations: students write an appreciation for another student and hand them in to facilitators; facilitators write positive statements about each youth and share them privately with students; facilitators read student-written appreciations in front of the class</td><td>2,3</td><td>SLO 2 Written statements on cards; formative feedback

SLO 3: read aloud during next session (consider</td></tr>
</table>

			adding formative assessment)

Session 11

Session 11: Celebration: Sharing Stories in the Group
Topics for this module:
- Sharing stories
- Giving feedback

Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Participate appropriately in the sharing of digital stories. 2. Offer constructive peer feedback on digital stories. 3. Describe another students' contribution to the learning community.	**Guidelines for Sharing lecture**: instructor explains how to share and watch/listen appropriately and use cultural sensitivity/empathy; how to ask questions/give feedback	1	Group discussion; diagnostic assessment
	Viewing Videos activity: students watch and discuss each other's videos	1,2	Not found
	Appreciation Circle: youth expresses appreciations for each other out loud, while sitting in a circle	3	Group discussion; diagnostic assessment

Session 12

Session 12: Celebration: Sharing Stories Across Borders
Topics for this module:
- Share digital story
- Offer peer feedback

Learning Outcomes	Learning Activities and Assessments	Learning Outcome Alignment	Estimated Time on Task (minutes)
1. Participate appropriately in the sharing of digital stories with international peers. 2. Participate appropriately in the sharing of digital stories. 3. Offer constructive peer feedback on digital stories.	**Review Guidelines for Sharing:** how to share and watch/listen appropriately and use cultural sensitivity/empathy; how to ask questions/give feedback	1	Group discussion; diagnostic assessment
	Viewing and appreciation: students watch and discuss each other's videos; they share appreciations for their cross-border peers' digital story by (1) expressing them out loud after watching the video, and (2) writing them down on a poster board that will be delivered to youth across the border.	1,2	Group discussion; formative assessment

Course Map for Experiential Workshop on Gender Perspective and Violence

Course Description	Topics Covered in the Course
This workshop aims to provide knowledge to women and girls about what gender perspective is and how to apply it to daily life. It will promote awareness regarding gender equality, supportive systems among women and about dating, family, and school violence as a problem that must be overcome. Through its sessions, it will disseminate women's human rights and how to take action when sexual abuse is identified. In sessions aimed at younger participants, it will teach about what to expect in their first period, sexual and reproductive health, and sexual rights and how women can never be denied of their opportunities and dreams.	• Experiential workshop on gender perspective and violence. • Experiential workshop on gender perspective and prevention of violence in dating, family and school. • The lioness is not how they paint her: Experiential workshop on gender violence in the media and community, self-esteem and sorority. • Dreamer girls, free of sexism. • My body is Mine. • Conscious menstruation: Knowing my cycling body and self-caring.

Course-Level Outcomes
By the end of this project, youth participants will be able to:

A. Participate in relationship-building activities.
B. Deconstruct sexist and oppressive cultural stereotypes.
C. Apply principles of human rights to solve personal problems.
D. Develop coping skills through self-reflection.
E. Express feelings of empowerment through creative activities like storytelling and game playing.
F. Explain female reproductive physiology and how to care for themselves physically during menstruation.

Session 1

Session: Gender perspective and violence
Topics for this module:

- Introduction and welcoming.
- Getting to know each other.
- Stereotypes and empathy.
- Gender perspective, sex, and sex-gender system.
- Women's rights.
- Gender violence
- Sexual harassment.
- Session's closure.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Commit to uphold appropriate conduct throughout the workshop. 2. Build trust within the group. 3. Analyze the effect of common sexist phrases on societal expectations and beliefs. 4. Evaluate the impact of sex and gender concepts on their individual lives. 5. Identify basic human rights principles. 6. Identify acts of violence in social relationships. 7. Create and enact a roleplay exploring acts of violence in social relationships. 8. Reflect on acts of violence that have occurred in their own lives. 9. Practice forgiveness. 10. Reflect on their progress during the session.	**Course introduction**: Teachers will give the overall objectives and course expectations. Then, conduct agreements will be collectively made.	1,2	Not found
	Activity: Participants will introduce themselves using a movement game. They will invent corporal signs using their hands that will be replicated by the next participant. Then, she or he will add new sign. This aims to be an ice breaking activity and generate trust among the participants.	2	Not found
	Group discussion: Participants will be shown different common sexist phrases that are used in the Mexican context. Then, they will be asked the following questions: *Do these phrases mentioned correspond to reality? Is it easy for us to recognize the expectations that society and people in our environments have on us? What effects do you think these beliefs can generate on us?*	3	Not found
	Group discussion: Teachers and participants will discuss different sexual and gender concepts. These will be: *sex, gender, sex-gender system, gender roles, sexism and gender perspective*. After discussing them, they will be applied to daily experienced examples in the participant's lives.	4	Not found
	15-minute recess		
	Activity: Two teams will be formed, and they will compete by popping balloons that contain short sentences written with their human rights. Then, they will write them on their respective flip chart.	5	Human rights written in their flip chart; formative assessment
	Group discussion: A "violence meter" will be given to each participant. This tool is constructed by different violent behaviors that help identify violence in social	6	Not found

	relationships. Teachers will show a presentation showing the next concepts: *types of violence, the violent meter, gender violence and the importance of attention to violence.*		
	Activity: Participants will partake in a "sociodrama". They will be divided into three teams and will prepare a small play with the next themes: dating violence / family violence / school violence. With role-plays, they will expose gender violence and represent some of the behaviors of the violence meter. The same team will provide orientation to their victim.	7	Not found
	Activity: Participants will be given a piece of paper and a pen. - Each person must write two situations: one in which they have exercised some type of violence that limited other's sexual and / or reproductive rights. The other one is a moment when they have experienced some type of violence that limited their own sexual and / or reproductive rights. (Participants will have the liberty to share it if the wish so) After the written activity they will do a healing exercise. They will say out loud "I am not guilty of the violence I have received. I apologize for the violence that I exercised, and at this moment I free myself from the pain that this has caused me and I begin a moment of healing and commitment to myself and to others ".	8, 9	Not found
	Closure and group discussion: Participants will discuss the lessons learned. They will fill an evaluation about this session were they will be asked about their satisfaction and improvement opportunities.	10	Written evaluation; Formative assessment

Session 2

Session: Gender perspective and prevention of violence in dating, family, and school
Topics for this module:

- **Introduction and welcoming.**
- **Stereotypes and empathy.**
- **Gender perspective, sexism and gender roles.**
- **Women's rights.**
- **Gender violence.**
- **Violence in dating.**
- **Self-esteem and self-care.**
- **Session's closure.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Build trust within the group. 2. Commit to uphold appropriate conduct throughout the workshop. 3. Critically deconstruct the impact of social gender expectations on their daily lives. 4. Identify basic human rights principles. 5. Identify acts of violence in social relationships 6. Create and enact a roleplay exploring acts of violence in social relationships. 7. Discuss methods for supporting a victim of violence. 8. Reflect on acts of violence that have occurred in their own lives. 9. Practice forgiveness.	**Participant's registration**: Teachers will make a list and provide a name tag to the assistants.		
	Welcoming: Teacher will present the session's objectives.		Not found
	Activity: Participants will introduce themselves using a movement game as well as how are they feeling at the moment. They will invent corporal signs using their hands and will be replicated by the next participant. Then, she or he will add new sign. This aims to be an ice breaking activity and generate trust among the participants.	1	Not found
	Group discussion: Teachers and participants will do behavior agreements through the session such as respect, tolerance and discretion.	2	Not found
	Activity: Each participant will fill the blanks in the next question: "You think that because Im_____, I should be_____"	3	Not found

10. Reflect on their progress during the session.	After doing it, they will partake in a group discussion about social gender expectations and about what repercussions they have on the participant's daily life.		
	Group discussion: Teachers and participants will discuss different sexual and gender concepts. These will be: *sex, gender, sex-gender system, gender roles, sexism and gender perspective*. After discussing them, they will be applied to daily experienced examples in the participant's lives.	3	Not found
	15-minute recess		
	Activity: Two teams will be formed, and they will compete by popping balloons that contain short sentences written with their human rights. Then, they will write them on their respective flip chart.	4	Human rights written in their flip chart; formative assessment
	Group discussion: A "violence meter" will be given to each participant. This tool is constructed by different violent behaviors that help identify violence in social relationships. Teachers will show a presentation showing the next concepts: *types of violence, the violent meter, gender violence and the importance of attention to violence.*	5	Not found
	Group discussion: A "violence meter" will be given to each participant. This tool is constructed by different violent behaviors that help identify violence in social relationships. Teachers will show a presentation showing the next concepts: *types of violence, the violent meter, gender violence and the importance of attention to violence.*		Not found
	Activity: Participants will partake in a "sociodrama". They will be divided into three teams and will prepare a small play with the next themes*: dating violence / family violence / school violence*. While doing role- plays, they will expose gender	6	Not found

	violence and represent some of the behaviors of the violence meter. The same team will provide orientation to their victim.		
	Activity: Teachers will show a video titled "This body is mine" by Rebeca Lane. Participants will discuss the importance of sisterhood, self-esteem, self-care and violence prevention in dating. They will also discuss how they can help a victim escape a violent cycle.	7	Not found
	Activity: Participants will be given a piece of paper and a pen. - Each person must write two situations: one in which they have exercised some type of violence that limited other's sexual and / or reproductive rights. The other one is a moment when they have experienced some type of violence that limited their own sexual and / or reproductive rights. (Participants will have the liberty to share it if the wish so) After the written activity they will do a healing exercise. They will say out loud "I am not guilty of the violence I have received. I apologize for the violence that I exercised, and at this moment I free myself from the pain that this has caused me and I begin a moment of healing and commitment to myself and to others".	8,9	
	Closure and group discussion: Participants will discuss about the lessons learned. They will fill an evaluation about this session were they will be asked about their satisfaction and improvement opportunities.	10	Written evaluation; Formative assessment

Session 3

Session: Gender violence in the media and community, self-esteem, and sorority
Topics for this module:

- Introduction and welcoming.
- Getting to know each other.
- Gender stereotypes.
- Gender stereotypes in media.
- Sorority and support.
- Beauty stereotypes.
- Session's closure.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Create a self-portrait which reflects your positive attributes.	**Participant's registration**: Teachers will make a list and provide a name tag to the assistants.		
2. Discuss traditional expectations of gender roles.	**Welcoming**: Teacher will present the session's objectives.		Not found
3. Critically reflect on how the media's portrayal of girls and women affect them personally.	**Presentation**: Participants will present themselves with a self-portrait. They will draw their chosen most significant personal attributes. This activity aims to generate trust and awareness on their current emotional state.	1	Not found
4. Compose songs or poems about how women are in real life.			
5. Discuss the effect of different social group behaviors on victims of violence to cultivate empathy.	**Activity**: Each participant will draw two silhouettes in cardboard. Each drawing must show what they believe about how a man and a woman should be. After this, the group will discuss about traditional expectations on gender roles.	2	Not found
6. Discuss solutions to social and cultural violence against females.	**Group discussion:** Teachers and participants will discuss different sexual and gender concepts. These will be: *sex and gender, gender roles, sexism, sorority and empowerment*.		Not found
7. Create and perform a roleplay applying solutions to social and cultural violence against females.			
8. Reflect on their progress during the session.	**Group discussion:** Participants will be shown different media images that depict girls and women. They will discuss the next	3,4	Not found

	questions: How does the media portray girls and women? What physical characteristics do they have? What activities do they do? Are there differences in the ads made for girls and boys? What effects do you think these images have on young women regarding the way they feel they should look? How I feel? After discussing these questions, participants will make a small ad using cardboards, songs or poems about how women are in real life.		
	15-minute recess		
	Activity: Participants play a game where they throw a ball into a small basket. Participants will mock the first player, will applaud the second one and become indifferent towards the third one. After this, they will discuss about how they felt and how a violence victim would feel with the three treatments.	5	Not found
	Group discussion: Teachers will read out loud a poem titled "What's trembling about being a brunette?" by Cynthia Franco. Then, they will discuss about their personal experiences with beauty stereotypes.	3	Not found
	Activity: Teachers will show a video titled "Antipatriarch" by Rebeca Lane. Participants will discuss about the importance of *sorority, freedom, autonomy and women power*.	6	Not found
	Activity: Participants will partake in a "sociodrama". They will be divided into three teams and will prepare a small play were they will present scene with violence against women in media. Then, they will present a empowerment response with "Antipatriarch" lyrics.	7	Not found
	Activity: Participants will be divided into three teams. Each on will do a cardboard drawing where they will create an island. They will name it, decorate it and give an explanation on how they eradicated violence	8	Not found

	toward women and kids. After finishing their islands, participants will play a game where they dance around every group's island. When the music stops, they will need to get on an island before the "macho shark" eats them. When they get together on the last one, they will discuss about how they are on this situation together and the importance on supporting each other.		
	Closure and group discussion: Participants will discuss the lessons learned. They will fill an evaluation about this session were they will be asked about their satisfaction and improvement opportunities.		Written evaluation; Formative assessment

Session 4

Session: Dreamer girls, free of sexism.[1]
Topics for this module:

- **Introductions and welcoming.**
- **Gender, sex and sexism.**
- **Freedom, autonomy and power.**
- **Professional future.**
- **Gender stereotypes.**
- **Session's closure.**

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Commit to uphold appropriate conduct throughout the workshop.	**Participant's registration**: Teachers will make a list and provide a name tag to the assistants.		
2. Build trust within the group.	**Welcoming**: Teacher will present the session's objectives.		
3. Analyze a story about freedom in girls. 4. Reflect on the importance of	**Group discussion**: Teachers and participants will do behavior agreements through the session such as respect, tolerance and discretion.	1	Not found

[1] The next three sessions are aimed at younger girls.

freedom in their own lives. 5. Critically deconstruct traditional gender roles. 6. Discuss the factors that are important to achieve your dreams. 7. Create and perform a roleplay applying methods of self-empowerment in the face of sexism. 8. Discuss the importance of women supporting each other. 9. Reflect on their progress during the session.	**Presentation activity**: Participants will introduce themselves by talking about their favorite animal. They will mention their favorite chosen animal characteristic and will be asked to do a sound or gesture representing it. Everyone will imitate it.	2	Not found
	Lecture: Teachers will give an introduction on different sexual and gender concepts. These will be: *sex, gender, and sexist displays.*		Not found
	Activity: Teachers will show a video story titled "Candy rose". Participants will discuss the importance of *freedom in girls.* They will proceed to be divided into groups and do a drawing about their favorite story elements. Then, they will be encouraged to discuss about the next questions: *What do you think about the little elephant actions when she got out of the fence? If you were elephants, what would you have done? Have you ever been told that girls cannot choose some colors, activities or professions? If you didn't like the color pink, what would you do?*	3,4	Not found
	Activity: Participants will be divided into pairs. Each one will do a presentation with drawings or by role playing on what they want to do when they grow up.	5	Not found
	Activity: Participants will be divided into groups. Each will draw two silhouettes in a cardboard. Each drawing must be done with what they believe on how a boy and a girl should be. After this, there will be a group discussion on traditional gender roles.	5	Not found
	Activity: Teachers will show a motivational video where they can choose any profession they want. After this, they will do a group discussion about their favorite parts and the reasons they liked it.	6	Not found
	Recess		
	Recreation activity: All the participants will form in circles with their respective chairs. The teacher will remain in the center, standing. As soon as the teacher points to anyone saying	2	Not found

	"blue!" she must answer the name of the girl sitting next to her. If the says: pink!, she must say the name of the one she has to the left of her. If she makes a mistake or takes more than 3 seconds to answer, she goes to the center and the teacher takes her place. At the moment When "rainbow" is said everyone will change seats (the girl in the center should take advantage of this and occupy a seat leaving another girl in the center).		
	Activity: Teachers will show a video titled "Antipatriarch" by Rebeca Lane. Participants will discuss about the importance of *sorority, freedom, autonomy and girl power*.	6	Not found
	Activity: Participants will be divided into groups. Then, they will do a "sociodrama" were they role-play on a scene with someone denying their professional dreams on the basis that they are women. After this, they will role-play a scene when they give a powerful response against sexism.	7	Not found
	Activity: Participants will be divided into three teams. Each on will do a cardboard drawing where they will create an island. They will name it, decorate it and give an explanation on how they eradicated violence toward women and kids. After finishing their islands, participants will play a game where they dance around every group's island. When the music stops, they will need to get on an island before the "macho shark" eats them. When they get together on the last one, they will discuss about how they are on this situation together and how the importance of supporting each other.	8	Not found
	Closure and group discussion: Participants will discuss about the lessons learned. They will fill an evaluation about this session were they will be asked about their satisfaction and improvement opportunities.	9	Written evaluation; Formative assessment

Session 5

Session: My body is Mine

Topics for this module:

- Introduction and welcoming.
- Sexual abuse and prevention.
- Sexual and reproductive rights.
- Rights defense.
- Session's closure.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Commit to uphold appropriate conduct throughout the workshop. 2. Create a self-portrait which reflects your positive attributes. 3. Identify methods of asking for help from trusted people to avoid potentially dangerous situations. 4. Describe their sexual and reproductive rights. 5. Identify ways to defend their rights regarding cases of sexual violence. 6. Reflect on their progress during the session.	**Participant's registration**: Teachers will make a list and provide a name tag to the assistants.		
	Welcoming: Teacher will present the session's objectives.		
	Group discussion: Teachers and participants will do behavior agreements through the session such as respect, tolerance and discretion.	1	Not found
	Presentation activity: Participants will introduce themselves by doing an auto portrait. They will show it and talk about their favorite physical characteristic. Then, will describe how they love and take care of themselves.	2	Not found
	Lecture: Teachers will show a video to prevent sexual abuse titled "The Book of Tere". Teachers will describe how to identify risky situations, how to prevent them, asking for help and give immediate notice to people they trust. They will promote reflection, and clarify any doubts on the subject.	3	Group discussion: formative assessment.
	Activity: Teams will be formed, and they will compete by popping balloons that contain short sentences written with their sexual and reproductive rights. Then, they will write them on their respective flip charts.	3	Not found

	Lecture: Teachers will show a video titled "Sexual and reproductive health rights". Teachers will proceed to discuss how everyone has rights that protects them of abuse, inequality and violence.	3	Not found
	Recess		
	Lecture: Teachers will show two videos titled: "Bad secrets, bad touches and visits" and "UNICEF video to prevent sexual violence toward children". Teachers will proceed to discuss how everyone has rights on their own bodies. There will be a Q&A session and any doubts will be clarified.	3	Group discussion: formative assessment.
	Lecture: Teachers will give a presentation on sexual abuse on children and different ways they can defend their rights on sexual violence cases.	3,5	Not found
	Activity: Participants will play a "hot potato" game. On paper sheets participants will write about what to do if they or others experience sexual abuse. These sheets will become the balls that will be thrown between the girls. Music will be played and when it stops, the girls who remains with the "hot potato" will read out loud what is written on it. When the game is over, teachers will give an overview on what lessons were learned.	5	Overall lessons learned: formative assessment.
	Closure and group discussion: Participants will discuss about the lessons learned. They will fill an evaluation about this session were they will be asked about their satisfaction and improvement opportunities.	6	Written evaluation; Formative assessment

Session 6

Session: Conscious menstruation: Knowing my cycling body and self-caring
Topics for this module:

- Introduction and welcoming.
- Learning about our bodies.
- First period and menstruation.
- Vulva, uterus and clitoris.
- The red carp.
- Session's closure.

Session Learning Outcomes	Learning Activities	Learning Outcome Alignment	Assessment of Learning Activities
1. Commit to uphold appropriate conduct throughout the workshop. 2. Build trust within the group. 3. Explain female reproductive physiology and how to care for oneself during menstruation. 4. Create art depicting the female reproductive system. 5. Discuss common misconceptions and myths surrounding menstruation 6. Share personal stories about menstruation and connection to nature. 7. Use the lunar technique to track their periods and emotions. 8. Reflect on their progress during the session.	**Participant's registration**: Teachers will make a list and provide a name tag to the assistants.		
	Welcoming: Teacher will present the session's objectives.		
	Group discussion: Teachers and participants will do behavior agreements through the session such as respect, tolerance and discretion.	1	Not found
	Presentation activity: Participants will introduce themselves by talking about their most precious memories.	2	Not found
	Lecture: Teachers will show a video about the first menstruation titled "Hello Menstruation!". Teachers will give a presentation about girl's body's development, vulva, vagina, healthy caretaking and menstruation. Then, a space will be provided to clarify doubts on the subject.	3	Not found
	Activity: Participants will mold their vaginas, uterus and ovaries with clay. While doing it, teachers will ask them what they've heard on menstruation and the first period. If participants have already gotten their first period, they will be asked to share on how they felt.	3,2,4	Verbal check in; diagnostic assessment

	Activity, Lecture, etc.		
	Activity: With Styrofoam balls and with their covered eyes, participants will play by putting a clitoris to a vulva drawing. This will help the participants identify the vulva parts.	3	Not found
	Recess		
	Activity: Participants will be provided with printed copies of a vulva that can be colored. They will be asked about what they've heard on vulvas while they are coloring. After finishing their drawings. The will be asked to write positive affirmations of their vulvas. For example: "My vulva is clean", "My vulva is healthy", "My vulva makes me feel pretty", etc.	3,4	Verbal check in; diagnostic assessment
	Lecture: Teachers will show three videos titled: "Menstrual Cycle ANIMATED VERSION", "The first time" and "Menstruation and myths". Teachers will proceed to discuss common misconceptions and myths surrounding menstruation.	5	Not found
	Activity: Teachers will do a "red carp" where a space is provided with girls and adolescents to talk about conscious menstruation, their first period, and the connection with the moon and the air, fire, water and earth elements. They will talk about the "lunar technique", which is a way to register their periods and identify their emotions while experiencing them.	2,6,7	Not found
	Closure and group discussion: Participants will discuss about the lessons learned. They will fill an evaluation about this session were they will be asked about their satisfaction and improvement opportunities.	8	Written evaluation; Formative assessment

Appendix B: CLO/MLO Maps

Environmental Education
CLO/MLO Map

NOTE: Session 1 Outcome Discuss the history of kaleidoscopes does not align with any CLO.

Course level outcome	Module level outcome	Module number
CLO 1: Apply ecological principles to daily actions.	Define recycling.	1
	Discuss the benefits of recycling.	1
	Explain how to recycle.	1
	Identify creative ways that materials can be recycled.	4
	Identify basic principles of ecology.	7

Course level outcome	Module level outcome	Module number
CLO 2: Critically reflect on their own interactions with the environment.	Define recycling.	1
	Discuss the benefits of recycling.	1
	Reflect on the importance of recycling with home discarded items.	2
	Reflect on the importance of observing nature without intruding on it.	5
	Reflect on how recycling can be fun and imaginative.	6
	Reflect on their role in the ecological system.	7

Course level outcome	Module level outcome	Module number

	Define recycling.	1
CLO 3: Build useful and creative tools from recycled items.	Identify the materials of which a kaleidoscope is composed.	1
	Explain how a kaleidoscope functions.	1
	Create a kaleidoscope with recycled materials.	1
	Create artistic funny animals using recycled materials.	2
	Construct model rockets from household materials.	3
	Construct model airplanes from recycled materials.	4
	Identify creative ways that materials can be recycled.	4
	Construct binoculars with recycled materials.	5
	Make sock puppet characters.	6

Course level outcome	Module level outcome	Module number
CLO 4: Apply basic concepts of physics, such as light dynamics, aerodynamics, and propulsion, to everyday items made from recycled materials.	Explain how a kaleidoscope functions.	1
	Explain how rockets fly using basic principles of physics.	3
	Evaluate flight performance across different rocket compositions.	3
	Discuss air resistance and aerodynamics.	4

	Evaluate flight performance across different rocket compositions.	4
	Discuss basic light dynamics.	5

Course level outcome	Module level outcome	Module number
CLO 5: Demonstrate basic botanical knowledge through the planting and maintenance of a small tree.	Explain why trees are extremely important from an ecological perspective.	7
	Plant a tree.	7
	Apply best practices to care for the newly planted tree.	7
	Compare different care practices for different kinds of trees.	7

Course level outcome	Module level outcome	Module number
CLO 6: Generate creative narratives through storytelling and performance.	Create stories about sock puppets.	6
	Create a sock puppet performance with peers.	6

Intensive Digital Storytelling
CLO/MLO Map

Course level outcome	Module level outcome	Module number
CLO 1: Practice empathy by sharing personal experiences.	Summarize the course structure and individual commitment.	1
	Share personal story with peers.	2
	Offer positive peer feedback.	2
	Review personal commitment to self, workshop facilitators, and peers.	3
	Share personal photos with peers	3
	Review personal commitment to self, workshop facilitators, and peers.	6
	Share personal storytelling videos with peers and facilitators.	6

Course level outcome	Module level outcome	Module number
CLO 2: Produce written reflections on personal experiences.	Discuss the importance of storytelling.	1
	Reflect on personal struggles and barriers to telling their stories.	1
	Reflect on writing process	2
	Reflect on personal progress with story-telling project.	4
	Reflect on personal struggles and questions.	5

| | Explain decisions made while producing videos. | 6 |
| | Reflect on overall experience in the workshop. | 6 |

Course level outcome	Module level outcome	Module number
CLO 3: Perform genre analysis of their own digital storytelling project.	Conduct a genre analysis of storytelling videos.	1
	Explain how photos complement personal stories.	3
	Perform visual analysis of example photos.	3
	Conduct a multi-modal analysis of how images enhance story-telling.	3

Course level outcome	Module level outcome	Module number
CLO 4: Compose a multimodal digital story based on a biographical account of their lives.	Compose a biographical reflective paragraph on a significant life event.	1
	Draft a complete story of a significant life event.	1
	Revise personal stories according to feedback.	2
	Select an image to support your personal story.	2
	Select photos to enhance personal stories.	3
	Produce videos for their storytelling project using a video editing application.	3

Course level outcome	Module level outcome	Module number

CLO 5: Integrate video editing techniques to produce a digital story.	Analyze the effect of various photo editing techniques.	3
	Produce videos for their storytelling project using a video editing application.	3
	Produce videos for their storytelling project using a video editing application.	4

Learning about Multiple Intelligences CLO/MLO Map

Course level outcome	Module level outcome	Module number
CLO 1: Collaborate with peers to support each other's development of multiple intelligences.	Discuss the multiple intelligences theory.	1
	Practice empathy by sharing personal stories.	6
	Collaborate to solve puzzles.	5
	Share your autobiography with others.	8
	Collaborate to organize themed group activities.	10

Course level outcome	Module level outcome	Module number
CLO 2: Explore personal relationships to difference forms of intelligence.	Identify common misconceptions about intelligence.	1
	Discuss the multiple intelligences theory.	1
	Reflect on their own set of intelligences.	1
	Reflect on why it is important to understand oneself.	8
	Analyze the role of naturalistic intelligence in understanding their environment and their relationship with it.	9
	Create activities to represent each intelligence.	10
	Apply each intelligence to complete different tasks.	10

Course level outcome	Module level outcome	Module

		number
CLO 3: Integrate language into multimodal forms of personal expression.	Explain linguistic intelligence and its relationship to effective communication.	2
	Create a calligram to develop linguistic intelligence.	2
	Draft a multimodal autobiography.	8

Course level outcome	Module level outcome	Module number
CLO 4: Cultivate various facets of intelligence through interaction with the natural world.	Explain how spatial intelligence can facilitate how we observe the world and its objects from different perspectives.	5
	Create a puzzle which incorporates the concept of spatial intelligence.	5
	Apply principles of spatial intelligence to a visual art project.	5
	Analyze the role of naturalistic intelligence in understanding their environment and their relationship with it.	9
	Apply their naturalistic intelligence to plant a bean plant and properly caring for it.	9
	Reflect on the role of patience in cultivating naturalistic intelligence.	9

Course level outcome	Module level outcome	Module number
CLO 5: Reflect on how life experiences relate to inter- and intrapersonal intelligence.	Describe how interpersonal intelligence help in building relationships.	6
	Discuss importance of empathy.	6
	Practice empathy by sharing personal stories.	6

	Discuss how to use intrapersonal intelligence to understand one's feelings.	8
	Draft a multimodal autobiography.	8
	Share your autobiography with others.	8
	Reflect on why it is important to understand oneself.	8

Course level outcome	Module level outcome	Module number
CLO 6: Explore the dynamics of rhythm and movement through everyday objects.	Discuss the main features of musical Intelligence.	4
	Describe corporal percussion.	4
	Make music with everyday objects.	4
	Evaluate the importance of improvisation in developing musical intelligence.	4
	List activities and competences that body-kinesthetic intelligence can facilitate.	6
	Relate body-kinesthetic intelligence to self-expression.	6
	Apply body-kinesthetic intelligence to athletic performance.	6

Course level outcome	Module level outcome	Module number
CLO 7: Apply inductive – deductive reasoning to solve logical puzzles.	Describe how logical-mathematical Intelligence can help solving problems with logic.	3
	Relate logical-mathematical intelligence to inductive – deductive reasoning.	3
	Apply planning and problem anticipation skills to build a wooden toothpick house.	3

	Collaborate to solve puzzles.	5

Rally for Border Youth
CLO/MLO Map

Course level outcome	Module level outcome	Module number
CLO 1: Reflect on personal experiences as a borderlands resident.	Critically reflect on the reality of border cities versus common societal perceptions about them.	1
	Critically reflect on the act of drawing as a form of self-expression.	3
	Analyze the muralist techniques used to produce their own drawings.	5
	Reflect on their use of tools and materials.	7
	Reflect on the use of chromatic application.	8
	Reflect on progress and learning thus far.	9 & 10
	Create revision goals based on personal reflection.	9 & 10
	Reflect on experience in the course.	11

Course level outcome	Module level outcome	Module number
CLO 2: Apply common techniques, tools, and materials used in muralism to create a mural that reflects personal reality of life on the border.	Applied various muralist techniques to their own drawings.	5
	Apply principles of design and scale to create a mural.	6
	Utilize a variety of tools and materials to construct a mural.	7
	Apply chromatic application to your mural design.	8
	Apply previous lessons to produce a mural.	9 & 10
	Apply varnish to a mural.	11

	Explain common muralistic techniques.	2
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	Explain the techniques, author's trajectory, history, and meaning of a variety of local murals.	4
	Analyze the muralist techniques used to produce their own drawings.	5

Course level outcome	Module level outcome	Module number
CLO 3: Critically deconstruct border mythologies.	Critically reflect on the reality of border cities versus common societal perceptions about them.	1
	Distinguish characteristics unique to border cities.	1
	Relate muralism to perspectives of life on the border.	2
	Draw images that combat common misconceptions of border life.	2
	Apply previous lessons to produce a mural.	9 & 10

Course level outcome	Module level outcome	Module number
CLO 4: Demonstrate empowerment over the border narrative through acts of self-expression.	Design an ideal scenario for a border community.	1
	Create art that expresses your experiences in and wishes for borderland communities.	1
	Draw images that combat common misconceptions of border life.	2
	Relate muralism to perspectives of life on the border.	2
	Critically reflect on the act of drawing as a form of self-expression.	3
	Use drawing as a form of self-expression.	3

Course level outcome	Module level outcome	Module number
CLO 5: Explain the historical and cultural significance of muralism in local, national, and international contexts.	Describe the history of the muralistic movement at the international, national, and local levels.	2
	Discuss the role of muralism in society.	2
	Relate muralism to perspectives of life on the border.	2
	Relate the muralism to the local societal context and history.	4

Stop-motion CLO/MLO Map

Course level outcome	Module level outcome	Module number
CLO 1: Collaborate with peers to develop a stop-motion video project.	Brainstorm story ideas with peers.	2
	Collaborate to create a pixilated video.	3
	Engage in collaborative storytelling.	4
	Discuss revision plans for their video projects.	8
	Offer positive peer feedback.	2-10

Course level outcome	Module level outcome	Module number
CLO 2: Compose a stop-motion video with music and animation through an iterative revision process.	Brainstorm story ideas with peers.	2
	Produce an outline for animation project.	2
	Design an imaginary world and its characters.	4
	Apply literary techniques to develop characters.	4
	Create a photograph essay that tells a story.	3
	Create a photograph essay that tells part of the final story.	5
	Revise original 50 photograph story.	6
	Describe what a storyboard is.	7
	Organize elements of a story into a storyboard.	7
	Create a storyboard for their own project.	7

	Discuss revision plans for their video projects.	8
	Solve any final project issues.	9

Course level outcome	Module level outcome	Module number
CLO 3: Apply stop-motion video techniques to create a video project.	Explain how to use the stop-motion video app to create animations.	1
	Identify the use of various stop-motion techniques in example videos.	1
	Apply stop-motion techniques, like pixilation, claymation, papermotion and object animation to personal artwork.	1
	Identify pixilation techniques used in example videos.	3
	Discuss the importance of small movements in pixilation.	3
	Explain anticipation in animation.	3
	Discuss the use of shadows and tracking.	3
	Explain how to exaggerate characters and an object's movement.	3
	Apply pixilation to still objects.	5
	Apply pixilation animation to objects in a video story.	6
	Identify the special effect functions in the "InShot app."	8
	Utilize special effects on your own videos.	8

Digital Storytelling CLO/SLO Map

Course level outcome	Session level outcome	Session number
CLO 1: Create multimedia pieces that reflect their own streets, neighborhoods, and schools.	Explain how to create a self portrait	2
	Create a photo portfolio with a rich choice of photos that convey a specific emotional tone.	3
	Implement various components of digital storytelling into your own project.	6
	Create a complete digital story	10

Course level outcome	Session level outcome	Session number
CLO 2: Implement literary techniques to convey a personal story.	Explain how to create a self portrait	2
	Explain how images connect to a story or message.	3
	Discuss how photo editing affects the mood of an image	5
	Create a photo portfolio with a rich choice of photos that convey a specific emotional tone.	5
	Identify components of a digital story.	6
	Implement various components of digital storytelling into your own project.	6
	Distinguish between portrait and landscape orientations.	8
	Summarize main themes of digital stories	8
	Analyze the mood of digital stories	8

	Record at least one video clip that can be used in your digital poem.	8
	Create a digital story that encompasses mood.	8
	Create a digital story that develops a clear theme.	8

Course level outcome	Session level outcome	Session number
CLO 3: Follow a creative multimedia production process.	Summarize the course structure	1
	Apply guidelines for using a tablet appropriately.	3
	Create a plan for photos to take for your digital story.	4
	Create at least 6 images to use in a digital story	4
	Apply guidelines for using a web-based photo editing application	5
	Apply guidelines for multimedia use to create a digital story project using WeVideo.	6
	Implement various components of digital storytelling into your own project.	6
	Create audio for a digital story using a digital applications	7
	Edit images using web-based software	7
	Record at least one video clip that can be used in your digital poem.	8
	Use digital applications to add music to the digital story.	9
	Use digital applications to add end credits to the digital story.	9
	Use digital applications to edit images for the digital story.	9
	Use digital applications to insert video clips to the digital story.	9

Course level outcome	Session level outcome	Session number
	Create a complete digital story	10

Course level outcome	Session level outcome	Session number
CLO 4: Engage in a reflective script-writing process.	Identify main features of an "I Am" or "Where I'm From" Poem.	1
	Create a draft of an "I Am" or "Where I'm From" Poem.	1
	Revise "I Am" or "Where I'm From" poems	2
	Summarize main themes of digital stories	8

Course level outcome	Session level outcome	Session number
CLO 5: Implement techniques to visually represent written poems.	Draw two pictures that connect thematically to your digital poem.	2
	Explain how images connect to a story or message.	3
	Create photographic images that connect with poems.	3
	Create at least 6 images to use in a digital story	4
	Discuss how photo editing affects the mood of an image	5
	Edit images using web-based software	7
	Distinguish between portrait and landscape orientations.	8

Course level outcome	Session level outcome	Session number

CLO 6: Participate in respectful community building activities with their peers.	Describe your contribution to the learning community	ALL SESSIONS
	Describe another students' contribution to the learning community.	SESSIONS 3-11
	Participate appropriately in the sharing of digital stories.	11

Course level outcome	Session level outcome	Session number
CLO 7: Contribute to a cross-cultural collaboration with peers across the US/Mexico border.	Participate appropriately in the sharing of digital stories with international peers.	12

Gender Perspective and Violence CLO/MLO Map

Course level outcome	Module level outcome	Module number
CLO 1: Participate in relationship-building activities.	Commit to uphold appropriate conduct throughout the workshop.	1-6
	Build trust within the group.	1-6
	Practice forgiveness.	1,2
	Discuss methods for supporting a victim of violence.	2
	Discuss the effect of different social group behaviors on victims of violence to cultivate empathy.	3
	Discuss the importance of women supporting each other.	4
	Identify methods of asking for help from trusted people to avoid potentially dangerous situations.	5

Course level outcome	Module level outcome	Module number
CLO 2: Deconstruct sexist and oppressive cultural stereotypes.	Analyze the effect of common sexist phrases on societal expectations and beliefs.	1
	Evaluate the impact of sex and gender concepts on their individual lives.	1
	Identify acts of violence in social relationships.	1,2
	Critically deconstruct the impact of social gender expectations on their daily lives.	2
	Discuss traditional expectations of gender roles.	3
	Critically deconstruct traditional gender roles.	4

Course level outcome	Module level outcome	Module number
CLO 3: Apply principles of human rights to solve personal problems.	Identify basic human rights principles.	1,2
	Discuss solutions to social and cultural violence against females.	3
	Describe their sexual and reproductive rights.	5
	Identify ways to defend their rights regarding cases of sexual violence.	5

Course level outcome	Module level outcome	Module number
CLO 4: Develop coping skills through self-reflection.	Reflect on their progress during the session.	1-6
	Evaluate the impact of sex and gender concepts on their individual lives.	1
	Reflect on acts of violence that have occurred in their own lives.	1
	Reflect on acts of violence that have occurred in their own lives.	2
	Critically reflect on how the media's portrayal of girls and women affect them personally.	3
	Reflect on the importance of freedom in their own lives.	4
	Discuss the factors that are important to achieve your dreams.	4

Course level outcome	Module level outcome	Module number
	M1, M2: Create and enact a roleplay exploring acts of violence in social relationships.	1,2
	M3: Create a self-portrait which reflects your positive attributes.	3

CLO 5: Express feelings of empowerment through creative activities like storytelling and game playing.	M3: Compose songs or poems about how women are in real life.	3
	M3: Create and perform a roleplay applying solutions to social and cultural violence against females.	3
	M4: Analyze a story about freedom in girls.	4
	M4: Create and perform a roleplay applying methods of self-empowerment in the face of sexism.	4
	M5: Create a self-portrait which reflects your positive attributes.	5
	M6: Create art depicting the female reproductive system.	6

Course level outcome	Module level outcome	Module number
CLO 6: Explain female reproductive physiology and how to care for themselves physically during menstruation.	Explain female reproductive physiology and how to care for oneself during menstruation.	6
	Create art depicting the female reproductive system.	6
	Discuss common misconceptions and myths surrounding menstruation	6
	Share personal stories about menstruation and connection to nature.	6
	Use the lunar technique to track their periods and emotions.	6