

BRIDGES

TO UNDERSTANDING

SPU EJNA project Fall 2010 Chief Sealth International High School

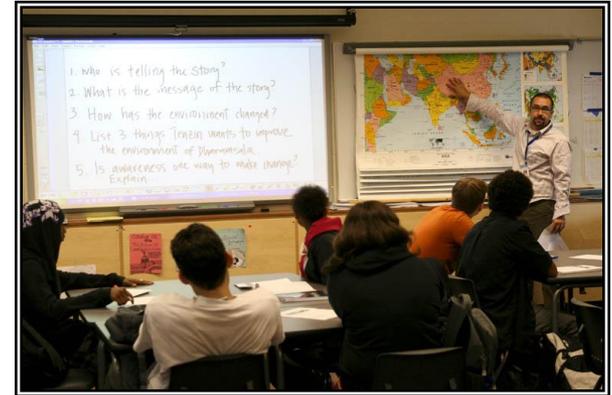


MISSION:

To empower and unite youth worldwide, enhance cross-cultural understanding and build global citizenship.

WHAT WE DO

Connect teachers and students in **middle and high school classrooms** around the world using **curriculum-based programs** that help **break down barriers, prejudices and assumptions**, allowing students to **gain a sense of empowerment** as they **explore what they can do to change the world** for the better.



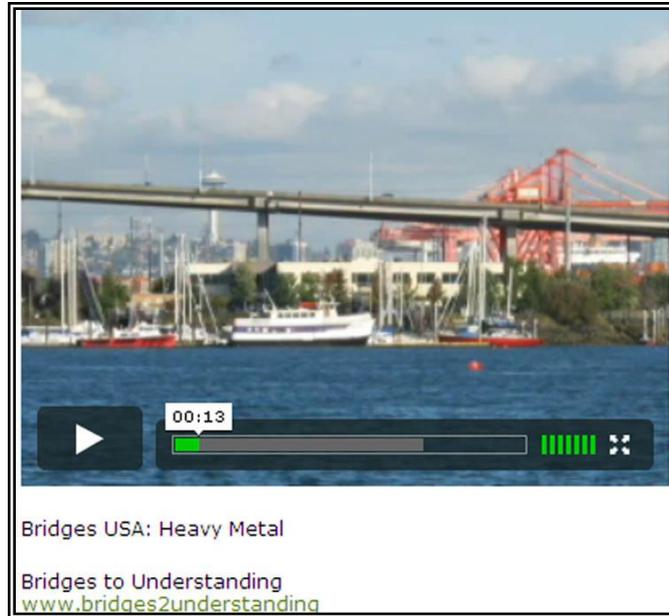
ALTERNATIVE METHOD OF ENGAGEMENT

Digital Technology & The Art of Storytelling

Stories create change. Digital stories have **two main impacts**:

1. Youth empowerment & action
2. Foster cross-cultural understanding

WATCH "HEAVY METAL" DIGITAL STORY



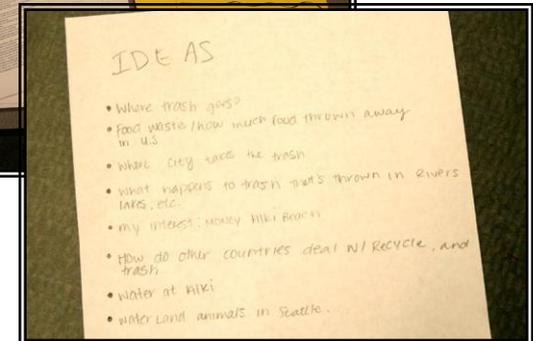
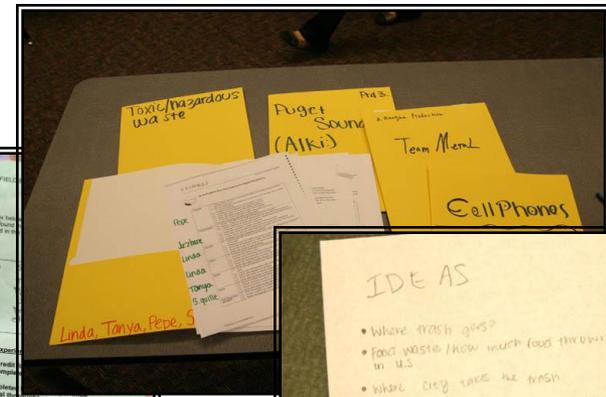
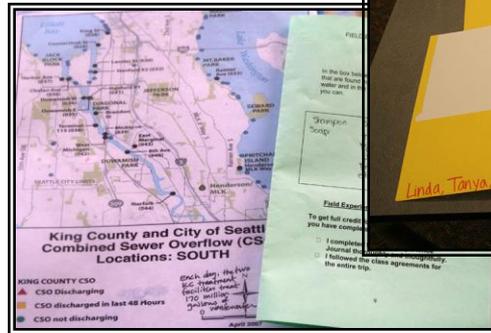
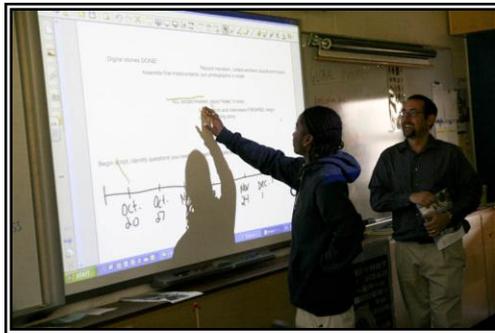
HOW THIS ENGAGES YOUTH

1. Youth-made media speaks to youth
2. Opportunity to work on issues they care about
3. Opportunity to have real audience
4. Various project roles let students use strengths and build new skills (photographer, writer, narrator, audio, editor, producer, correspondent)



PARTNERSHIP WITH DIVERSE ORGANIZATION: CHIEF SEALTH IHS

1. Collaborated with Chief Sealth teachers to plan blocked Global Leadership & Environmental Science class curriculum to step forward together throughout fall, working with 29 diverse youth.
2. Integrated Bridges Digital Storytelling in the Classroom Curriculum into this calendar. Students produced 5 digital stories (short videos) related to environmental issues that they care about in the community.

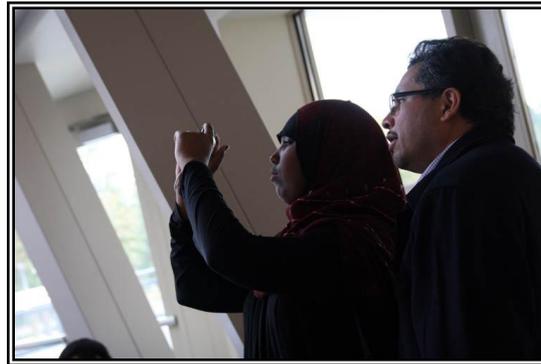


PARTNERSHIP

3. Field trips to Duwamish River, South Transfer Station, Second Use, Cedar River Watershed



4. Engaged community volunteers for regular project support



DEMOGRAPHICS OF THE STUDENTS & COMMUNITY VOLUNTEERS

| Zip Code (e.g. 98118,98144) | Household Size (How many people live in your house/apt.) | Ethnicity (e.g. Chinese, Somali) | Primary Language(s) spoken at home |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------|---------------------------------------|
| We didn't get responses from the entire class, but about 2/3 of the class did fill out the form and this reflects the diversity of the class. I've typed into this form exactly what the students wrote by hand on a printed version of this form: | | | |
| 98126 | 2 | White | English |
| 98146 | 3 | Black | English |
| 98106 | 3 | Sumerian | English |
| 98136 | 6 | White | English |
| 98126 | 5 | Mexican | Spanish / English |
| 98148 | 9 | Mexican | Spanish / English |
| 98118 | 5 | Black & white | English |
| 98126 | 2 | Other | English |
| 98108 | 8 | Somali | English / Somali |
| 98106 | 2 | African American | English |
| 98106 | 3 | Vietnamese American | English / Vietnamese |
| 98106 | 5 | Black and white | English |
| 98106 | 4 | Native American / Mexican | English |
| 98106 | 5 | Mexican / Latino | Spanish / sometimes English |
| 98106 | 3 | African American | English |
| 98106 | 4 | African American | English |



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|--------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------|---------------------------------------|
| 3 of 6 volunteers responded to request for demographic data: | | | |
| 98107 | 2 | Chinese | English |
| 98027 | 3 | Caucasian | English |
| 98006 | 5 | Hispanic / Salvadorean - American | English |

WHAT WE NEEDED FOR SUCCESS

- Strong **partnership** and communication with the school (Partnership with school works well because youth are already required to be there)
- This **Global Leadership / Environmental Science** classroom, where the curricular goals overlapped the Bridges mission and the grant goals
- Strong partnership with **community organizations** that helped facilitate field trips (DRCC, SPU, Second Use, Cedar River Watershed)
- Committed **volunteers**
- **Gave youth** as much **choice** as possible in project topics
- **Film fests.** These events not only provided outreach opportunities, but were incredibly successful because the students had the opportunity to show and share their work - they were proud and had fun!
- **Encouragement & support for youth to continue to make impact** (they wrote letters to EPA for public comment period about Duwamish clean-up options, they started cell phone and shoe drives at school)

