



Encargados del Futuro

**Everything you need to know to
start and manage an ICT
(Information and Communication
Technology) and Service-Learning
Youth Group**

2010–2011



PEACE CORPS DOMINICAN REPUBLIC
INFORMATION AND COMMUNICATION TECHNOLOGY EDUCATION SECTOR

ENCARGADOS DEL FUTURO

encargados.del.futuro.dr@gmail.com
<http://www.youtube.com/user/encargadosdelfuturo>

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Welcome to the *Encargados del Futuro* Manual

Should you create an ICT Youth Group?

- Does your town have an available, functional computer lab?
- Do you know responsible, dedicated youth that are interested in ICT?
- Can you think of specific ways that your community could benefit from Information and Communication Technology (ICT) related projects?
- Do you have a reliable, organized, available, and experienced adult that will serve as your community advisor?

If you answered yes to
all these questions,
Encargados del Futuro
is for you and
your community!

Basic Information about *Encargados del Futuro*

The Vision

To empower youth to learn, lead and serve through creative Information and Communication Technology community projects.

The Mission

To equip youth to serve their communities through hands-on ICT learning experiences and projects, fostering leadership and professional development.

The Purpose

To create ICT youth groups that provide constructive learning opportunities to address communities' unmet technical needs.

ICT and Service-learning

ICT does not have to be confined to the computer lab. The real value in technology is in its application to everyday life. ICT is a powerful tool for improving the way in which we communicate, perform daily tasks, and develop professionally. There is a responsibility to share this knowledge with community members. Youth, in particular, are most willing and able to embrace this new technology to better their communities. The aim of *Encargados del Futuro* is to create a culture of individuals who prioritize service, through ICT projects.

Outline of Program

- Informational Meeting and Contract Signing
- 9 Core Charlas, each which include a lab session and community activity.
Example: Learning Photoshop and creating a photo studio for the day
- Practical Exam and Certificates
- Choosing a long-term Service project: Newspaper, Yearbook, or Website
- Leadership, Vision, and Goals Charla
- Sustainability, Planning, and Fundraising Charla
- Long-term service project and creation of Local executive board

Preparation

Encargados del Futuro works best with 6-10 youth, who have a basic knowledge of computers and an interest in ICT. Internet is not a requirement, but access is preferred. If necessary, consider fundraising for transportation to Internet access. Start looking for ICT community contacts to provide a long-term leadership role.

Community Advisor

The community advisor plays a very important role in the activities of your youth group, especially in the long-term project. This person should be a **reliable, organized, available, and experienced** member of the community who is genuinely interested in the progress of the community and in the development of its youth. Ideally, he or she will help the group in the planning and execution of their long-term project (and the core sessions) and who will continue to work with the group to ensure the project's sustainability.

Necessary Materials

Be sure to get a digital copy of the “Necessary Materials for EdF Groups” folder from your friendly PCVL. Please note that this folder contains feedback surveys that the Volunteer should fill out and send to the National Board.

Sustainable Impact

The long-term project is intended to be a sustainable part of the *Encargados del Futuro* program, but consider starting the core lessons again with a new group of youth to work on a different long-term project. Have Host Country Nationals lead and teach the group. Continue to think about how even more community members can learn and benefit from the information in this manual.

Please send samples of your projects to the National Board at encargados.del.futuro.dr@gmail.com

You may even see some of your projects online! Check out: <http://www.youtube.com/user/encargadosdelfuturo>

Adapt this manual to your community

This manual provides a great start for an ICT-youth group; but if you, your youth, or your community advisor want to tap into different resources in your community, feel free to be creative. Write a session about utilizing your town’s radio station (and be sure to send new material to the National Board’s email). At the same time, if your town lacks some of the elements needed to complete the manual, don’t worry! Adjust the manual to what is conducive for the group and the community.

First Informational Meeting for Interested Students

Congratulations!

You've taken your first
step to becoming an
Encargado del Futuro!

Agenda for Informational Meeting

- Reasons you should join an ICT youth group
- The importance of Service-Learning
- Outline of *Encargados del Futuro* Program
- Local and National Hierarchy of ICT youth groups
- Annual conference and additional opportunities
- *Encargados del Futuro* contract

Encargados del Futuro is an Information and Communication Technology (ICT) based youth group that focuses on the application of technology in real life, specifically to enhance the local community. It is an opportunity for youth to learn and lead while addressing the community's unmet technical needs.

Reasons you should join this ICT youth group

- You are interested in technology: computers, different types of software, the internet, cameras, and datashows
- You want to spend time out of school learning with a group of your peers
- You would like to develop your leadership and teamwork skills
- You think that ICT technology should be used to better your community
- You are committed to seeing through a long-term, ICT-based service project
- You want to have fun!

Discussion Questions

- What are ways ICT can improve your life?
- Why is it important to give back to your community?
- Is it necessary to pass on information and skills to others? Why?

ICT and Service-learning

ICT does not have to be confined to the computer lab. The real value in technology is in its application to everyday life. ICT is a powerful tool for improving the way in which we communicate, perform daily tasks, and develop professionally. There is a responsibility to share this knowledge with community members. Youth, in particular, are most willing and able to embrace this new technology to better their communities. The aim of *Encargados del Futuro* is to create a culture of individuals who prioritize service, through ICT projects.

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Local Hierarchy

Early on in the long-term projects, each individual group will select some of its members to fill specific executive positions within the group, according to the project. These youth will act as leaders for the rest of the group. Local executive board will also include an interested, ICT-savvy community member to be an advisor to the project.

National Hierarchy

A National Board will oversee *Encargado del Futuro* initiatives. The National Board will oversee the annual conference, approve long-term project plans, and assist local groups when needed. From 2010–2012, the National Board will consist of the ICT Peace Corps Volunteer Leader and two Peace Corps volunteers. After these two years, the National board will consist of the ICT Peace Corps Volunteer Leader and two Dominican Youth.

Annual *Encargados del Futuro* Conference

Every fall, the National Board will plan and oversee the *Encargados del Futuro* Conference. Volunteers bring exceptional youth to learn and exchange about ICT, leadership, and sustainability. This conference is an inspirational opportunity for youth across the country to interact and build ties while strengthening their technical, professional, and leadership skills to empower themselves and their communities.

Additional Opportunities for *Encargados del Futuro*

Be creative! There are *Encargados del Futuro (EdF)* groups across the country. Friend other *EdF* groups on Facebook. Present a special session to another group a few towns over. Meet with other groups to check out unique ICT resources in their town. Create digital art and informational posters to help decorate another group's computer laboratory. Become e-mail pen pals with another *EdF* group. The options are limitless.

***Encargados del Futuro* Contract**

Becoming part of *Encargados del Futuro* is a commitment for all involved: the Peace Corps Volunteer, the youth, and your future Community Advisor. Everyone should sign a contract to ensure quality and dedication.

Contract for New Members *Encargados del Futuro*

As an *Encargado/a del Futuro* I will:

- Attend regularly, knowing if I have 3 or more absences prior to the Practical Exam, I will not receive a certificate
- Actively participate during group meetings
- Take pride in doing quality work, finished on-time
- Be involved in the Long-Term Project and ensure its sustainability
- Invest in my future by learning about Information and Communication Technology (ICT), while bettering my community at the same time

Name of Group Member

Signature of Group Member

Date

EMAIL AND FACEBOOK: *First Steps into a Larger Cyber World*

BY THE END OF THIS SECTION, YOUTH WILL BE ABLE TO:

- Create and use a gmail account to connect and share information
- Identify characteristics of a well-executed website or blog
- Practice secure web-browsing techniques
- Create, update, and maintain a Facebook Profile

IN THE LABORATORY...

- **Agenda**
 - Discuss Internet safety: spam/predators, information security, viruses
 - Create a Gmail account for the group
 - Create a Facebook account

Down the virtual rabbit hole: Safely navigating the Internet

The Internet is a vast and wondrous space, a sprawling network of networks reaching approximately one quarter of the human population. Primarily, it is composed of the "World Wide Web," a network of hypertext connected by hyperlinks, a system that has grown up since the early 90s. Lacking any sort of centralized control or regulation, there is little-to-no over-arching moderation of the content that is posted on the Internet, or the people who are allowed to access or modify it, except on local networks. For this reason, it is up to each individual web surfer to proceed with caution when navigating the Internet. In later sections, we will talk about some of the other risks involved, like viruses and unreliable information, but today we are going to talk about some risks that are a little more personal.

Stoplight activity: How can I be safe on the Internet?

Have each youth draw their own stoplight on a piece of paper - they can use colors if they like, otherwise have them simply label the three circles Red, Yellow, and Green. As you read the following list of actions, have them write each one down next to the corresponding "light": next to Red for something they would not do, next to Yellow for something they might do, and next to Green for something they would definitely do.

On the Internet, would I...

- Accept a friend request from someone I know?
- Accept a friend request from someone who is a friend of my friend?
- Accept a friend request from someone I do not know at all?
- Send an email to my mom?
- Give out my phone number?
- Give out my ID number or other personal information?
- Tell people where I live?
- Open an email from a sender I don't recognize?
- Date somebody over the Internet?
- Tell somebody the password to my email account?

Ask for volunteers to share their answers with the group and to explain their reasons for choosing each one. Discuss the list as a group.

Why is it important to consider these questions?

As mentioned earlier, while the Internet is a marvellous tool for connecting, sharing, entertaining, and learning, it's also a place where children and youth are particularly vulnerable to Internet predators who may assume a false identity to lure them in, a place where identities get stolen, and a place where unsuspecting people just get bombarded by all the junk mail flowing into their email accounts. For this reason, you should:

- Never reveal your password to anybody
- Never give out your ID number, phone number, or any other personal information unless you know it's a site or a person you can trust.
- Only give your email to trustworthy websites
- Stay out of chat rooms
- Be wary of accepting friend requests from people you don't know
- Don't open email that looks like junk mail and definitely don't open any attachments that may accompany it
- Never respond to unsolicited email or email that asks for personal information

Now that we know how to proceed with a little caution on the Internet, let's get started!

Gmail: Because that hotmail account is so 90s

Gmail is the email service run by Google. It is highly useful for a number of reasons:

- Easily searchable messages: You can type in keywords or names, just like in a regular Google search, and find exactly the message you're looking for.
- Storage space: You'll have to send and receive a whole LOT of mail before you even begin to fill up your gmail account.
- Integrated features: Not only does gmail include a calendar and an address book, it also incorporates a chat module right into the page.
- In addition to these features, once you've created a gmail account, you have simultaneously created a Google account, which allows you to access the wide variety of online programs Google has available: Blogger, Google Docs, Google Maps, Google News, among many others.

So let's get crackin'!

Open up your preferred web browser and navigate to <http://www.google.com>. Along the top of the page, you'll notice a line of links to a variety of Google's different services. Click once on the one that says "Gmail." You'll be taken to a page that asks for a username and a password. Since your group doesn't have either of those yet, click on "Create an Account" to create them!

Crear una cuenta

Su cuenta de Google le ofrece acceso a Gmail y a [otros servicios de Google](#). Si ya dispone de una cuenta de Google, [haga clic aquí para acceder a ella](#).

Cómo empezar a utilizar Gmail

Nombre:

Apellido:

Nombre de registro: @gmail.com
Ejemplos: ARamos, Ana.Ramos

fulana.vacana está disponible

Elija una contraseña: [Fortaleza de la contraseña: Óptima](#)
Longitud mínima de 6 caracteres

Vuelva a introducir la contraseña:

No cerrar sesión

La creación de una cuenta de Google habilita Historial web. Historial web es una función que ofrece una experiencia más personalizada de Google, con recomendaciones y resultados de búsqueda más relevantes respecto a sus consultas. [Más información](#)

Habilitar Historial web

Pregunta de seguridad: Elija una pregunta...
¿Cuál es su principal número de pasajero de vuelo más frecuente? seguridad. [Más](#)
¿Cuál es el número de su carné de biblioteca?
¿Cuál fue su primer número de teléfono?
¿Cuál era el nombre de su primer profesor?
Escribir mi propia pregunta

Respuesta:

Correo electrónico de recuperación:

Esta dirección se utiliza para autenticar su cuenta en caso de que surja algún problema u olvide su contraseña. Si no dispone de ninguna otra dirección de correo electrónico, deje este campo en blanco. [Más información](#)

[¿Qué es un correo electrónico?](#)

¿Cómo se escribe su nombre completo?

Nombre:

Apellido:

Nombre de usuario:

Longitud de contraseña:

You should now find yourselves at a page that asks for information like your name and last name. Since you're creating the email account for your group, the names that you put down should reflect this: for example, you could put "Encargados" as the name and "del Futuro" as the last name, or have it say something about your school or community. Now, the really important part is coming up with a unique screen name. This is the name by which your group will be known on the Internet. Since so

many people have already signed up with gmail, it can be a little difficult to come up with something original (you can always hit the "Check Availability" button to be sure).

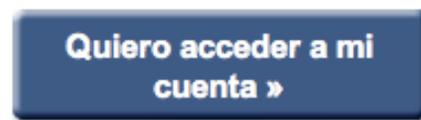
Once you've got your one-of-a-kind screen name, you'll need to set a password. This should be something easy to remember, but hard for others to guess. Longer passwords that contain both letters and numbers are better.

Further down the page, uncheck the "Do not close session" box - if selected, this option allows your account to remain open, which means that anyone could access it

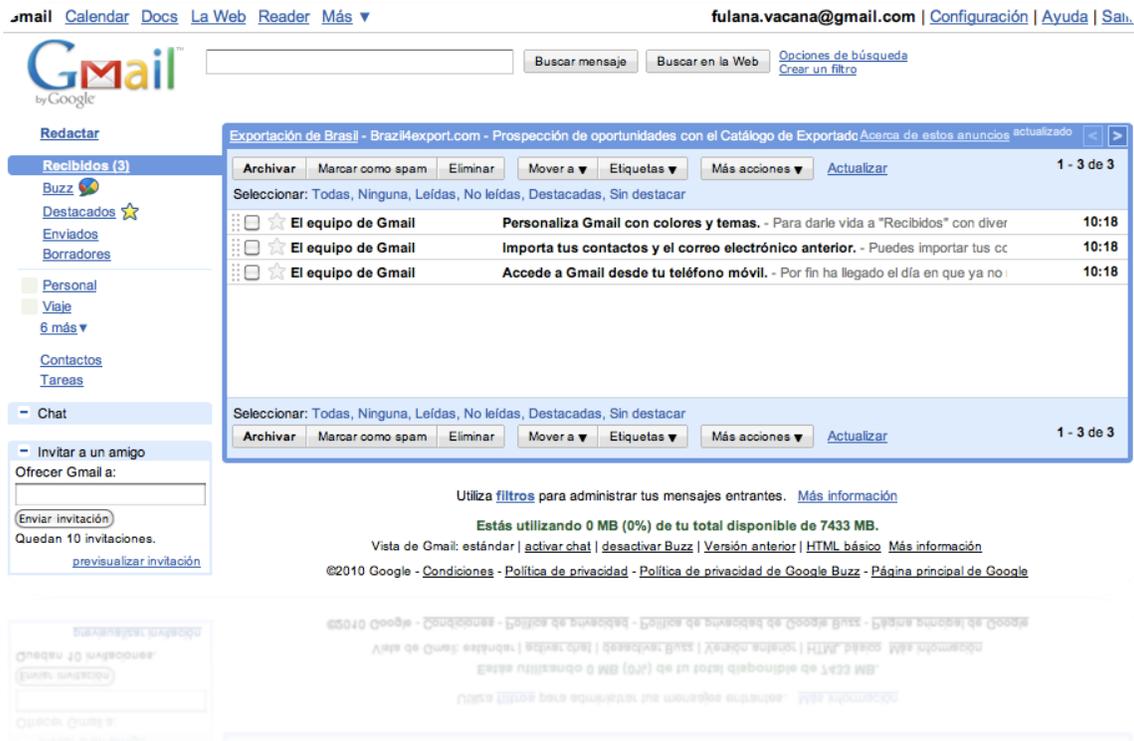
The screenshot shows a security setup page for a Google account. It includes a security question field with a dropdown menu set to "Escribir mi propia pregunta" and a text input field containing "¿Cuál es mi artista favorito?". Below this is a text input field for the answer, containing "Daddy Yankee". There is a field for a recovery email address, a location dropdown menu set to "República Dominicana (Dominican Republic)", and a CAPTCHA section with a distorted image of the word "asmelkart" and a text input field containing "asmelkart". At the bottom, there is a section for "Condiciones del servicio" with a link to "Versión imprimible" and a button that says "Acepto. Crear mi cuenta."

without needing the password. Below this are more security options. Since your group doesn't have another email address to confirm this one, you'll need to enter a security question. Click on the button that says "Choose a question..." and a drop down menu will appear with some questions that Google has suggested. You are also free to write your own question. Don't forget to write the answer in the space below it.

Below the security options, the location should be set to "Dominican Republic," but if it is not, you can change this simply by clicking on the button and scrolling up or down the menu that appears until you reach the Dominican Republic. Below this, you'll see an odd jumble of letters that you're asked to type into the blank space below it; this is called a "Captcha" and is the Internet's way of making sure you aren't a robot. The very last thing on the page is the service agreement, which contains Google's terms of service. One click on the button below it, reading "I accept. Create my account!" will bring your brand new gmail account into existence!



One or two more pages may pop up with information about some of Google's newest features, but you can go ahead and keep clicking on the "Take me to my account" button, which should eventually lead you to your inbox, which looks like this:



You can see in the main part of the screen that you've already received a handful of emails from Google itself. These messages are good to look over later, especially with your group, as they contain information on how to modify the look of your gmail page and on how to further personalize your account.

You'll probably also notice that - for now, at least - your inbox page looks a great deal like Google's homepage, with many similar links along the top. Along the lefthand side, you'll find links to "Compose" for creating a new message, "Inbox" for seeing the messages you've already received, "Buzz" which is Google's new social networking interface, "Contacts" for your address book, and also "Starred" messages, "Sent" messages, and "Drafts," below which are a series of suggested "Labels" by which Google allows you to more efficiently sort your email. The PCV and/or group leader is welcomed and encouraged to explore these options at their leisure with the group. For now, however, let's give "Contacts" a click.



As of yet, you'll see, you don't have any contacts. However, this is easily remedied by clicking on the "Add Contact" button.

And who better to be your first contact than Encargados del Futuro? On the new page that has popped up you can simply enter "Encargados" where it asks for a first name and "del Futuro" where it asks for a last name; and the email address is, of course, encargados.del.futuro.dr@gmail.com . Filling in any of the other spaces is optional, so you can go ahead and click "Save Changes" to save the contact.

If you'd like to amplify your list of contacts, now that you know how, you can also enter in the email addresses of any members of the group that might have them.

So, now that you've got some contacts listed in your address book, it's time to write one of them an email! Clicking on the link titled "Compose" on the lefthand side of the screen will take you to an editing page with a blank email open.

Typing all or even part of the name of a contact already entered in your address book into the "To:" field will automatically bring up their names, which makes finding and communicating with your contacts even easier.

Since the rest of Encargados del Futuro will be eager to communicate with you anyway and the national board would like to have a record of email addresses, go ahead and compose and send a message to your first contact, encargados.del.futuro.dr@gmail.com.

Congratulations! You've just sent the first email from your group's account!

For now, we are going to leave Gmail for a little while and enter into another major social world on the Internet: Facebook. Don't forget to sign out of Gmail!

fulana.vacana@gmail.com | [Configuración](#) | [Ayuda](#) | [Salir](#)

Facebook: The best way to waste your time since 2004

Facebook is arguably the most popular social networking site on the Internet. Originating in the early 2000s, it rapidly gained popularity among college students, particularly as the original design of the site was based around local university networks, requiring a university-based email address in order to create a facebook account. In 2006, however, this was changed and facebook opened its doors to all Internet users, regardless of education or location. It now hosts over 400 million members. Although not as customizable as MySpace with regard to profile appearance, Facebook boasts innumerable applications, features, and profile add-ons. These take the shapes of games, quizzes, chat windows, messaging, link- and photo-sharing, and many other things. When used appropriately, it can be used both personally and professionally, and has even become an arena for large-scale humanitarian, political, and social causes.

So why wait another minute to get in on all the action? Let's get started!

Go into your web browser and bring up the page <http://www.facebook.com>.

Facebook's registration form can be found right on its home page. All it asks for is first name, last name, email address, a password, gender, and birthday. You'll be asked for more information a few pages later.

You can put the name of your group just as you put it on your Gmail account, just make sure that your community name appears in it somewhere so that other groups will be able to find you more easily - and Facebook does require that each account have at least one first name and one last name. As far as the email, here's another chance for you to use your brand new Gmail account! However, don't put the same password for your Facebook account as for your Gmail; this helps to keep both accounts more secure. Make sure this password is also something medium length, easy for you to remember, but difficult for others to guess. You may leave the gender menu as-is, as it is optional, and may put what you like for the birthdate, though Facebook requires that all members be at least 13.



The image shows a screenshot of the Facebook registration page. At the top, there are links for "No cerrar sesión" and "¿Has olvidado tu contraseña?". Below these are input fields for "Dirección de correo electrónico" (containing "fulana.vacana@gmail.com") and "Contraseña" (containing "*****"), with an "Entrar" button. The main heading is "Regístrate" with the subtext "Es gratis y cualquiera puede unirse.". The form fields include: "Nombre:" (filled with "Fulana"), "Apellidos:" (filled with "de Tal"), "Dirección de correo electrónico:" (filled with "fulana.vacana@gmail.com"), "Contraseña nueva:" (filled with "*****"), "Sexo:" (dropdown menu with "Mujer" selected), and "Fecha de nacimiento:" (dropdown menu with "1" selected for the day and "abril" for the month). A year dropdown menu is open, showing a list of years from 2010 down to 1993. A green "Regístrate" button is visible below the birthdate field. At the bottom of the form, there are links for "Crear una página para una celebridad, grupo o empresa." and "Blog Widgets".

As you saw with Gmail, Facebook also uses the "Captcha" method of verifying that you aren't robots and asks you to type in the letters you see in the image.

Facebook will ask you to complete a series of tasks requesting different information, most or all of which are optional.

Facebook will first ask to look into the address book of the email you entered, in order to see whether any of your contacts are on Facebook yet. Since your group doesn't have very many contacts yet, it's up to you whether you want to do this step or not. You will always have a chance later to search Facebook for people you might know and we strongly recommend that you search for other Encargados del Futuro groups that have profiles. So if you wish to skip this step for now, you can simply click on "Skip."

The next step asks for some basic profile information, in this case, education and business information. If you all go to the same school or high school, you can go ahead and enter that information if you so choose.

Paso 1 Buscar amigos **Paso 2** Información del perfil **Paso 3** Foto de perfil

Completa la información de tu perfil
Esta información te ayudará a encontrar a tus amigos en Facebook.

Escuela secundaria: Liceo Cualquier 2013

Universidad: Año de graduación:

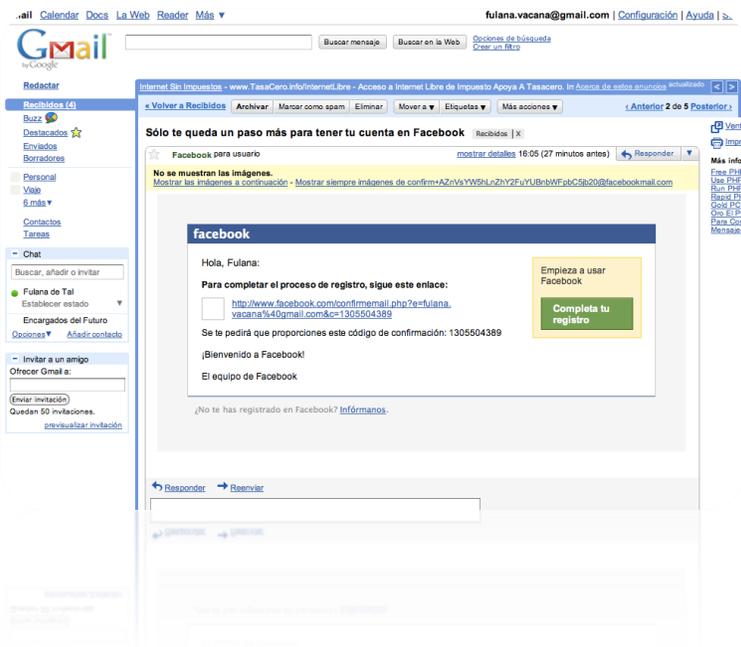
Empresa:

Volver Omitir Guardar y continuar

The next step is to add a photo to your profile. We recommend doing this - it makes your profile a lot more fun and interesting, and it makes you easier for other groups to find, as they can recognize you by your profile picture. You can add more photos later as well, but for now, we're going to focus on adding your main profile picture.

To add a photo to your profile, you have two options: upload a photo or take a photo with a webcam. Unless you have a webcam you'd like to use for the photo, you can go ahead and click on "Upload a Photo" and browse for a photo on your computer to upload. Why not put up a picture of the whole group?

Now you should see a welcome screen from Facebook with various options of what to do next to integrate further, many of which - like searching for your Gmail contacts - have already been suggested to you. However, speaking of your Gmail account, this is a good opportunity to go revisit it to see if you've gotten any new emails. So, leaving the Facebook page open, open up another window and return to <http://www.google.com> and open up your Gmail account again (don't forget your password!). A couple of new messages should have appeared; open the email that says something like "There's only one more step to confirm your Facebook account!"



It's very important to open this email and to click on the link it contains. This is so that Facebook can verify that this really is your email address. Without it, Facebook cannot register your account, which will eventually be deleted. This is another means of avoiding identity theft; and for this reason, you should never click on anything in an email like this that you didn't sign up for yourself. In this case, however, you did, so click away!

Go ahead and sign out of your Gmail account again, close that window, and bring up the Facebook window again.

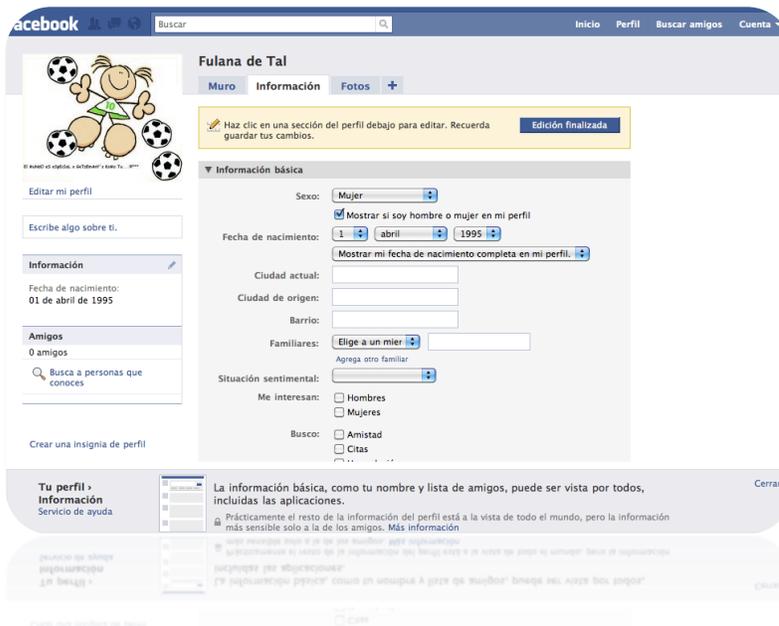


On this page, you'll notice that, in addition to soliciting more information, it has a number of links along the top and on the left-hand side. Along the left, you'll see News, Messages, Events, Photos, Friends, Applications, Games, Groups, and More. As you spend more time getting integrated into Facebook, you'll be able to use and access all of these things. Along the top, you'll find a search bar, followed on the right by links to the homepage and your profile as well as a link to "Search Friends" and Account options (this is where you'll go to sign out later).

For now, keep scrolling down. Near the bottom of the page, you'll encounter a heading titled "Control which information you share." Below it, click on the link that says "More Information" about privacy settings on Facebook. As these have evolved drastically since Facebook's inception, it is a good idea to be familiar with them. First, you'll notice a large diagram of overlapping rectangles labeled "Friends" "Friends of Friends" and "Everyone." This is to illustrate the three levels of privacy available on Facebook. Every time you post something, you can choose one of these three options to decide who will be able to see it.

To help you out a little bit, Facebook has also added in a section near the bottom of the page detailing recommended configurations. This is a good place to start, and you can always change whatever you decide later.

Leaving that for now, let's go take a look at your profile and flesh it out a little bit. In your profile, under your picture, click on "Edit my Profile."



As you can see, the information that you've already filled in, like your birthdate and the photo you uploaded, are already on your profile. This is where you can personalize your profile a little bit more, to take a little time to go over it and fill it out.

Once you're satisfied with the information you've got on your profile, click on the "Save" button and

Facebook will save it for you. Now look up just above where you entered the information and find three little tabs reading "Wall" "Information" and "Photos."

Go ahead and click on the tab labeled "Wall." This is the page that records your interactions with other Facebook users and their interactions with you. Friends can "post" messages, links, photos, videos, and many other things on your wall, and this is where you will see them.

Feel free to spend some time exploring Facebook and personalizing your profile by adding pictures and information about your group and its projects. Make sure you look up the national board of Encargados del Futuro using their email address, encargados.del.futuro@gmail.com and add them as a friend! This is especially important, not only because it allows the national board to keep in touch with each of the individual groups, but also because you will be able to connect with all the other Encargados del Futuro groups nationwide through their profile.

Discussion Questions

- Why is Internet safety so important?
- What are some things that we can do to protect ourselves on the Internet?
- What are some of the advantages of social networking with Gmail and Facebook?

SEARCHES:

Search this!

BY THE END OF THIS SECTION, YOUTH WILL BE ABLE TO:

- Use key words to investigate any topic
- Be able to distinguish valid and relevant sources from untrusted sources
- Summarize and synthesize information in their own words

IN THE LABORATORY...

- **Agenda**
 - Review of Web Browser's Interface
 - Keywords, Results, and Summaries
 - Review of commonly visited sites: Google, Wikipedia, and Youtube
 - Activity: Digital Treasure Hunt!

Introduction to Web Browsers

Ask students:

- What are programs like Internet Explorer and Mozilla Firefox? (They are web browsers)
- What is the purpose of a web browser? (It allows us to explore the millions of Web pages that make up the Internet)
- Why is it important to use a Web browser? (To connect with all the Internet has to offer. It can help us with our education, our jobs, and our personal lives)

Tell the students to open Mozilla Firefox. As a group, review the main components of Firefox's interface. Explain each element and demonstrate how to use it:

- **Start Page**
 - This is the page that appears each time you open the Web browser. You can make the start page whatever you want. For example, your start page can be a newspaper's web site so you know what's going on in the world or it can be your email access page.
- **Address Bar**
 - Web pages are like houses; you have to have the address of the house to get there. The Internet is the same. Every web site has a specific address that is shown in the Address bar.
**IMPORTANT: If just one letter or character is misspelled in the address, you won't be able to access that site. Therefore, pay close attention when entering an address of a web site.*
- **Google Search Bar**
 - Sometime you need to get to a web site, but you don't know the address. For example, say that I want to find a recipe for apple pie. I can use the Search bar (which is like a search engine, such as Google) look for all the websites that contain the words "Apple pie." From the results of the search, I can choose which web site I want to get my recipe from.
**IMPORTANT: If you misspell what you are looking for, your search engine might not understand you. For example, if I type "Aple pi" instead of "Apple pie," your search engine will not be able to find what you are looking for. Take your time writing your words and check your spelling!*
- **My Favorites**
 - My Favorites is a list of the web sites that you like to visit. With this list, you don't have to type address in the address bar or use the search engine.
- **Hyperlinks**
 - A hyperlink is a word or image on a Web page that brings you to another web page when you click on it.
- **Tabs**
 - If we want to do two things at the same time on the Internet, Mozilla Firefox lets us open two or more tabs at one time. Open a tab by clicking on *File* and *New Tab* or by typing Ctrl +T. Now, I can look up information for my homework and check my Facebook at the same time!

Why is it important to search properly?

On the Internet, Encarta, or other search engines, users must search wisely to obtain the results that they are actually looking for. While it appears easy to type a question into Google and click on the first result, this may not produce the information we are looking for. We have to use our critical thinking skills to find and sort through all the digital information on the Internet. We have to understand what information we are looking for before we start searching, and then we must be persistent to find this information in the results provided.

Note: The Internet has a wealth of information. Make sure that your students are focused on educational and/or informational sites, rather than inappropriate content. Remind them that inappropriate content may not only lead to disciplinary action, but viruses on your computer.

What is a Keyword?

A keyword is an informative word that indicates the content of a document or article. When you type words into Google, the search engine looks for those exact words in WebPages on the Internet. Let's practice! If you want to answer the question:

Who is the Vice President of the Dominican Republic?

Ask students what the keywords of this sentence are. (Vice President, Dominican Republic.) Words like "is" and "the" are so common that it is unnecessary to include them. Question words, such as "who" or "when" are usually not included in website entries. In addition, not typing the whole sentence is faster because you don't have to type those extra words.

If you want to search specific information (most useful, People's names), use quotation marks. Searching the words "María Argentina Minerva Mirabal" with quotations marks will only produce results that contain those words in that *specific* order. Without quotations mark, results can appear with the words you search but in different places in the entry.

Choosing the Best Result

Note! If you are using Google as a search engine and you have by accident spelled something wrong, Google will guess what you were trying to spell. Check to make sure Google didn't think you were trying to search something else!

In your search results, Google will present options of web pages. Each entry will have excerpt of where the words you've searched appear. It's important to skim

these excerpts to see if the information presented is what you're actually looking for. Also, be sure to look at the source of the information. Fulano Talcosa's personal blog may say something about Leonel Fernández that is untrue. If you find facts on a



The screenshot shows a Google search interface. The search bar contains the text "hermanas mirabal". To the right of the search bar is a "Buscar" button. Below the search bar, there are radio buttons for "la Web" (selected), "páginas en español", and "páginas de Rep. Dominicana". Below this, there is a "Web" tab and a "Mostrar opciones..." link. The search results are displayed as "Resultados 1 - 10 de aproximadamente 5". The first result is "Hermanas Mirabal - Wikipedia, la enciclopedia libre" with a star icon. The snippet for this result reads: "Las hermanas Mirabal (Patria Mirabal, Minerva Mirabal y María Teresa Mirabal) fueron dominicanas que se opusieron fervientemente a la dictadura de Rafael ...". Below the snippet are links for "Activismo antitrujillista - Asesinato - Los asesinos" and "es.wikipedia.org/wiki/Hermanas_Mirabal - En caché - Similares". The second result is "Hermanas Mirabal (provincia) - Wikipedia, la enciclopedia libre" with a star icon. The snippet for this result reads: "Hermanas Mirabal (la anterior provincia Salcedo) es una provincia mediterránea situada en el centro-norte de la República Dominicana. ...". Below the snippet are links for "es.wikipedia.org/.../Hermanas_Mirabal_(provincia) - En caché - Similares". The third result is "Las Hermanas Mirabal Las marinosas" with a star icon. The snippet for this result reads: "personal blog, check them against another source."

Summarize and Synthesize

Copying and pasting text from a web site and calling it your own work is called plagiarism. More importantly, if you just copy something into your notebook, chances are that you haven't comprehended the material. When you summarize and take notes, you gain a deeper understanding of the topic that you are more likely to remember.

Activity: Use your own words!

Search "History of Bachata." Write a paragraph (at least 4 sentences) about the key points of the history of bachata. Use at least 2 sources. Remember that it is unacceptable to copy and paste. Read the information and then write it in your own words. If your students are having difficulty with the concept of plagiarism, let them read an article and have them turn the monitor off to take notes.

Important Web Pages

If we want to look for information, images, or a specific video on the Internet, there are some useful web sites we should check out...

- **Google**

- Google is probably the most important web page because its function is to connect us with all the web pages we want and need. Many people have Google as their start page.
- Let's see how it functions. Have students go to Google's website by typing *www.google.com* in the address bar or typing Google in the search bar.
- Type "Shakira" in the box. What comes up?
- Google lets us look for different forms of media, which is pretty useful. At the top of the web page, we can see different options like *The Web, Images, Video, etc.* If we click on *Images*, what happens? Guess! And what happens when we click on *Video*?
- Google is a great site to start searching whatever you're looking for
- **Wikipedia**
 - Now have students go to Wikipedia's website by typing *www.wikipedia.org* in the address bar.
 - Wikipedia is an online encyclopedia that anyone can modify. On one hand, this is good because the information can come from many sources.
 - **On the other hand, we have to be careful with Wikipedia. Someone can include false information. It is recommended to verify the facts that you find on Wikipedia on another trusted web site.** Therefore, it is a good idea to go to the bottom of the page to find hyperlinks with more information.
 - Let's Practice: Have students enter "Australia" in the search box. What is the capital of Australia?
- **YouTube**
 - Now, let's go to the last site that we'll look at today: YouTube.
 - If we want to look for a video that makes us laugh, goes with a presentation, or demonstrates an idea, YouTube is a great resource.
 - Like the other sites we've looked at, we enter keywords in the search box, and it will present us with a list of related videos.
 - Type "Daddy Yankee." Have students explore the list of results.
 - If we want, for example, to see a video about the digestion process, we notice that YouTube has an educational purpose as well. Enter "digestive system" in the search box.

Actividad: Digital Treasure Hunt

Divide the students into teams of 2 or 3. Explain that they are going to practice searching for information on the Internet. Each group will receive the "Internet Search" sheet, found in the Necessary Files folder. The first group to find the correct responses to all the questions wins.

IN THE COMMUNITY...

Preparation

Humans produce a lot of trash, but, luckily, instead of leaving it in a landfill or burning it, you can use it to create rich soil, which is called composting. We must be very environmentally friendly to protect earth and its resources, so it is very worthwhile to separate your trash and compost it.

Search “Compost,” and check different sites to learn how to compost your trash. Some composting requires you to buy certain materials, but you can always ask a Environment PCV for suggestions on found materials to use. If you like, find a local farmer to multiply this important information to. Have a session with your EdF group and other interested community members to practice composting using the instructions you’ve found on the Internet. Consider making posters or including other didactic materials.

Discussion Questions

- Is it important to compost? Why?
- Where did your information on composting come from? One site or many sites?
- What other kinds of projects could you search on the Internet?
- What could you do with trash that you can't compost?
- Will you (or members of your community) continue composting?

PUBLISHER: *Pa'lante with Publishing!*

BY THE END OF THIS SECTION, YOUTH WILL BE ABLE TO:

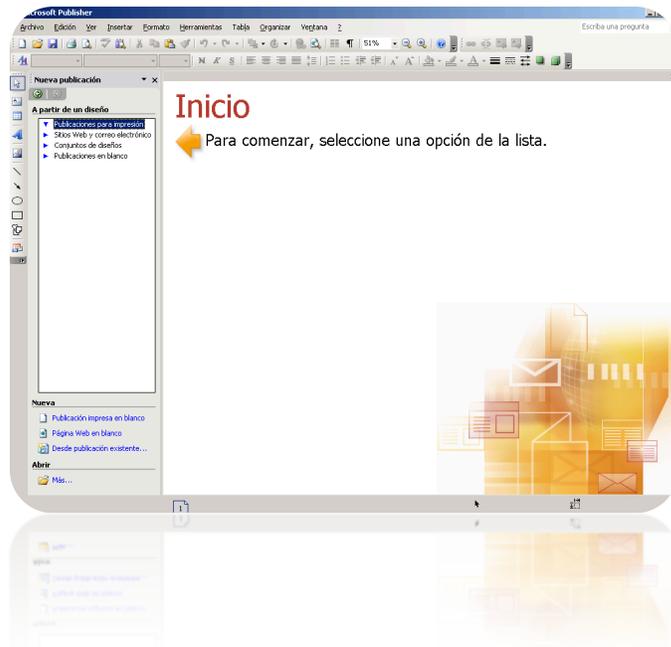
- Use Microsoft (MS) Publisher as a tool for designing publications for a business or community organization
- Develop MS Publisher materials that address the needs and desires of businesses and community organizations, in a interesting and informative manner

IN THE LABORATORY...

- **Agenda**
 - Introduction to MS Publisher
 - Practice Activity in MS Publisher
 - How to make interesting and useful materials
 - Explain Community Activity

Introduction to Publisher

Microsoft Publisher is a program that can be used to create popular publications, such as flyers, brochures, business cards, invitations, calendars and newsletters. The program comes equipped with many sample publications that have pre-designed layouts and graphics. However, you can also use the program to create your own custom publications. The effectiveness of Microsoft Publisher resides in its ability to allow the user to quickly and cheaply assemble professionally designed content for a business or community organization in minutes. The flexibility of Publisher also allows you to cut down on what would be expensive design costs. Publisher is a tool that can be utilized by community organizations and businesses that do not have large scale advertising budgets but seek to maximize their name and message in the community.



On the left side of the screen, you will see the menu option "Publicaciones para impresión." Next to this option you will see a small arrow that will allow you to expand the list of available publications. To view the types of available publications and their details click on each option that is listed. To begin working on your own chosen publication, double-click on its image in the main area of the screen.

Below is an example of using Publisher to advertise English classes. What could you use Publisher to advertise in your community? Open Publisher and explain the concepts of:

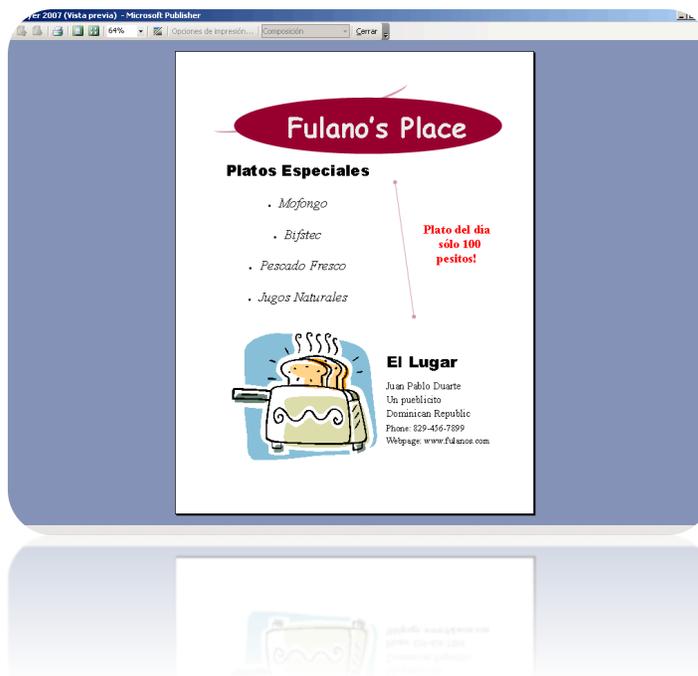
- Diseños de publicación
- Combinaciones de colores
- Combinaciones de fuentes



When making a publication, it's important to discuss the purpose and desire of the brochure with the community organization or business. Determine the key and relevant information that will go on the publication.

Tips to a Good Publication

- The information you include should be brief (one page), but should also entice the reader
- Take the time to experiment with different designs, layouts, colors and fonts in order to find the best combination for your publication
- Try not to include too much information or lengthy descriptions that will be hard for the reader to understand or take a lot of time to read
- Include contact information and any relevant dates
- Present at least one draft publication for the community organization or business for feedback.
- Lastly, determine where you would like to hang or distribute your publication. You should choose a spot that will be ideal for the age group or types of people the publication is targeting. However, make sure to obtain permission first before distributing at a local business or institution.



Make use of any logos, sayings or recognizable symbols the organization may already be using in the community.

Practice Activity

Have each youth create a flyer for the same made-up organization. It can be anything from President Obama's new clothing line, Doña Rosa's fantastic empanadas, a guide service to hike Pico Duarte, or something that the students think up. After students create their flyer, share them with the group. Discuss positive aspects and ways to improve. Notice that everyone came up with something different for the same organization.

Introduction to Community Activity

Publications to help a community organization

Arrange times in or outside of class to meet with a community organization. Find out ways that you can help them, such as promoting an event or creating general interest.

Have the students prepare questions for the community organization regarding the purpose and ideas behind the publication. Also, encourage the students to critically think about how to achieve the desired effect of the publication in the community and ways to appeal to different groups in the community. It may be a good idea to have the students survey current publications that are posted to gain more ideas about how to approach future assignments.

Divide students into groups of three to four and allow each group to work on a publication that will be given to the organization to use in the community. Allow the students time to critically think and plan the layout and information that will be in the publication. The topic could be related to an event the organization is planning or even a theme the organization is currently trying to promote in the community, such as the environment, education, business or health.

Discuss with students ideal ways to present the information in the publication and possible mediums that could be used such as brochures, flyers, newsletters, or small handouts. Try various designs to find what works best. Also, give students time to work on the assignment, using lab resources, such as encyclopedias or Internet.

IN THE COMMUNITY...

Preparation

Arrange a meeting with the community organization. In the meantime, check with each student group to make sure they have completed an acceptable publication. Each student group will be presenting their publication to the organization. Ideally, this process should take place at least once in the design of the publication, in order to gather feedback and ideas.

Discussion Questions

- Was the organization please with the publications?
- What is the hardest part about creating a publication for an organization?
- Do you think there are opportunities to help other organizations in your community?

ANTI-VIRUS SOFTWARE: *Operation Protection!*

BY THE END OF THIS SECTION, YOUTH WILL BE ABLE TO:

- Install Avira AntiVir
- Run a virus scan
- Properly handle viruses found

IN THE LABORATORY...

- **Agenda**
 - What is a computer virus and what do they do?
 - How do computers get infected, and what might happen to them?
 - How can I protect myself?
 - Where should I get this anti-virus software?
 - Installing Avira AntiVir
 - Scanning for viruses
 - Practice Activity: Install AntiVir on the lab's computers
 - Explain Community Activity

What is a computer virus? What do they do?

A computer virus is a computer program that can copy itself and infect a computer. The term "virus" is also commonly but inaccurately used to refer to other types of malware, adware, and spyware programs that do not reproduce. For convenience's sake, we'll use "virus" to refer to all these sorts of programs that computer users find undesirable because they render your computer unusable, reveal sensitive information or destroy important data.

How do computers get infected? What happens then?

A computer usually gets infected by email, a website or a portable storage device, like a USB flash drive. For example, you might receive an email from someone with a link to download the greatest computer game ever. You download it, start playing it, and yeah, it's fun, but then you notice that some of your files have mysteriously disappeared. The next day, there's another game installed, and your computer has slowed to a crawl. Or, when you plug in your friend's USB flash drive, Windows prompts you to execute a program. You execute it, then you notice that your Windows Firewall has been disabled and you can't enable it. Once a computer gets infected, it's hard to disinfect it without reinstalling the operating system.

How can I protect myself?

The best way to combat viruses is to install anti-virus software, designed to detect them before they infect your computer.

Where should I get this anti-virus software?

There are many different companies that publish anti-virus software—Norton, McAfee, ESET and Avira being some of the bigger ones—and each company has many different editions of its software at different prices, most of which will adequately protect the average user. We will use Avira AntiVir Personal, because it's free, has a high detection rate, and doesn't slow your computer down as much as some of its competitors.

Installing Avira AntiVir

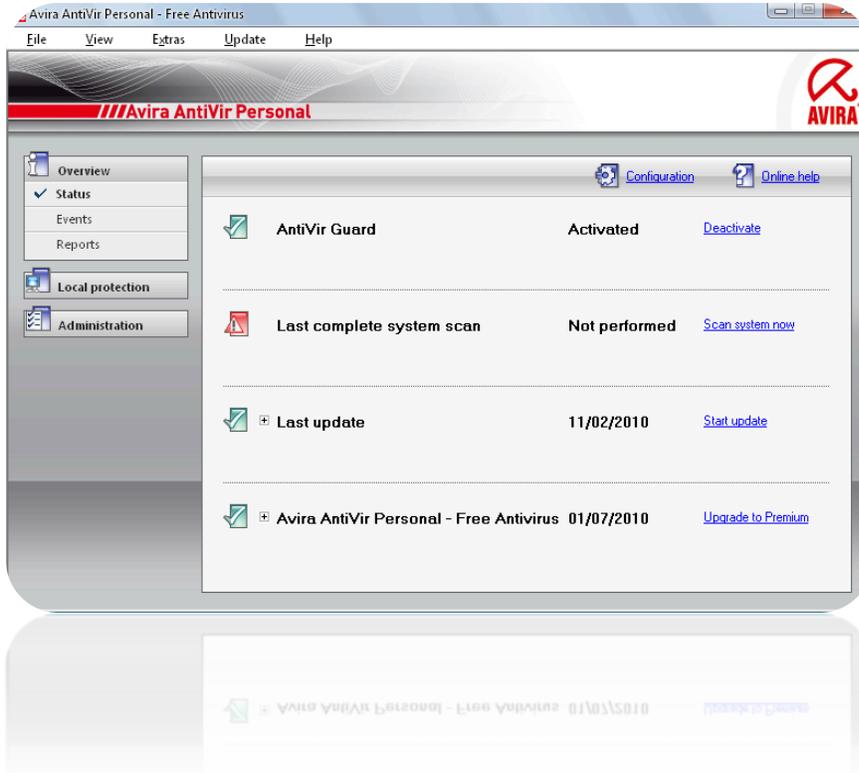
- Insert a flash drive, CD or another medium that contains the AntiVir installation file into the computer on which you want to install AntiVir. You should confirm that the medium itself doesn't carry a virus before inserting it in a computer without anti-virus software. If another anti-virus program is installed, you *must* uninstall it before installing AntiVir. To uninstall a program, go to the control panel and click on "Add/remove programs."
- Double-click on the installation file to open it. Ignore any security warnings about the file and continue.
- At the first AntiVir screen, click Continue.
- Click Next to begin the installation.
- Click Next again.
- Check the 'I accept the terms of the license agreement' box and click Next.
- Click the 'I accept that Avira AntiVir Personal – Free Antivirus is for private use only...' box and click Next.
- Leave the setup type set to Complete and click Next.
- Uncheck the 'Yes, I would like to register...' box.
- AntiVir will now install.
- Uncheck the 'Show readme.txt' box and click Finish.
- Now you'll be taken to the Configuration Wizard. Click Next.
- Leave the AHeAD heuristics settings in place, and click Next.
- Don't change the default values and click Next.
- Leave this setting at Normal start.
- Leave the 'Perform short system scan after installation box' checked, and click Next.

At this point, if you're connected to the Internet, AntiVir will begin to download and then install updates to its virus definition and search engine files. Since new threats are introduced 'into the wild' regularly, it's good to keep AntiVir updated. It's recommended to check for updates at least once a week.

If you aren't connected, you'll receive an error and AntiVir will not update. Don't worry though; it will still protect you from most threats, just not the newest ones.

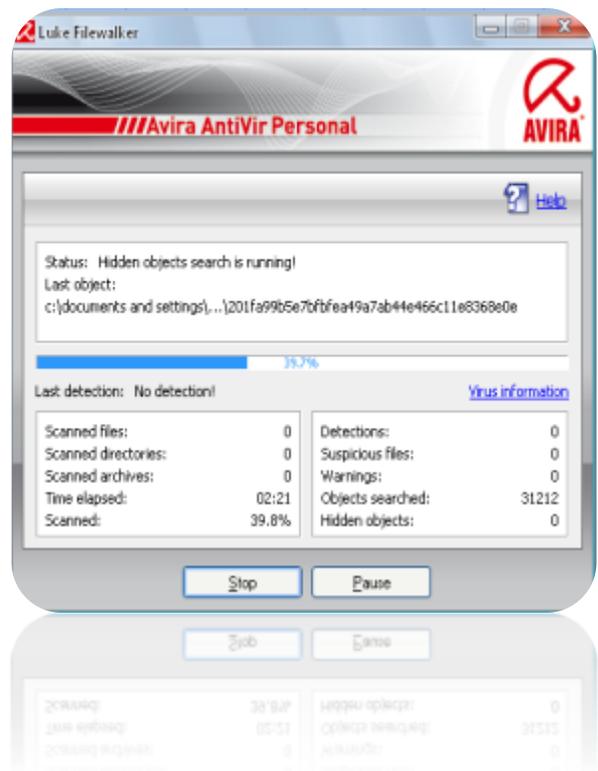
Scanning for viruses

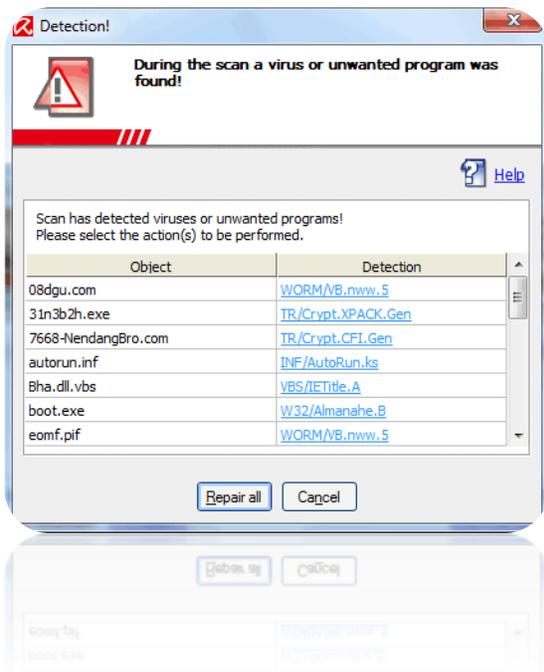
You can access AntiVir's most important functions on its main screen:



Click 'Scan system now' to scan your whole system for viruses.

You'll see this screen for the duration of the scan, as AntiVir goes through your files looking for anything suspicious. The scan will take a few minutes at minimum; though if you have a lot of files and a slow computer, expect to wait an hour or more. You can continue using the computer during this time, but it may run slower.





At the end of the scan, you'll see a list of the viruses found. Go ahead and click 'Repair all.'

Well done! You've installed an anti-virus software, updated it (if you have internet) and run a full system scan. You will have protection in the future too, as long as the AntiVir Guard (see main screen above) remains enabled.

Practice Activity: Install AntiVir on the lab's computers

With the permission of the computer lab administrator, uninstall the computers' current anti-virus software, install AntiVir, update it (if the computers are connected to the internet) and perform a system scan, following the instructions above.

Introduction to Community Activity

Virus protection for everyone

It's important that every computer has anti-virus software installed. Once a computer gets infected, it's very difficult to restore it to health without reinstalling the operating system, which takes time and will mean reinstalling programs and very likely loss of important data. Youth who know how to install anti-virus software and scan for infected files have the potential to save other members of the community from headaches, wasted time and data loss.

Have the group develop a flyer advertising this service. It might be titled, "Let us help your computer stay healthy!", with a contact name, phone number and a list of this and other computer services that members of the group are prepared to provide, such as updating software. Let the group members decide if they would like to charge for these services.

Group members will likely know friends and family who have computers and therefore are potential clients. Cultivate these contacts as much as possible.

IN THE COMMUNITY...

Preparation

In servicing computers, it's essential to be honest and candid. The youth must clearly explain what they are doing and why, and ask permission before doing anything radical which may affect the integrity of the client's computer. If the client requests that the youth come to the client's house to do the work, the youth must arrive dressed professionally and treat the client's personal space and those in it with respect. If the client comes to where the group meets, the client must be greeted cordially, made comfortable and given a reasonable estimate of how long it will take to service the computer.

Discussion Questions

- What was the most challenging part of this activity? What did you do to overcome it?
- Did the client seem happy with the service you provided? How could you have improved it?
- What were the most common problems that you saw?
- What advice would you give to someone who wanted to prevent viruses on their computer?

PHOTOSHOP:

Who took that photo?

BY THE END OF THIS SECTION, YOUTH WILL BE ABLE TO:

- Select various parts of a photo using Selection Tools (marquee, lasso, etc.) and perform simple manipulations on their selections
- Use Liquify and other filters to creatively modify photos
- Use the Clone Stamp tool to enhance photos
- Understand the function and importance of the Layers and History palettes

IN THE LABORATORY...

- **Agenda**
 - Introduction to Photoshop
 - Selection Tools: One of the key components of Photoshop
 - Layers: Pretty much how Photoshop works and why it's awesome
 - Filters and Clone Stamp: Other cool stuff you can do to a photo
 - Text and Paint: Other types of layers
 - History palette: What have I done?? Watch it happen and undo it if necessary
 - Free time to experiment and explore the nearly limitless possibilities of Photoshop

Introduction to Photoshop

Adobe Photoshop is a powerful photo manipulation program that, as a tool, adapts itself to the creativity of the user, combining a variety of tools and options to achieve the effect desired. While all good photography begins with taking a quality photograph, Photoshop allows one to take that photo to a whole new level of aesthetic sophistication. Not only does it give one the ability to modify photos at will, it can also be used as a graphic design tool in adding text and various effects and filters, among other things. Indeed, it is a program used by many graphic design professionals in the field.



At first glance, Photoshop's busy window can be a little intimidating for the uninitiated, but worry not! Once you get a little oriented, it's quite easy to manage. On the left-hand side you'll find a vertical box containing a variety of tools, from a lasso to a pencil to a magnifying lens. In the bar running along the top of the screen,

you'll see a menu selection with comfortingly familiar menus like "File," "Edit," etc., among other not-so familiar names. Directly below the menu bar is another bar containing customizable options and settings for any of the tools selected in the left hand toolbar. Along the right hand side, you'll encounter a whole mess of potentially confusing little boxes and windows. For this lesson, we're only going to focus on two of them, two tabs called: the History palette and the Layers palette.

Practice Activity: Take a Photo, Make a Mess

Note to teachers: It is recommended to use a projector to demonstrate the following tools while giving these detailed explanations.

Photoshop is what you make of it. You can be as creative with it as you want to be. The following lesson is by no means a comprehensive guide to its tools, simply a brief overview to some of the more generally useful ones.

Selection tools

Most photo manipulation begins with a selection. Experiment with some or all of the following ways to make a selection:

Marquee: Forms the shape (rectangle, circle, ellipse) you choose around the area to be selected.

Lasso: Draws a line around the area you want to select—click and drag the line all the way around. Let go to finish the selection.

Polygonal and Magnetic Lassos: Don't need to be dragged—just keep clicking around the perimeter of the selection. The polygonal lasso draws straight lines between points while the magnetic lasso will attempt to conform itself to the edge of what's being selected. To finish the selection, double click or click on the first point.

Magic Wand: Selects everything around it that's of more or less the same color—useful for taking out a solid background. Changing the percentage of "tolerance" in the toolbar sets how many colors it will select.

Helpful Tips

- Using copy (or cut), paste, and the move tool, you can move these selections around as you will.
- Zooming in (the magnifying glass tool) will help you make a more accurate selection.
- Remember you can always use the eraser to eliminate parts of a selection you don't want.
- Check the bar directly above the workspace, where you see the icon of whichever tool you have selected, for more options. For example: adding and subtracting from a selection with selection tools (you can mix and match - hugely useful for Lasso).
- **Always make sure you are on the correct layer before attempting to modify it.**

Working with Layers

Layers are wonderful because they allow you to modify a certain part of your photo without disturbing the rest of it. The frustrating thing, as mentioned previously, is always making sure that you have the correct layer selected before attempting to modify it.

There are all kinds of fun things you can do with selections and layers. Start with playing around and experimenting with filters, conveniently located in the Filter menu. *Liquify* is an especially great one, containing sub-tools like bloat, pucker, ripple, etc. that allow you to bulk up some biceps here, trim a few inches off a waist there, give someone a creepy, distended eyeball over here – you get the idea. Keep poking around under the menus – you'll find color, lighting, and transformation options as well. It's all about experimenting. And the great part? If you don't like what you did, delete the layer and start again (for this reason, having duplicate layers is recommendable – you can find this option under the Layer menu).

Have kids create a new layer and play around with the paint tool – watch as you magically erase that mustache painted on their favorite PCV's face without damaging the original photo. You can also create a text layer by selecting the text tool and clicking anywhere on the photo – Photoshop automatically enters your typing into a new layer.

The Clone Stamp Tool

This is a fun and extraordinarily useful tool, perfect for removing (or adding) blemishes, fixing backgrounds, removing objects or people from photos, etc. To use the clone stamp, select its icon in the left-hand toolbar and, holding down the Alt key, click the area you'd like to use as "ink" for your stamp. Let go of the Alt key and click in the area where you'd like to place the stamp. Repeat.

With the clone stamp, frequently reselect what you're stamping – it works better and looks more natural.

Match your selections as well as possible.
Example: trying to cover a pimple on the shadowy part of the jaw with a bright selection from the cheek won't work out so well.

Don't try to drag it like a paintbrush - it really works more like a stamp.

The History Palette

After doing all this cool stuff with selection tools and layers and filters and whatnot, it's kind of cool to go look back over what you've done. The History palette is the little magic window that allows you to do so. It also allows you to undo changes you didn't want to make. Clicking on any action listed in the History palette will temporarily undo all actions after that point. Keep this example in mind: You have 5 actions in your history palette. You return to action 3, and once you use another tool (like the clone stamp), you will lose original actions 4 and 5 from the history palette.

Introduction to Community Activity

Photo Studio for a Day

Set a day to set up a “photo studio” for the local community. Consider doing family portraits, pictures of kids, graduation pictures, glamour shots, or whatever you think will most appeal to your community. As a fundraiser, sell CDs of their photos or charge for printing. Advertise accordingly.

Work with students on different aspects of photo retouching:

- How can we get rid of this blemish?
- How can we make this person’s teeth whiter?
- How can we adjust the tint of this photo so it’s not so yellow?
- How can we shrink this person’s arm fat?
- How can we up the contrast or the brightness?
- How can we add text or a creative border?
- How can we cut out that person making a face in the background?
- How can we cut out these people and stick them on a different background?

Have the kids bring in photos on a USB if they can (or provide some, or have them look some up online). Give them plenty of time to experiment in Photoshop.

IN THE COMMUNITY...

Preparation

Tip: If you have a photo studio in town, consider visiting, observing, and asking advice about the process.

For your own photo studio, make sure to prepare these items:

- Schedule available time in the Lab
- A digital camera with a cable to transfer photos
- A place for your subjects to pose. We recommend indoors. Use props.
- An available mirror for last minute primping

Assign jobs:

- Photographer
- Photo editors (also responsible for keeping digital files well-organized)
- Coordinator of Clients (schedules customers' fixed amount of time with photographer)
- Finance Manager (collects money)

After the shoot is over, take a trip to the local photo printer and make sure clients get their photos in a timely fashion.

Discussion Questions

- What was the hardest part about editing these photos? How did you deal with it?
- Which tools did you find most useful?
- Is there anything you would do differently next time?
- What are some other ways we could use Photoshop to benefit our community?

POWERPOINT:

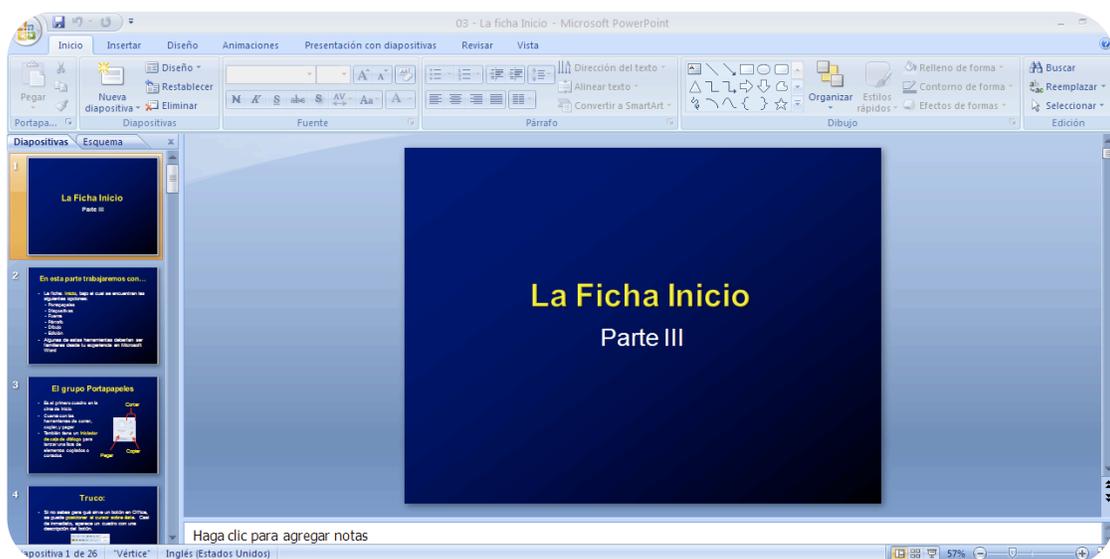
Like you've never seen it before

BY THE END OF THIS SECTION, YOUTH WILL BE ABLE TO:

- Use MS Powerpoint as a dynamic teaching tool
- Develop Powerpoint presentations with informational slides
- Present in an energetic, interactive way

IN THE LABORATORY...

- **Agenda**
 - Introduction to MS Powerpoint
 - Practice Activity in Powerpoint
 - How to make Powerpoint exciting (while still informational)
 - Explain Community Activity
 - Free time to work on presentation for community



Introduction to MS Powerpoint

Microsoft Powerpoint is a program to create presentations, which are made with different slides that have text, pictures, and/or charts.

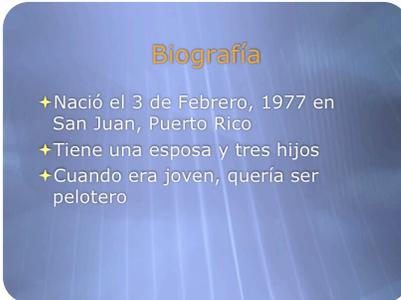
On the top of the screen, you can change the design and details of each slide. On the left side of the screen, you can different slides in your presentation. To add a new slide, go to *Insert » New Slide*.

Practice Activity: Personal Presentations



Show the example Powerpoint and present it in a dynamic fashion. Interact with the audience by asking them what their favorite Daddy Yankee song is. Then within the program, explain the concepts of:

- Text Boxes
- Adding Pictures
- Adding Objects



When making a Powerpoint for a presentation it's important to only write the key points on slides. The presenter is the one who will explain the points in finer detail. The slides are there for reference and to visually reinforce the information.

The Presenter is the most important part of a Powerpoint presentation. A presenter should not read directly off the slides. You should practice beforehand to be familiar with the information so that you can present in an energetic manner while interacting with the audience.



Students are to create a 3-slide presentation about his or herself. Choose one or two students to present to the class when everyone is done. Talk about what was engaging or dynamic about their presentations and presentation skills.

WAYS TO BE A GOOD PRESENTER

- Make eye contact with your audience
- Be excited! No monotone voices!
- Don't read directly off the slides
- Include chances for audience members to participate in the presentation. Use dinámicas when possible.
- Make sure your audience knows why this information is important to them. They will pay better attention if the presentation directly relates to their lives.
- Occasionally move positions while presenting but make sure not to fidget and distract from your information.

Introduction to Community Activity

Dynamic Powerpoints about Important Health Topics

Arrange times in or outside of class to present health education Powerpoints to High School Classes or interested parties. Preventative health measures are important because people should have the correct information about how to protect themselves against certain diseases. It is easier to prevent a disease than to cure it.

Divide students into groups of three to four and allow them to choose different topics on a pertinent health issue, such as:

- **HIV/AIDS**
- **Dengue or Malaria**
- **Health problems related to water quality**
- **Any STI**
- **Diabetes**

Why should an ICT Youth Group be presenting information on Health?

Because giving back to your community and its members is important. ICT can enhance community service.

Discuss with students acceptable formats for their presentations

- Title Slide with names of Presenters
- Agenda for the Powerpoint
- Definition of Disease
- How you get the Disease
- Symptoms
- How you treat the disease, if possible
- Prevention Skills
- Review

Allow groups to work on their selected health topics for the remainder of the lesson. Find information on Encarta or reliable Internet sites. Presentations should not exceed 5 minutes. Each group member should contribute to create the presentation and each should have a part in presenting the presentation. Make sure that students take time to practice presenting so that they are not reading directly off slides. Volunteers should check each Powerpoint for acceptable content before presentations.

IN THE COMMUNITY...

Presentation

Students should arrive 15 minutes early to allow for practice presenting. Before beginning the presentations, explain the purpose of creating the powerpoints. Presenters should be engaging and exciting. After each of the presentations, have time for questions from the audience.

Discussion Questions

- Did the Audience seem interested? Why or why not?
- What is the hardest part about presenting?
- Do you wish your teachers used Powerpoint as a dynamic teaching tool?
- What other beneficial topics could you present to the community that would directly relate to people's everyday lives?

MOVIE MAKER: *Action!*

BY THE END OF THIS SECTION, YOUTH WILL BE ABLE TO:

- Explain the 3 Act structure for documentary films
- Use effective interview techniques
- Use a video camera/digital camera
- Import images, audio, and video to the computer
- Create a short video using Movie Maker

IN THE LABORATORY...

- **Agenda**
 - Define: *Story* and *Documentary film*
 - Tips on how to be an effective interviewer
 - Teach how to film (shoot) video of people, places and things
 - How to import media into the program
 - Working with Movie Maker!
 - Create new project
 - Save files
 - Put your story on the editing line
 - Editing techniques
 - Create titles

What is a story?

A story is a message that tells the particulars of an act, an occurrence, or a course of events. Everyday we hear stories and tell stories. When you tell your parents what you did at school or when you tell your friend about your birthday party, you are telling a story. In most stories the basic information of who, what, when, where and why is woven into the story.

Practice Activity

Go around the room and have the students tell a story about what they did yesterday. Concentrate on who, what, when, where and why.

Movies, plays, commercials, television shows and documentaries often tell a story. During this class we are going to focus on telling a story via the medium of documentary. Documentary film is based on the attempt, in one fashion or another, to document reality.

Check out:

<http://www.youtube.com/user/encargadosdelfuturo>

These are short documentary films made by Dominican youth about their communities for the *Encargados del Futuro* conference. Discuss with your youth about the things they did and didn't like about the films.

3-act structure for Documentary films

Documentaries should include a beginning, a middle, and an ending. The beginning of a documentary should introduce the place, characters, and the main topic of your film. In the middle, we take a more developed look at the material. Use anecdotes and interviews to allow the viewer to gain a more intimate understanding. For your ending, provide a brief summary and personal conclusion about your subject.

Example: Youth in El Limón, Samaná decide to do a documentary about their waterfall. The film begins with a youth in front of the waterfall explaining its location and some brief facts about the fall. The film transitions into interviews from local townspeople and guides for the waterfall, explaining their perspectives and opinions. Returning to the shot in front of the waterfall, the youth provides an insightful conclusion describing the valued role of the waterfall in town.

Being an effective interviewer

1. Ask open-ended questions so that the interviewee can elaborate on the question. Open-ended questions cannot be answered with a yes or no.

Example:

Open-ended question: What was it like growing up in Baitoa?

Closed question: Did you like growing up in Baitoa?

2. With your questions written down, have a pre-interview with the subject so that he or she is prepared to give coherent answers.

3. The best thing you can do while interviewing is to truly listen to your subject. In addition to your prepared questions, ask questions related to interviewee's answers for clarification.

Teaching how to film (shoot) video of people, places and things

Filming your subject – Think about how you want to portray your subject. If he is a policeman, do you want him wearing a uniform? If she is a schoolteacher, would you like to film her at the school? Location, wardrobe, and placement within the frame of the camera tell small yet important details about your subject. Shoot your subject outside with natural lighting and in a quiet place because aside from making your film look good, you also want it to sound good!

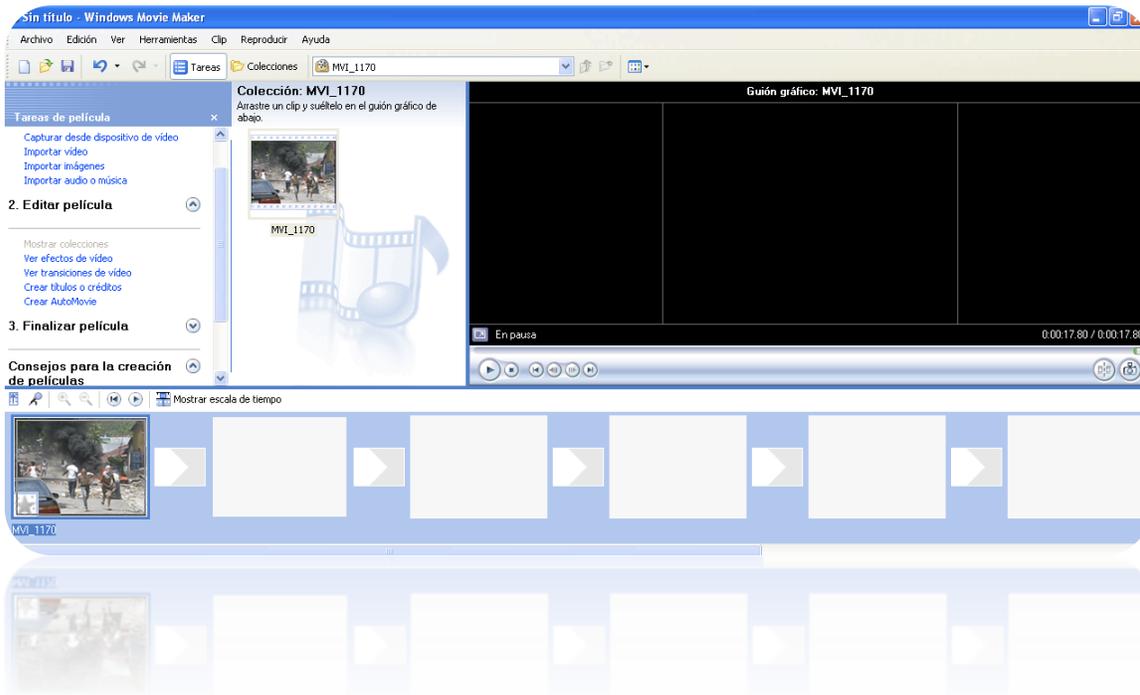
When filming outside or on a porch, make sure the camera is on the same side as the sun. You want your subject to be looking toward the light (aka: the camera) because this will prevent annoying shadows. Pause the interview when motorcycles or loud cars drive by so that the sound does not drown out the interviewee. Ask the subject to repeat the last few sentences and continue with his or her story.

No one wants to see just talking heads, so an easy way to make the movie fun is to add shots and/or photos of your town. This is called B-roll or B-footage. Filming your town (B-roll) is fun! This project will have you showing the best and most unique things about your town. Make sure you keep the camera still and steady. Do not move the camera too fast. Pretend you are in slow motion the whole time you are filming. No one wants to get motion sickness when watching your film.

Please note that a video camera is not necessary to film. Most digital cameras have the option to capture video. Although the quality is not as good as a video camera, it will be fine for this project.

Things to do before you start!

- Think about what and how you want to film
- Write your interview questions down before the interview
- Start recording 5 seconds before you want the scene to begin and 5 seconds after the scene ends. These are called tails, which are useful in the editing process.



Movie Maker Interface

The Windows Movie Maker user interface is divided into three main areas: the menu bar and toolbar, the panes, and the storyboard and timeline.

- **The menu bar and toolbar:** Use the menu commands and the toolbar to perform a wide variety of tasks in Windows Movie Maker.
- **The panes:** Use the Collections pane to view your collections, and use the *Movie Tasks* pane to perform common tasks when editing a project and making a movie.
- **The storyboard and timeline:** Use the storyboard or timeline to work with clips in the current project.

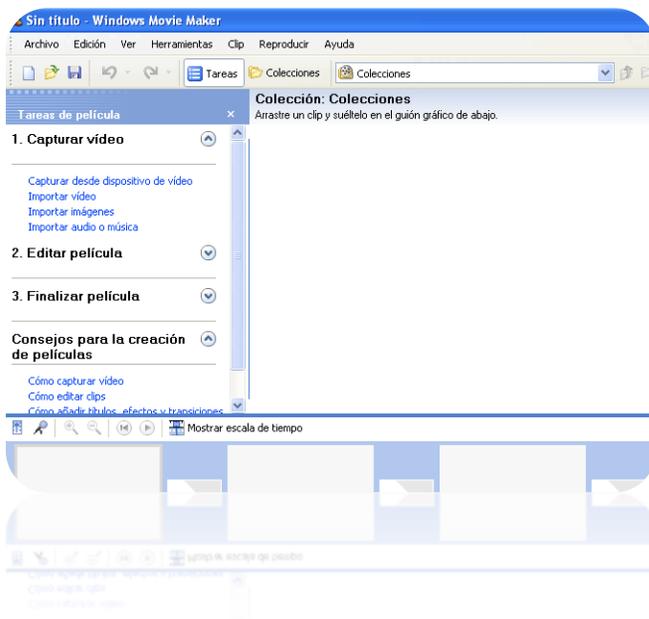
Import images, audio, video into the program

- Open Movie Maker on your computer
- Save the movie maker file as your movie title in a location on your computer that you will remember, such as the desktop.
- Now that you have your project ready, let's start by importing video!
- Follow the instructions after clicking *Capturar desde dispositivo de video*. Remember to save. The steps for importing photos and music are the same.

Once you have the footage in the collection area you can click and drag the selected clips into the *Guion grafico* or *escala de tiempo*. Now, it's time to edit your clips.

Colección: Colecciones

Arrastre un clip y suéltelo en el guión gráfico de abajo.



On the left hand side of Movie Maker is a pane called *tareas de película*, and inside is a step-by-step guide of how to use Movie Maker.

Editing clips

You have several options for editing clips:

- **Splitting a clip.** You can split a video clip into two clips. This is useful if you want to insert either a picture or a video transition in the middle of a clip. You can split a clip that appears on the storyboard/timeline of a current project, or you can split the clip in the Contents pane.
- **Combining clips.** You can combine two or more contiguous video clips. Contiguous means the clips were captured together so that the end time of one clip is the same as the start time of the next clip. Combining clips is useful if you have several short clips and you want to view them as one clip on the storyboard/timeline. Similar to splitting a clip, you can combine contiguous clips in the Contents pane or on the storyboard/timeline.
- **Trimming a clip.** You can hide parts of a clip you do not want in your project. For example, you can trim the beginning or end of a clip. Trimming does not remove the information from the source material; you can clear the trim points to return the clip to its original length at any time. Clips can only be trimmed after they have been added to the storyboard/timeline. You cannot trim clips in the Contents pane.

Using video transitions, video effects, and titles

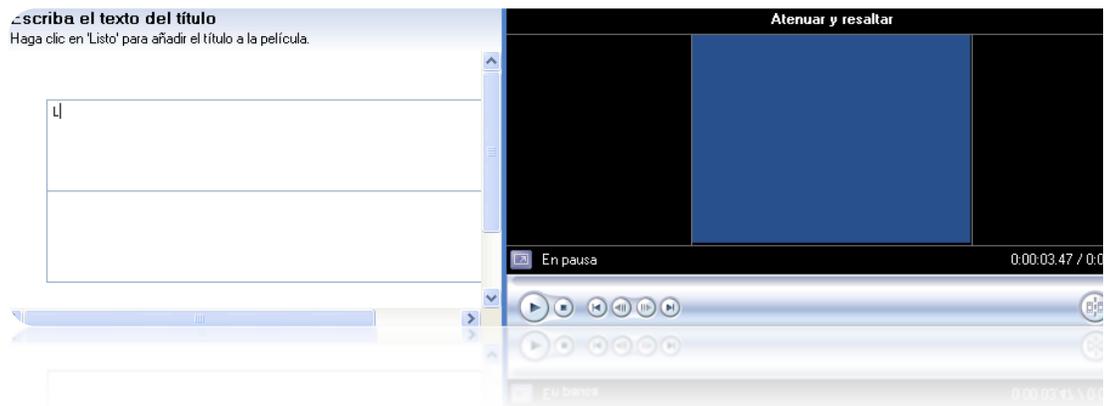
You can enhance your movies by adding different elements to your movie, such as the following:

- **Video transitions.** A video transition controls how your movie plays from one video clip or picture to the next. You can add a transition between two pictures, video clips, or titles, in any combination, on the storyboard/timeline. The transition plays before the one clip ends and while the other clip starts to play. Windows Movie Maker contains various transitions you can add to your project. Transitions are stored in the Video Transitions folder in the Collections pane.



Using video transitions, video effects, and titles (cont'd)

- **Video effects.** Video effects let you add special effects to your movie. A video effect is applied for the entire duration that the video clips, picture, or title displays in your movie. You can add any of the video effects that appear in the Video Effects folder in the Collections pane.
- **Titles and credits.** Titles and credits let you enhance your movie by adding text-based information to your movie. You can add whatever text you want, but you may want to include information such as the title of your movie, your name, the date, and so forth. You can change the appearance of the title or credit, in addition to changing the title animation, which determines how your title or credit displays in your movie.



IN THE COMMUNITY...

My Town on the Big Screen!

What is culturally interesting about your town? Culture can be anything from a high school dance group to your Patronales or even your nationally recognized cheese factory. In groups of 3, pick a unique aspect of your town to share with the world. Have a brain storming session. Think about people you would like to interview and what type of B-roll you will need to film. Go out and shoot your footage. Then come back to the lab and make your short documentary (5-7 minutes).

When all the editing is done, plan a screening in town to show your community what you've made. Send your documentaries to the National Board and you might see them on YouTube!

Discussion Questions

- Is film-making easier or harder than you thought? Why?
- Did your cultural theme inspire pride in your audience?
- Do you think movies are a good way to communicate ideas?

EDUCATIONAL SOFTWARE:

We will learn; the computer will help us.

BY THE END OF THIS SECTION, YOUTH WILL BE ABLE TO:

- See the value in Educational Software
- Know how to access, install, and run Educational Software
- Use the software in an educational setting with the community

IN THE LABORATORY...

- **Agenda**
 - What is educational software?
 - Why is educational software a valuable teaching tool?
 - Where should I get educational software?
 - Practice Activity: matching educational software with classes
 - Explain Community Activity

What is educational software?

Educational Software consists of computer programs that help students learn a material by providing interactive practice. You may be most familiar with the educational software, Encarta, which serves as a digital encyclopedia along with educational games and videos. In addition, we can use the computer to practice languages, reading, geography and even mathematics.

Why is educational software a valuable teaching tool?

The richest learning environments evoke audio, visual, and kinesthetic components. Audio is what we hear, so when our teachers read notes out to be copied, we use listening skills to comprehend. Visual is what we see. Teachers writing notes up on the board to be copied allow us to use our visual learning skills. Kinesthetic learning allows students to use physical movements or practice to learn. Many educational programs appeal to all three learning techniques: students hear lessons by watching videos or hearing words or numbers, students read material on the computer screen, and thirdly, students are engaged in unique interactive practice specific to the program. The following saying is a great way to remember the importance of using all three learning techniques: “If I hear it, I forget it. If I see it, I remember it. If I do it, I understand it.”

The most important part of learning is practicing, which should make up the majority of a lesson plan. Therefore, integrating ICT into the classroom, through the valuable tool of educational programs creates interactive classes where students are learning and retaining more.

Where can I get educational software?

Refer to the “Necessary Materials for EdF Groups” Folder. The Anti-Virus Session provides a model of how to install programs. If you have Internet available, the following is a list of websites where you can play educational games online: www.pipoclub.com, <http://childtopia.com/index.php?newlang=spa>, <http://www.juegosarcoiris.com/>. This site has a comprehensive index of websites: <http://www.internenos.com/programas/>.

Practice Activity: Using interactive software in the classroom

Possible Prep Work: Have your installation files ready. Install Daemon Tools to mount ISOs, make sure the internet is working well in the lab.

In groups of two, have your *Encargados del Futuro* pick different subjects in school (or you can assign them subjects). Have them find educational software pertinent to their subject. This will be a great way to practice Internet searches learned previously.

Have your students present the educational software that they found to the rest of the group. Optional: share this activity with the teachers or local community telecenters to incorporate in classes or activities.

Introduction to Community Activity

The basic idea for this activity is to apply educational software to a learning environment. The one requirement for the environment is of course that there be computers. It is also a possibility that you just use one computer with a projector and have all students involved using the screen. You have free range of what software or online game to choose from as well. Below is a list of possible projects. After reading this list or having the group brainstorm alone, start planning the project.

Possible Projects

- Literacy Class at the Secretario de Estado de Mujeres: Pipo
- Math Class at an Escuela Basica: online multiplication flash cards
- Computer class at the local INDOTEL or an Escuela Nocturnal: Mouserercicio
- French class at the Liceo: Rosetta Stone

IN THE COMMUNITY...

Step by step:

1. Group chooses the program and learning environment, or plan to talk to the appropriate contact about what would benefit them best.
2. Have a youth contact a teacher or organization where you would like to enhance a class with an educational program. This will involve proposing the groups idea and talking about logistics such as where and when.
3. Plan and get permission for the lab and/or IT equipment you will use.
4. Youth build the lesson plan. This involves becoming familiar with the program they will be using. If possible involve the teacher who's class you will be working with.
5. Teach! (Please be sure to take pictures or video)
6. Provide resources for future IT integration in the classroom.
7. Pat yourself on the back!

Discussion Questions

- Did you utilize audio, visual, and kinesthetic components in your lesson?
- Were the students engaged in learning?
- What were some of the obstacles of this community activity?
- How did you adapt to your students' differing levels of ICT knowledge?

WORD:

Word!

BY THE END OF THIS SECTION, YOUTH WILL BE ABLE TO:

- Understand and employ the major functions of MS Word for word-processing
- Use Word to create engaging and informative resumes
- Present themselves in a positive light on paper and in-person

IN THE LABORATORY...

- **Agenda**
 - Introduction to resumes
 - Resume Activity: What works and what doesn't?
 - Creation of personal resume
 - Bonus Activities
 - Dramatization
 - Interview practice questions

Introduction to resumes

Ask your students:

- What is a resume? What purpose does it serve?
- Who reads resumes?

Your resume sends a message about who you are and what kind of employee you'll be. Are you well prepared and organized, or are you incompetent and disinterested? It may be just a piece of paper, but a resume needs to communicate all your qualifications and positive qualities. Each element is important and contributes to a full representation of you. In the end, your resume determines whether you get an interview and eventually a job.

Resume Activity

Let's pretend that you all are employers. You have a stack *this* high of resumes to read and review. It's your job to pick who stands out and invite them in for an interview. You are busy people, so you have to decide fairly quickly whether a resume is worth reading. So, how do you pick? What do you look for?

Make a list of positive characteristics with students. Touch on qualities like:

Loyalty, dedication, professionalism, experience, organization, hardworking

Break students into pairs or small groups. Give each group the mock resumes (Fulanita Luna and Fulana Rodriguez). Ask them to brainstorm the positive and negative aspects of the resumes with one another. Have them bear the following questions in mind: Is the resume eye-catching? Is it informative? Is this a person they would want to hire?

Come together as a group to discuss the resumes together. From this discussion, generate a list of resume tips. Discuss:

- Overall presentation and organization: Is it easy to read and understand?
- Inclusion of all main elements: does it include contact information, specific qualifications, work experience, educational background, and any other special achievements?
- Correct spelling and grammar
- Appropriate email address
- Including too much personal information: only list interests, hobbies, etc. if they relate to the job
- Development of experience section: Are duties and accomplishments specified in a dynamic way, or is it merely a list?
- Length: 1-2 pages are appropriate: make every word count!
- Limit personal pronouns and articles: Do not mention "I" or "me"

Practice Activity in Word

Tell students that they are going to create their own resumes. Have them open word and type the following information on the page: Name, address, phone number, and email. Then explain/review:

- Justification and spacing of text
- Bold, italicized, and underlined text
- Font
- Bullets
- Undo
- Thesaurus
- Spelling and Grammar

After students have experimented with these functions, they can begin to create their own resumes. They should be sure to include: name and contact information, professional experience, education, and any other special achievements, certifications, or relevant abilities. Encourage students to share their responsibilities and accomplishments in an engaging way by using specific information and action words. You may also want to remind them that they should have references available on request.

Highlight the fact that resumes are ongoing projects. They can be added to or modified according to a student's growing experience or to the requirements of a given job. Suggest that students include some of the experience gained from *Encargados del Futuro* on their resumes.

Choose a few students to share their resumes and elicit feedback from the rest of the group.

Bonus Activities

Dramatization

Choose two outgoing or theatre-oriented students to act out the interview dialogue "Tiguere Interview," included in the digital folder that accompanies this manual. As a group, decide what went wrong in the skit, and how they can prepare themselves for success in real interviews. Make "Do" and "Don't" lists to underscore each point. Highlight:

- Appropriate dress
- Forgets to bring a copy of his resume
- Complains about former employer
- Late
- Lacking formality (use of tu, lots of slang, slumps in seat, too many jokes)
- Lack of eye contact
- Offers information about personal life
- Doesn't show responsibility ("se me perdio")
- Unprepared-hasn't researched the job, hasn't thought about answers to questions, hasn't thought of his own questions
- Vague
- Lies
- Phone etiquette

Interview Practice Questions

Next, have the students take turns answering mock interview questions. Offer constructive feedback about their responses, and remind them that practice and preparation are the keys to getting a job.

IN THE COMMUNITY...

Preparation

Arrange times in or outside of class to present professional development sessions to graduating high school students or to other interested individuals. First ensure that participating club members have completed their own resumes and possess a solid understanding of Microsoft Office. Ask them to work in small groups to develop a session that will educate others about creating resumes. They can use a similar session to the one they received, or can brainstorm their own ideas. Students should practice at least once for you before the actual event.

Discussion Questions

- What went well in the session?
- What can we improve in future sessions?
- What was the hardest part about teaching others how to create a resume?
- What were some of the common misconceptions about resumes? What were common technical errors that session participants made?
- Was this a valuable activity? Should we try to arrange more sessions?

Students can also advertise their services to the community at large. Anyone can make an appointment with a student to work on his or her resume, and the student offers the service free of cost. If necessary, the person receiving help is responsible for covering the cost of the computer time and printing. Encourage the students to keep a copy of the resume they created to review with you.

Practical Exam

During the 9 core sessions, your *Encargados del Futuro* group has gained many different skills and learned a wide range of information while integrating ICT into the community. To showcase some of their newly acquired knowledge, youth must create a Powerpoint presentation that reviews specific ICT skills or service-learning points from each of the 9 sessions. Youth should design their own powerpoint, but if the volunteer feels it is necessary, students can work in pairs.

Youth should include the information below that relates to each core session. Write informative titles on slides so viewers of the presentation will understand the content of each slide. Incorporate digital photos of your youth group, if possible. Youth may need a reminder of some of this information, so it is recommended to have a discussion to review key points.

Format for Powerpoint Practical Exam

Slide 1: Title and Name(s) of Youth

Slide 2: *Gmail and Facebook Session*

- Explain one benefit of using an online community like Facebook and one precaution to take while creating your profile

Slide 3: *Searches Session*

- Write the definition of “keyword” in your own words

Slide 4: *Publisher Session*

- Design a flyer for a Bachata dance-off

Slide 5: *Anti-Virus Session*

- Explain 3 different ways to prevent viruses on your computer

Slide 6: *Photoshop Session*

- Use Photoshop to transform a photo however you like. Include the original and your modified version

Slide 7: *Powerpoint Session*

- Explain the importance of preventative health education

Slide 8: *Movie Maker Session*

- Brainstorm 4 new ideas for cultural documentaries in your town

Slide 9: *Educational Software Session*

- Respond to the question: How can ICT enhance learning environments?

Slide 9: *Word Session*

- State 3 qualities of a good resume

Slide 10: What was your favorite part about this group so far?

Present the powerpoints to the whole group, and discuss positive aspects about each. Point out to youth group members that they have learned and achieved a lot by finishing the core sessions. Now is the time to switch modes and focus on a long-term project!

INTRODUCTION TO LONG-TERM PROJECTS

Now that your group has completed the core sessions, worked to integrate ICT in the community and passed the Practical Exam, it is time to take on a long-term project. These projects allow youth to apply their ICT skills in a long-term commitment aimed to benefit the community. We encourage you to adapt these projects in a way that fits your group best. For example, you can use the training found in the Newspaper Project to publish a Literary Magazine. We also recommend involving other youth who can support your *Encargados del Futuro* group. While your group will form the core staff, additional youth and interested community members can take on different roles, such as reporters or photographers. The more invested your community is in your long-term project, the more sustainable and successful it will be. Below are brief examples of each of the three long-term projects: Yearbook, Newspaper, and Website.

Yearbook

A Yearbook is a place to celebrate and commemorate memories of a year gone by. Every student, teacher, club, or activity has a place and a picture. In years to come, you can flip through the pages of your Yearbook and remember how young you all looked and how silly Fulano looked with that hairdo.

Yearbooks require a dedicated staff of youth willing to be leaders and hard workers. Staff will meet regularly and complete tasks outside of meetings. The project requires an advisor who will help guide, oversee, and mentor youth. This advisor should be interested in working with youth, willing to make the time commitment, and have knowledge of the software used to layout newspapers. We recommend liceo teachers, local lab facilitators, or even professionals in town.

The software required to layout a Yearbook will be provided to the group, as well as training material on how to use it. Youth will also need to build a plan to finance the printing of the yearbook and raise money to pay for it. Tools for fundraising are also found in this manual.

Newspaper

Newspapers play a valuable role in society. They can uncover scandals, report affairs, and tell us who won the baseball game last night. Listin Diario, Hoy, and El Caribe are a few examples of the national newspapers we read everyday. Communities, universities, and even high schools can also publish newspapers that reflect their unique news. High school newspapers can cover stories about new teachers, the volleyball team's win, an upcoming Reaggeton Competition, or a spotlight interview with a student.

The dedicated work that goes into creating a newspaper requires a staff of youth willing to be leaders and hard workers. Staff will meet regularly and complete tasks outside of meetings. The staff should identify an advisor who will help guide and oversee the newspaper. This advisor should be willing to make the time commitment, interested in working with youth, and have a knowledge of the software used to layout newspapers. We recommend liceo teachers, local lab facilitators, or professionals in town.

As mentioned, building a newspaper requires learning the required software. This software as well as training materials are provided. Youth will also build a plan to finance the publication of the newspaper that will involve finding a printer and raising money to pay for their services. Tools for fundraising are also found in this manual.

Website

Creating a website can introduce your group or community to the world. The Internet allows us to network with youth in our own communities, across the country or even in New York. Connecting with youth, schools, and towns across the globe has never been so easy using personal websites called blogs. These blogs give you a platform to express a theme that is important to you. A theme could be life in your community or your school, cooking, patronales, etc.

It is a requirement for this project that your computer lab have Internet access. This project also requires a dedicated and hardworking staff of youth who will meet regularly and work outside of meetings. Youth should identify an advisor who is internet/blog savvy and will hold them accountable in their work. In this manual you will find a guide for creating a blog using blogger and how to form a blog staff.

LEADERSHIP?

"I suppose leadership at one time meant muscles; but today it means getting along with people." —Mohandas Gandhi

BY THE END OF THIS SECTION, YOUTH WILL BE ABLE TO:

- Define characteristics of a good leader
- Create a vision statement and goals for the long-term project

Agenda

- Discuss qualities of different leaders
- Leadership and teamwork activity
- Develop a vision statement for the long-term project
- Create goals for the long-term project
- Review

Analysis of Different Leadership Styles

What is a Leader?

A leader is a person who *influences* a group of people to achieve a common goal. A leader can also be someone who governs, guides or inspires people.

Why is it important to have quality leadership for a long-term project?

- To maintain the basic infrastructure of the group and create realistic goals
- To keep the group united and motivated to achieve their goal
- To overcome and guide the groups through challenges faced to the project
- To have a visible figurehead for the general public
- To ensure the sustainability of the project by fostering leadership among others in the group

Ask group members to discuss leadership qualities (either positive or negative) of each of the following:



BARACK
OBAMA

RAFAEL
TRUJILLO

LEONEL
FERNANDEZ

FIDEL
CASTRO

Leadership and Teamwork

Leadership is necessary for the success of a project, but teamwork is equally as important. A leader must relate and connect with the members of the team. A leader should include all members of the group and take into account their hard work and opinions. Inspiration and motivation are key assets for a leader.

Leadership and Teamwork Activity

Divide into groups of 4-5, and assign one member of each group to be the leader, who is the only one able to talk during the activity. Blindfold the other members of the group. Give a puzzle to each group. If you don't have access to a premade puzzle, prepare one out of paper before the activity. The leader should give instructions to their group members to complete the puzzle while blindfolded.

Discussion Questions

- Was it difficult to be the leader?
- Did the leader of your group give positive feedback, like "You're doing great!" or did they use negative ways of talking to their group?
- What would you do differently next time?
- As a blindfolded team member, was it frustrating not being able to talk?
- How does this relate to working in a team in real life?

Vision Statements

A vision statement describes the ideal image of your project in the future. How can you put this in words? What do you want your project to look like? A vision statement is useful to inspire and motivate group members to move in a common direction.

Example: Vision Statement of SEE

- Lograr que todos los Dominicanos y Dominicanas tengan acceso a una educación pertinente y de calidad, asumiendo como principio el respeto a la diversidad, fortaleciendo la identidad cultural; formando seres humanos para el ejercicio de una vida activa y democrática, generando actitudes innovadoras y cambios en la sociedad y garantizando una calidad educativa que asegure el desarrollo sostenible y la cultura de paz

Create a Vision Statement for the Long-term Project

There are many different ways to start a vision statement. Here are some ideas.

Openers for Vision Statements

- We envision a world where...
- One day, we hope to live in a community that...
- We wish to create...
- Our committee strives to build a place where...

Example of a Vision Statement for a Yearbook Project

- We hope create a yearly publication that records the memories of students through thoughtful words and photos.

Whether a newspaper, yearbook, or website, think about what you want to achieve with this project. Describe the ideal situation of your project in the coming years.

Goals for the Long-Term Project

Goals are realistic aims and ambitions for your project. They are long-term results that help you towards your vision statement. They do not include specific actions; we will do more detailed planning in the next session. Take this time to create goals for your long-term project.

Example Goals for a Yearbook Project

- The Yearbook Staff will create a quality, annual publication for the student body
- The Staff will introduce new members each year to ensure sustainability

Review

- List at least 5 qualities of a good leader.
- Explain the relationship between leadership and teamwork.
- What is the purpose of a vision statement?
- How are goals different than a vision statement?
- Why is it important to have goals?

SUSTAINABILITY, PLANNING AND FUNDRAISING: *If you fail to plan, you plan to fail*

BY THE END OF THIS SECTION, YOUTH WILL BE ABLE TO:

- Explain the importance of sustainability and identify the key components of successfully maintaining a long-term project.
- Identify local resources, as well as the community's needs and interests, and develop a detailed plan for a corresponding project.
- Create and implement an effective fundraising strategy.

Agenda

- *Sustainability*: why it's important that the project be sustainable and questions to consider about the maintenance of said project.
- *Planning*: breaking down the goals established in the leadership charla into smaller steps and sketching out the beginnings of the long-term project plan.
- *Fundraising*: analyzing an example scenario and planning a practice fundraising activity
- *Implementing strategies*: brainstorming their own fundraising ideas and identifying the ones that would work best in their particular community.

Sustainability

What does it mean for something to be sustainable?

Dictionary.com defines *sustain* as "to keep up or keep going, as an **action** or **process**." For something to be considered sustainable, it must be **actively** maintained over a long period of time. What are some activities in our daily lives that require maintenance?

- Brushing your teeth (can you brush your teeth just once and then they're clean forever?)
- Washing dishes
- Doing laundry
- What are other examples?

Why is it important that our project be sustainable?

Imagine this situation that is **not** sustainable: 10 Liceo students start a yearbook project, and after two years of successful publications, all 10 students graduate and move to the capital for University.

Now, imagine this very sustainable situation: 10 Liceo students start a yearbook project, and after their first successful year, the group recruits 5 new members that are in the grade below them. When the original 10 students graduate, the group recruits 5 more students to help with the publication. Not only do more students learn about how to publish a yearbook, but also the staff is actively maintained by including new members.

If your project is sustainable, it serves your community for a much longer time, and a newspaper, website, or yearbook is a great way to document the history of your community. Imagine being the founders of something that people are still reading ten years from now!

How can we make sure that our project is sustainable?

Consider these questions:

- What resources are available?
- What are your community's needs/wants?
- What project would the community be motivated to continue?
- How will the project be maintained once the original group and the PCV is gone?
- Who will maintain it and how will you find these people?
- How will it be funded?

Planning

Coffee Dinámica

What are the steps of making coffee?

Find or draw these pictures: planting coffee, a watering can, the sun, time, harvesting coffee beans, roasting coffee beans, grinding coffee beans, water (for making coffee), a greca, a stove, a coffee cup, milk/sugar.

Mix the pictures up and have the youth put them in order.

Discussion Questions

- What was the hardest part about this activity?
- How important is it to make sure all the steps are in order?
- Can I start with by planting coffee and get a cup of coffee in just one step? Why not?
- If I skip any one of these steps, will I still end up with a good cup of coffee? Why or why not?
- How does this apply to planning our project?

How can we develop a successful and sustainable plan for our project?

Bring out the list of goals that you made during the Leadership session and have the youth talk about them.

Work through these questions to make your plan:

- If we were to plan these goals out like the coffee exercise, what are the steps that we would have to take?
- What is the first step? When will we take it?
- Who's going to be responsible for each step? Why is it important to have somebody be responsible for each step?
- What materials do we need to reach our goals? How and where can we get them? What resources in the community can we use?
- Who is responsible for getting the materials?
- How can we ensure that our project will be sustainable?
- How are we going to fund our project?

Fundraising

Set a specific financial goal, even if it's just a rough estimate. You could even have your kids draw a fundraising "thermometer" to help motivate them.

Fundraising Dinámica

Imagine your center needs to buy headphones for a language program and there isn't enough money. You put your heads together and decide to have a movie night. You put it on in your center, so you don't have to rent a space. You print a flyer for RD\$10 and make 50 copies of it at RD\$2 each. You buy three pounds of popcorn at RD\$12, six two-liter bottles of soda at RD\$50, 100 bags at RD\$15, and three packets of cups at RD\$40. Sixty people buy tickets to come and you charge RD\$15 each. You sell 85 bags of popcorn at RD\$5 and 120 cups of soda at RD\$10. How much money have you made? If the headphones cost RD\$200 and you need 20 sets, have you made enough money? Income minus costs equals your total profits.

Income: tickets, popcorn, soda
-Costs: flyers, popcorn, bags, soda, cups

= Total profits

Now that we know that we haven't made enough money to buy all the headphones we need, how can we raise the rest of the money?

Plan out your idea: write down everything you need and what it will cost, then write down the prices you'll charge for everything like in the activity above. How many people do we need to participate and how much should we charge to make it work? Use the strategies and fundraising ideas in the rest of this section to help plan a successful fundraiser.

Some fundraising strategies

Create a fundraising team

- Have youth make a list of people who would be interested in working on the project (teachers, community groups, local politicians, other students, church groups, etc.) and meet with them.
- Delegate responsibilities and assign specific tasks to specific people. Everybody doing small tasks together is much stronger and more effective than one person trying to do one big task alone. Be specific and maintain good communication with everybody.

Plan ahead

- Be conscientious of the types of activities you choose to do and the dates on which you choose to do them.
- Plan each activity thoroughly. Think ahead about exactly what you need and what preparations need to be made.
- Plan for success, but be prepared for failure, just in case.

Use available resources

What are the resources available in your community? The more you can take advantage of local resources, the less you have to spend of your own profits, so use them wisely. Think about:

- Organizations/people that might donate money or supplies
- Organizations/people that might be willing to collaborate on a specific event
- Local artisans
- A projector - how about a movie night?
- Sports teams – organize a tournament
- The local discoteca

Some ideas for fundraising events:

- **Potluck/Bakesale/Fair:** An event (sometimes including a dance) in which community members prepare and donate food and beverages to sell. You can sell different sizes of plates for different prices. It's also a good idea to ask for donations from larger companies like Bon, Nestle, Pollo Rey, etc. The fair is a very popular fundraiser and is generally pretty successful. Remember to announce it enough time in advance.
- **Jeans/Casual Day:** One of the easiest fundraisers you can do. It's simply a day in a school or high school where kids have the option of paying five pesos (or however much you choose) to come to school either in street clothes or in a specific color.
- **Dominoes tournament:** Can be individual participants or pairs. Each person or group must sign up beforehand and pay a fee. Consider handing out participation certificates, prizes, etc. Make sure to establish some ground rules before you begin (for example, no drinking alcohol).
- **Concerts/Live music:** Many communities have some sort of community center or space where you could put on a live music event. This is especially great if you can feature local music. Sell tickets and advertise in advance.
- **Raffle:** This is the most common fundraising activity in the Dominican Republic. You can either buy prizes (whether it be using the money from the tickets) or see if you can get them donated. Each member of the group must commit to selling a designated number of tickets. Emphasize to them that they are NOT to give a person a ticket if they don't pay up front. Liken it to a receipt for something: if you don't pay, you don't get your receipt. End of story.

- **Special dinners:** Sell tickets for a meal that can be prepared by a school or community group. Each member of the group donates their time in making different dishes. Choose something special that people don't eat frequently, like goat or sancocho, or something else special to the region.
- **Dances:** Dominicans love to get their dance on! Some discotecas will either rent or donate their space to support local activities. One way that many people organize this is that all the revenue from the drinks sold goes to the owners of the discoteca, but the money from the tickets goes to the group. You could even have a dance competition and give out a prize.
- **Movie night:** Very few communities have a movie theater, so movie nights can be very popular. The best way to pull this off is with a projector, a sheet, and a big space. Sell tickets for at least 10 pesos. You could do a series of movies in your site, and you could also show short educational films in lieu of trailers to make it an educational event as well. Selling popcorn and any other refreshments will bring in even more pesos. An alternative to a regular movie night is a "Bad Movie Night," in which attendees have to pay to get out rather than to get in.
- **Roadblock:** Simply stretch a rope or a chain across the street and act as a sort of toll booth, asking for donations to let people pass. It's important to have a large, easily legible sign that explains the reason you're doing the roadblock. Avoid places where the traffic is very dangerous.
- **Sports day:** Invite members of the community to participate in a competition/tournament of some sport: baseball, softball, volleyball, basketball, etc. Charge an entrance fee for each group or participant. As with any competition, make sure you establish the rules first and encourage a sportsmanlike attitude toward fellow participants.
- **Trips:** It can be a day trip to the river or to a beach. Find a driver willing to provide their services for the day and charge enough from each participant to cover the cost of gasoline, the driver and to make a profit. Each person will be responsible for his or her own food and drink.
- **Games day:** Set a day and pick a place (schools and community centers work well). Charge at least 10 pesos at the entrance and have the location divided up into different areas with different games (this could be by age group, by type of activity, etc), with one or two people in charge of each area. Kids can play for as long as they want.
- **Marathon:** This is an effective one if you have a local radio or TV station willing to help you out. Get together local talent (people singing, dancing, painting, training parrots, whatever) and spend an afternoon promoting whatever it is for which you're raising funds, having people call in and make donations.
- **T-shirt/bracelet/school supplies/etc. sales:** The only downside of this one is that you have to already have some money in order to make it work. However, it's generally pretty successful and is a nice sort of memento.

- **Balloon prizes:** Very simple - people pay to pop balloons with slips of paper inside them to find out whether they've won a prize.
- **Old jewelry sale:** A great opportunity for everybody to get rid of their old jewelry and find some treasure in someone else's trash.
- **Auction/silent auction:** You can run this one like a yard sale and have people donate things. You could also have a themed auction, like an art auction, with arts and crafts made by your youth.
- **Gift-wrapping and other holiday-related gift ideas:** Flowers for Valentine's and Mothers' Day, holiday greeting cards, etc.
- **Calendars:** Great around the end of the year - use pictures from around your site. Make sure you start putting it together several months in advance.
- **Bingo Night:** Gather bingo players and charge an entrance fee. The person with the most "bingos" at the end of the night wins 100 pesos. The group keeps the rest of the money.
- **Talent competitions:** Lip-sync, singing, dancing, variety, etc.

IMPORTANT: Once you and your youth have decided which project to pursue and have created a plan, please submit them to the national board (encargados.del.futuro.dr@gmail.com) for feedback. Thanks!

LONG-TERM PROJECT YEARBOOK

It is important to celebrate and remember our past, and with a Yearbook you can do just that. With this project, your *Encargados del Futuro* group will be in charge of creating and publishing a yearbook for your community to enjoy. Even though this guide is written for a student audience it can easily be adapted to be used in a community. To see a Yearbook done by a previous ICT youth group, refer to the “Necessary Materials for EdF Groups” folder.

There are many types of software available to layout or create the pages of your yearbook. This project will use the Microsoft Office program, Publisher; however, you are encouraged to use the software that suits your group best. If your youth are particularly advanced, consider using InDesign.

Yearbooks are organized in sections that highlight and record different sets of people, activities, or events. Below is a list of sections typically used. Feel free to modify, add, or take out sections as you see fit.

People

- This section holds pictures of groups of people. If your yearbook is for a school, this is where pictures of each grade would go. If your yearbook is for the whole community, you could put pictures of each neighborhood here. Superlatives also fall into this section. Superlatives are titles such as “best athlete”, “most likely to succeed”, “cutest smile.” Students vote on the classmate they think best fits the title and the results are printed in the yearbook with the winners’ picture above their title. This section can also host interviews with specific students, teachers, and community figures.

Student Life

- This section can include events like service projects, Model UN competition, Patronales, or holiday celebrations. Use photo journals or collages with or without captions. Captions are descriptive texts below pictures. You can also choose to include content about life, style, popular music, or important events .

Academics/Education

- A section about classes, projects, and more educational aspects of the school year. If your school gives out academic awards, include the names and pictures of winners.

Organizations

- Describes student or community organizations that youth are involved in, such as Defensa Civil, Club de Jovenes, Brigada Verde, Escojo mi Vida, and more. This section should have a group picture of the organization's members.

Sports

- Team Pictures and action shots from big events.

Dedication/Memorial Page

- This page is where the group can choose to dedicate the yearbook to someone who has been particularly supportive or someone greatly appreciated by the school or community. Or it could be used as a memorial page to commemorate the death of someone.

Signature Page

- This is space for friends to sign or write notes on the hard copies.

How to use Publisher as layout software

Before you open Publisher, you should create a folder for all of your files and pictures for organizational purposes. This way you will have a space to save all of the new documents you create in Publisher. In Publisher, you will insert text, pictures, captions, titles, and more to create a Yearbook.

If you are using Publisher 2007 and have Internet, you can download a yearbook layout. Note that this layout is only available in English. If you are using Publisher 2003 or want to start from scratch in 2007, use the **Publicaciones en blanco, Libro plegado** option. Make sure that you are in the size of a regular 8.5 x 11 page by going to **Archivo, Configurar pagina**. Choose **Pagina Completa**.

Use the tools in the **Panel de Tareas** to add disenos, change combinaciones de colores, fuentes, etc. To add pictures, text, or symbols click on **Insertar** in the **barra de menus**. Another great tool is to use objects from the **Galeria de diseno**. For more resources on Publisher, check out *aula clic.com* or refer to other PCVs.

Staffing

In order to make this a successful long-term project, you need dedicated staff members. Here is a list of positions that can serve as a guide in building your staff:

Editor-in-Chief:

- Oversees staff: holds staff accountable for their tasks
- Runs meetings
- Sets deadlines

Layout Editor:

- Implements staff's vision in the design layout of the Yearbook
- Lays out pages
- Manages files

Copy Editor:

- Edits copy
- Has a back up copy of the yearbook's files

Photo Editor:

- Takes pictures for posts
- Gets pictures to design editor for updating

Section Editors:

- Leads individual section content
- Ultimately in charge of photos and content for Section
- Turns in posts to copy editor

In addition to these positions you will need a team of people to work in tasks like assisting the photographer, collecting votes for superlatives, and supporting the Editors in general. Include students who did not participate in the core sessions but are responsible and want to help.

Another important position is the advisor. As mentioned in the introduction to the long-term projects, advisors play an important role in guiding the group in their project. Teachers, principals, school counselors, facilitators, or professional that live in the community are all great places to start.

Printing

In terms of publishing, we recommend to print in black and white to cut costs. You can also have digital copies available for sale instead of printing hard copies to completely cut printing costs.

Getting Started

With all of this information in hand, let's get started! After presenting the content above to your *Encargados del Futuro* group, give youth a chance to think over which position interest them. Here's one way you can assign positions: give interested participants an equal chance to state their case and their interests in a short, relatively informal, interview with you. This will be a great chance for them to practice the skills they acquired in the mock interview/resumé session. Even after the positions have been filled, it is recommended that each person on the editorial board work with a small group of individuals to whom they can delegate some of the responsibilities; however, that person will still be responsible for all the section activities and for reporting to the Editor-in-Chief.

Start working on your yearbook in the fall of the school year. Your group will have the whole year to collect photos, record memories, vote for superlatives, and edit meticulously. People will be looking at this yearbook for years to come, so make sure the publication is perfect! Your EdF group should finish the yearbook with plenty of time to edit and print copies so that the students have time before the school year ends to sign each other's yearbooks.

Prepare for launch

Details, details

Now that you've got your Editorial Board, have a meeting with your community advisor to decide on the format and sections of the book. Come up with a name and a logo. How many pages will it have?

"I cannot stress enough the importance of planning ahead before pushing ahead with publication. This was one of my errors—I should have pushed back harder against the tendency to think, 'Well, let's go ahead and do this and any problems we have now will iron themselves out eventually.'"

—Former PCV John Mitchell,
Las Guáranas, Dominican Republic

Programs and printing

Start looking into what kind of printing options you have. Do a small diagnostic of local printers and costs. Or begin to look into the cost of digital costs or opportunities to publish the yearbook on the community website if there is one.

Financing your project

Once you've got your vision for the Yearbook, your staff, and options for publishing, now you can look into fundraising. Here are some tips: ask the ayuntamiento, educational facilities, any community or religious groups, etc. for donations. Talk to local businesses and anyone else interested in advertising about buying advertisements. Decide how much each yearbook should cost.

It is very important to secure your funding before you begin working or printing. It may take some time and patience, but it will save you lots of stress later on in the project - nothing is more depressing than sitting around with a half-finished project, waiting for funding. Please refer back to the section on Fundraising for more insight.

Distributing your awesome publication

Put your heads together to decide on the best strategy for distributing your publication. Who will distribute it and how will you sell it? Where will you sell it? Schools? Churches? Colmados? Pharmacies? Supermarkets? Other local businesses? Will people walk door to door and sell it?

**REMEMBER, YOU HAVE YOUTH GROUPS AND PCVs AROUND THE COUNTRY
WHO SERVE AS GREAT RESOURCES. GOOD LUCK!**

LONG-TERM PROJECT

NEWSPAPER

A community newspaper can be a fantastic project for you and your youth. Not only is it an excellent opportunity for them to exercise the skills they've acquired, but it is also a great way to share information with the community, be it news, opinions, upcoming or current events, creative writing, educational information, political or religious information, etc. It requires a great deal of planning and dedication, but we think that you and your youth are up to it. Start out as small as you need to, and good luck!

Staffing

- **General Director:** Central contact person for the group, responsible for checking in periodically and making sure everyone is doing their job and getting things done on time. Designated whip-cracker. Checks over the paper before it goes to print, responsible for overall accounting and for getting the paper printed.
- **Content Director:** Responsible for brainstorming and soliciting new content. This person is the receptacle for material coming in to be published and responsible for reviewing each piece and deciding whether it is appropriate for inclusion. Forwards written material to the Copy Editor, photographs directly to the Layout Designer.
- **Copy Editor:** Receives content from the Content Director and edits it for grammatical and spelling errors. Forwards edited content to the Layout Designer.
- **Layout Designer:** Receives edited content from the Copy Editor, photos from the Content Director, and advertisements from the Advertising Manager and is responsible for designing the layout of the paper, editing content for length as needed. Passes final version off to General Director for approval and publication.
- **Advertising Manager:** Is in charge of seeking out new advertisers/sponsors to sell ads, and handling advertising-related income. Makes a report to and works directly with General Director on financial aspect of the paper. Forwards advertisements to Layout Designer.
- **Distribution Manager:** Forms distribution and promotional strategies for the newspaper to maximize sales; responsible for overseeing distribution itself and for making a report to the General Director with details of the number of papers sold and the money made.

Familiarize your youth with the duties and responsibilities of each of these positions (if desired, consolidate or break down positions as relevant to your particular group) and give them a chance to think over which position(s) each is interested in doing. To fill these positions, rather than either holding elections or just choosing which people will fill which roles, give each interested participant an equal chance to state their case and their interests in a short, relatively informal, interview with you. This will be a great chance for them to practice the skills they acquired in the mock interview/resumé session. Even after the positions have been filled, it is recommended that each person on the editorial board work with a small sub-group of individuals to whom they can delegate some of the responsibilities; however, that person will still be responsible for all that sub-group's activities and for reporting to the General Director.

Prepare for launch

"I cannot stress enough the importance of planning ahead before pushing ahead with publication. This was one of my errors—I should have pushed back harder against the tendency to think, 'Well, let's go ahead and do this and any problems we have now will iron themselves out eventually.'"

—Former PCV John Mitchell,
Las Guáranas, Dominican Republic

Details, details

Now that you've got your Editorial Board, have a meeting with everybody to decide on the format and details of your paper.

Come up with a name and a logo. How many pages will it have? How often will the publication come out? Will it be loose and folded like a newspaper or bound like a magazine? What sort of content should it include? If you find the task of producing a newspaper a little overwhelming at first, maybe consider publishing a community newsletter instead and work your way up to a longer publication.

Programs and printing

The best way to start is simply, in black and white, using Microsoft Publisher. The great advantage of Publisher is that it is easy to use, the final product looks professional, and your kids are familiar with it. If your youth are particularly advanced, consider using InDesign to layout your newspaper.

Find a local place where you can get your paper printed and figure how much it's going to cost. Additionally, consider selling digital copies of your publication.

Getting the word out

Before you even start working on your first issue, put the distribution manager (and the rest of the crew) to work promoting your paper. Announce it in the church and over the radio, post signs, tell it to people on the street, etc. You could even throw a launch party and try to start getting some donations. It is of vital importance to get not only your youth, but also the community interested in and invested in your publication. If they genuinely care about the project, it will have an infinitely better chance of being successful and sustainable.

Financing your project

Once your community is familiar with the project, seek out some financial support for it. Ask the ayuntamiento, educational facilities, any community or religious groups, etc. for donations or even for steady support. Talk to local businesses and anyone else interested in advertising about buying advertisements in your publication. Decide how much each newspaper should cost.

It is very important to secure your funding before you begin writing and printing. It may take some time and patience, but it will save you lots of stress later on in the project - nothing is more depressing than sitting around with a half-finished project, waiting for funding.

Distributing your awesome publication

Put your heads together with the Distribution Manager and decide on the best strategy for distributing your publication. Who will distribute it and how will you sell it? Where will you sell it? Schools? Churches? Colmados? Pharmacies? Supermarkets? Other local businesses? Will people walk door to door and sell it? Will people be able to buy subscriptions and have it delivered monthly (or however frequently it comes out)?

Content of the actual publication

This is the fun part! This is the part where you and your youth get to be most creative. Have a meeting with the Content Director and the rest of the group to discuss what sort of things you'd specifically like the publication to include. This is also a great opportunity to talk to them a little bit about good journalism: asking good questions, knowing what is or isn't news, accuracy in reporting, and always seeking the truth.

Some suggestions for content

- **Local news:** Everyone loves the local gossip going around and to read about themselves and the people they know in the paper.

- **Calendar of events:** Go around town collecting dates for events from different community organizations, businesses, local political administrations, etc. Consider writing little blurbs for holidays that come up—people are always curious to know.
- **National and world news**
- **Columns and editorials:** Staff and community opinions.
- **Investigative journalism:** Have kids research topics of interest and act as reporters, delving into the topic.
- **Educational pieces:** Health, personal finance, family orientation, housekeeping tips, etc.
- **Information from/about local community organizations:** This could be material provided by them that they wish to appear in the publication. Or a group could have a little column that they include each time. Perhaps a "church corner" to allow local churches to include their own content - make sure everybody is equally represented, though - you don't want to step on any toes.
- **Opinions:** Interview people on their opinions about whichever topic you choose, then take their photo and include it with their thoughts.
- **Cultural notes and points of local interest; Historical information**
- **Birthdays**
- **Recipes**
- **Jokes/stories**
- **Poetry and other creative writing**
- **Photos!**
- **Crossword puzzles, word finds**
- **"Did you know?"**
- **Bible quotes**
- **Letters to the editor**
- **Community profiles:** Again, people will be much more likely to read the paper if they or their friends and family are in it. Ideally, this publication is for, about, and by the community.
- **Anything else you can think of - be creative!**

Being realistic

Pulling off a publication isn't easy, but the better prepared you are for the sorts of challenges you will almost certainly face, the better the chance you will have of overcoming them and succeeding.

Problems you may will probably encounter

- **Politics:** It plays a role in everything around here and will always be part of the game. Do your best to work equally with everyone, to seek out people from all political parties, and to keep any sort of propaganda out of the paper. You will never do anything deliberately to favor one party over another, but that doesn't stop people from perceiving it that way, and parties sometimes have a tendency to monopolize on a project, so make sure to include everyone. This is a good thing to talk over with the community advisor.
- **Filling space:** It may take a while for people to really latch onto the idea of the paper and get excited about it, but don't get discouraged. Keep sending the youth out, keep looking for and creating new content. Include the community and their ideas in the process; after all, you're creating this paper for them. What would they like to see?
- **Declining submissions:** Declining a submission is always a task to be handled with delicacy. It's up to you whether or not you explain the reasons for declining any given piece. To avoid this issue, it's a good idea to have written up some standards of quality, criteria for approving each piece (work with the Content Director on this one), and to make them generally known. This ought to keep you out of most trouble if you can clearly pre-define what it is you won't accept.
- **Editing:** Could potentially run into some sticky spots. Some contributor or other may become dissatisfied with the way in which his or her article has been edited, but you can explain the reasons why it was edited in some particular fashion and make clear up front that the publication reserves the right to edit any content submitted to it. This can also refer back to your policies on unacceptable content.
- **DEADLINES:** Set deadlines a week before the actual deadline and save yourself a little stress. Make sure the General Director is cracking down on people with respect to getting their stuff in on time.
- **Getting started:** As previously mentioned, it's not a bad idea to start slow; something shorter and simpler with a smaller distribution base. You can always expand later.

**REMEMBER, YOU HAVE YOUTH GROUPS AND PCVs AROUND THE COUNTRY
WHO SERVE AS GREAT RESOURCES. GOOD LUCK!**

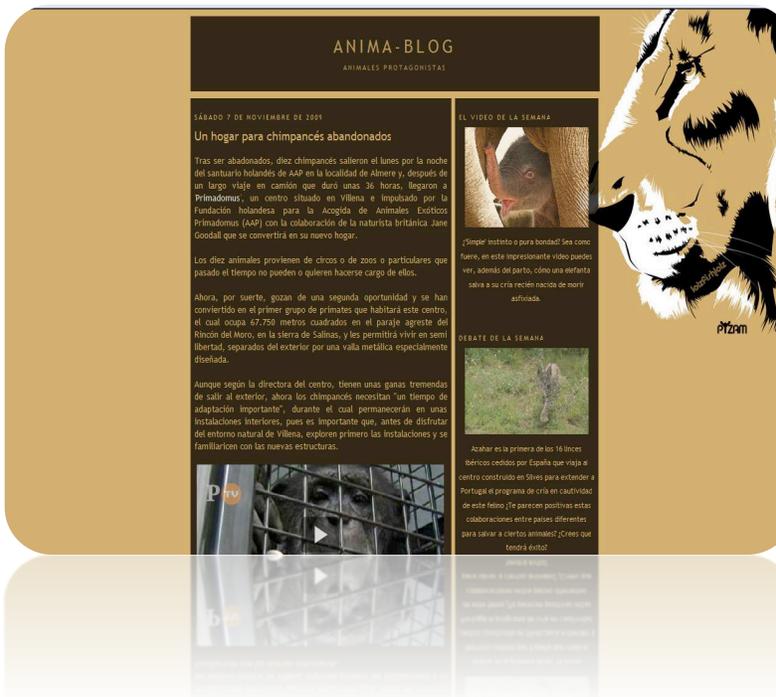
LONG-TERM PROJECT WEBSITE

INTERNET ACCESS IS A REQUIREMENT FOR THIS PROJECT

What is a Blog?

More and more the world is communicating over the Internet. It's a communication highway that links our lives to the rest of the world. We can represent our interests, our dreams, communities, and ourselves by creating our very own website.

The most convenient way to have your own website is by creating a blog. A blog is literally a weblog (web log), or an online journal where you can share your thoughts, skills, pictures, videos, etc. Blogs are organized by chronological entries called posts that can be updated as frequently as you desire.



There are several free online services that allow you to create a blog. In this long-term project we will be using one particular provider called Blogger.

Blogs are typically oriented towards a topic. This topic could be anything that is interesting to you. It could be about your community, your school, a youth group, the search for the best mangos, omega, or the local cheese factory.

more examples:

<http://elalmadifusa.blogspot.com>

<http://vectorissimo.blogspot.com>

<http://blogs.ya.com/eltikitaka>



One feature of blogs is the ability for visitors to comment on posts. Anyone who stumbles upon your blog can leave a note or comment expressing his or her opinion of the site or your post. This enables you to create a community or network of people that follow your blog and share their insight.

Now that you know what a blog is and have seen several examples, what makes a blog interesting or worth following? Have youth brainstorm.

Examples:

- Appeals to a specialized interest
- Makes you laugh
- Visually appealing
- Informative
- Constantly updated
- Interactive
- It builds a community of followers that the reader belongs to

To choose a topic, you should consider who your audience will be. Who do you want to read the blog? Let's say you want it to be for your fellow students at school. So the blog will be all about information on events, classes, or even celebrating individual achievements such as the Model United Nations team making it to the final round in Santo Domingo.

Take some time as a group to brainstorm ideas for what the focus of your site will be. Assign homework of talking to at least 3 friends and bringing 3 different ideas of what to blog about.

Choose a Topic

Prep Work

Create a google e-mail address for the group, which will be your login to Blogger

Start the meeting by having the youth share the ideas that they came up with. Talk about who the audience will be and what kind of service they will be providing them with. Come up with the 5 most popular topics and then hold a vote. The most voted for topic wins.

Create An Account



Now, you will go through the step-by-step process of creating a blog using Blogger.

1. Navigate to the site www.blogger.com
2. You might have to change the language to *Español*.
3. Now click on the button, **Crear un Blog**

4. Using the gmail account you created for your group, register your account after clicking on the **Primero acceda a ella** link that is in blue and underlined at the top of the page.
5. In the spaces enter in your gmail account's e-mail and password.
6. Step 2 is to give your blog a name.
7. Now enter in the url of the blog. This should be short and more or less easy to remember. Using our example of Imbert, "imbert" could be used if available.
8. Now continue.
9. Next step is to choose a layout.

Your blog has now been created! You can begin to publish posts and modify your blog to your own taste.

A Blog name should give the reader a quick idea of the topic. For example, a blog about the community of Imbert could be called "La vida Imbertena." Also, the title is what search engines use to bring up hits. So if someone does a search for Imbert, this blog would come up because it has the word "Imbert" in Imbertena. So be representative, specific, and creative.

Staffing

Once you've got a topic and have built the blog, you need to form a staff that will be in charge of the blog. Here's a list of positions:

Editor-in-Chief:

- Oversees staff: holds staff accountable for their tasks
- Runs meetings
- Sets deadlines

Design Editor:

- Implements staff's vision in the design layout of the blog
- Manages the blog's files
- Checks posts to insure that they are interactive (include links, multimedia, video, etc.)
- Updates Blog

Copy Editor:

- Edits copy
- Has a back up copy of blog's files

Photo Editor:

- Takes pictures for posts
- Gets pictures to design editor for updating

Writers:

- Helps think of post themes
- Writes posts based on themes picked by the staff
- Turns in posts to copy editor

Moderators: (can be a selection of people already assigned to other positions)

- Checks for comments
- Replies to comments
- Deletes spam

To fill these positions, rather than either holding elections or just choosing which people will fill which roles, give each interested participant an equal chance to state their case and their interests in a short, relatively informal, interview with you. This will be a great chance for them to practice the skills they acquired in the mock interview/resumé session. Even after the positions have been filled, it is recommended that each person on the editorial board work with a small sub-group of individuals to whom they can delegate some of the responsibilities; however, that person will still be responsible for all that sub-group's activities and for reporting to the General Director. The group should also take this time to decide how often and when they will meet to work on the blog.

At the following meeting, the PCV should announce positions. The group should choose first entry theme, assign tasks, brainstorm how to promote the blog to the chosen audience and create a list of subsequent action items.

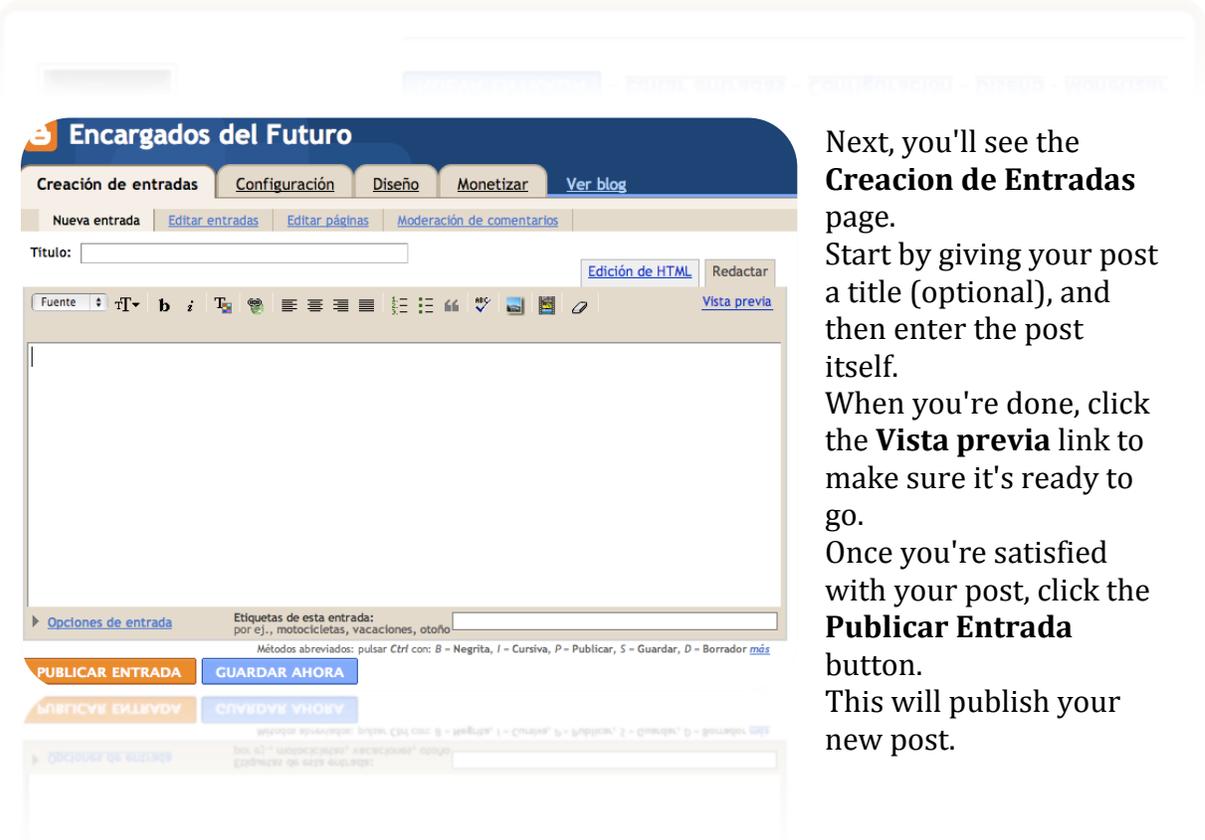
Ways to drive traffic to your blog

- 1. Keeping profile updated and timely.** The description should include keywords that will show up in search engines.
- 2. Tagging and categorizing.** These things also help non-readers get to your blog. By condensing your post into five or six words, you have a better chance of gaining a larger participatory audience.
- 3. Linking.** Linking to other blogs through in-line text linking and photo linking creates a reverse discovery of your blog. For example, anytime someone searches for the information contained in the link, your blog should also appear in the Websites found. Using social platforms like Facebook, Myspace and Hi-5 as places to post links to specific posts will also generate interest.
- 4. Commenting.** The purpose of a blog is that it serves as much as an interactive space as it does an informative one. It should be like a conversation. Bloggers should respond to comments written on their own blogs as well as post to other spaces. Many sites require a Website in order to post a comment. This creates yet another way to access your blog.
- 5. Multimedia posting.** The more dynamically interactive your posts are, the more people will read them. Always try to include links, photos and videos because these make the posts more appealing to the reader.

How To's

How to write new posts

Once you've logged into Blogger you'll see your Escritorio, showing your list of blogs. Click the blue **Nueva Entrada** button to create a new post.



Next, you'll see the **Creacion de Entradas** page.

Start by giving your post a title (optional), and then enter the post itself.

When you're done, click the **Vista previa** link to make sure it's ready to go.

Once you're satisfied with your post, click the **Publicar Entrada** button.

This will publish your new post.

How to edit a previously written post

You can edit your posts from the **Creacion de entradas | Editar entradas** tab. From there, click the **Editar** link next to the post you'd like to edit.



That will take you to the posting form, where you can make any changes you like. When you're done editing, be sure to **Publicar Entrada**.

How to delete a post

To delete a specific post, first navigate to the **Creacion de entradas | Editar entradas** tab, then locate the post you'd like deleted, and click the **Suprimir** link all the way to the right. You will be asked to confirm the deletion. Click on the **Suprimirlo** button. You will then be brought back to your **Editar Entradas** view.

How to write and edit a Draft Post

A draft is a post that is in progress. It will not be shown on your blog and will only be accessible from your Escritorio. To mark a post as draft, simply click the **Guardar Ahora** button below the post-entry field.

To edit a draft post, locate it in the **Creacion de entradas | Editar** tab and click on its **Editar** link.

There are visual indicators that posts are drafts: They have no **Visualizar** links like published posts do, and they include the word "**borrador**" to the right of their titles.

Drafts can be published, and published posts can be converted into drafts, simply by clicking the appropriate **Publicar Entradas** or **Guardar Ahora** button when editing the post.

How to add photos

You can now upload photos to your blog using Blogger Images; just click the image icon in the post editor's toolbar. This icon is a tiny photo of mountains with a blue sky in the background.



When you click this icon, you'll get a window that allows you to select an image or multiple images from your computer. Click the **Buscar** button to locate the ones you want. Alternatively, you can enter the URL of an image that's already online and insert it into your post. If you click the link to choose a layout, you can customize the way your images will appear in your post.

The left, center and right options determine how the text of your post flows around the pictures. The size option lets you scale the pictures to different sizes within this posting area. Note that the picture will still be uploaded in its full size. This option just determines how it's scaled within the content of your post.

How to add a link

1. Highlight the text you'd like to turn into a link. If you do not select any text before using the link button, your link will be created but without anything to click on.
2. Click the Link button (or hit control+shift+a on your keyboard).
3. A pop-up window will appear prompting you for a URL you'd like to link to. Type the URL in the text box. Remember the **http://**
4. If this link button doesn't appear in your browser, or isn't working for some reason, you can type in the link by hand:

```
<a href="http://URL">TEXT</a>
```

How to customize the layout of your blog

Are you tired of dealing with HTML and CSS every time you want to change the look of your blog? Well, it turns out that there's an easier way. With the *Diseno* feature, you can drag-and-drop to move parts of your page around, and choose new fonts and colors with easy mouse clicks.

To use this tool, click on the **Diseno** tab. You should automatically enter into the **Elementos de la pagina** section. To reorganize parts just click, drag, and drop them around.

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