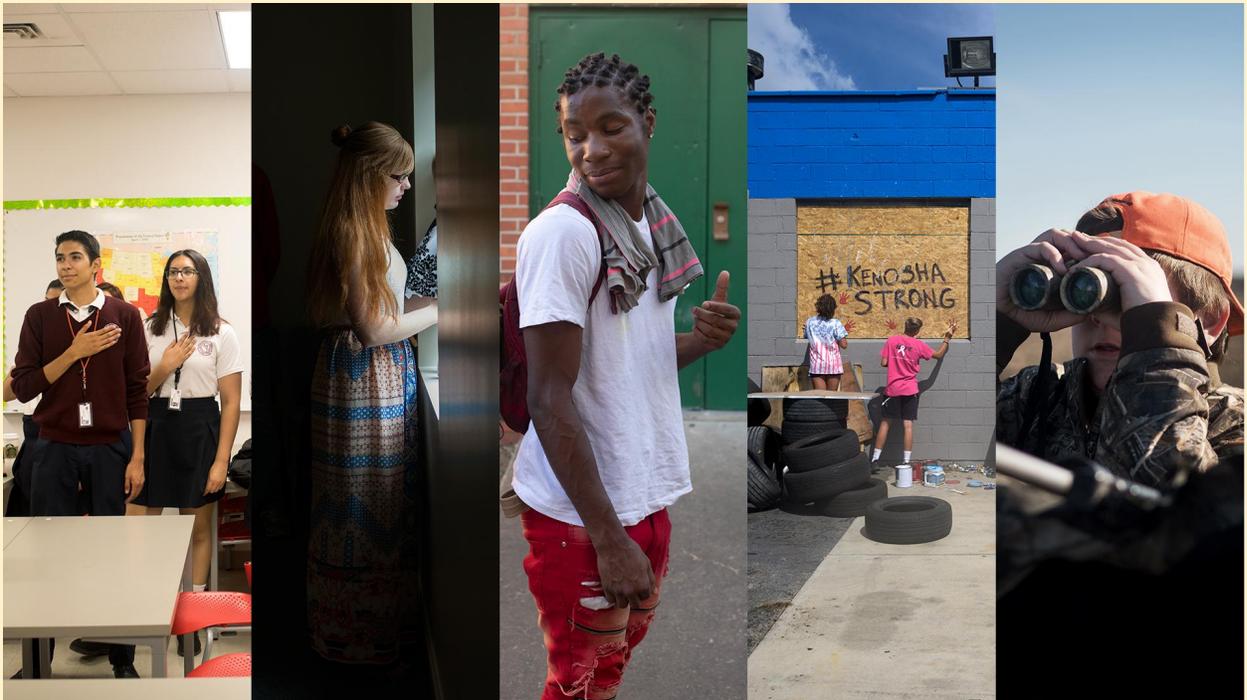


# Our Democracy Summer Journalism Camp

## What does democracy look like in our everyday lives?

Award-winning National Geographic photographer Andrea Bruce and her reporting team have spent the last few years exploring this question and documenting community stories across the United States. Their project is called Our Democracy. The Our Democracy team invites educators and young people across the country to answer this question, too. The following summer camp curriculum was created for National Writing Project sites and students around the country who wish to join Bruce's team and contribute their own writing and multimedia content to the project's growing digital collection of American stories.



The Our Democracy Project is supported by:  
**National Geographic Society,**  
the National Writing Project, Catchlight Foundation, and PhotoWings

with education resources by:  
**Lorraine A. Ustaris**

Videographer and education specialist for the Our Democracy Project  
Teaching consultant for the National Writing Project/Philadelphia Writing Project  
CTE Digital Video teacher at Science Leadership Academy in Philadelphia

## Learning Goals for Our Democracy Journalism Camp

- Students will practice journalistic storytelling skills to document their lives and communities.
  - Students will explore the concept of democracy and write their own definitions.
  - Students will learn how to use journalistic thinking and reporting routines for reading the world.
  - Students will produce and publish original, multimedia journalism pieces.
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### Suggested Schedule:

Wed, Thu, Fri --- Mon, Tue | 9 AM-3:30 PM for students | 9 AM-5 PM for teachers  
(the weekend will provide extra time for students to report their stories and gather footage)

The camp schedule is organized according to journalistic process / production process:

- **Pre-Reporting and Pre-Production**- Day 1 / Day 2
  - **Production and Reporting**- Day 3 (plus weekend assignment)
  - **Post-Production and Publication**- Day 4 / Day 5
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### Materials Needed:

- smartphone
  - photo or video editing program or app
  - media file management system (hard drive or digital storage space)
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### Additional Instructional Text:

The following curricular outline references teaching resources found in the previously published [Our Democracy Educator's Toolkit](#) found on Our Democracy's [education website](#).

## Pre-Camp Our Democracy Photo Assignment:

**What does democracy look like in your life?** Take 3 photographs that answer this question visually. Write a few sentences to explain how you believe each photo answers this question. Feel free to be as literal or as figurative in your photography and writing as you'd like.

(Students should submit photos/writing to instructors before the first day of camp.)

# DAY 1 - Welcome to the Our Democracy Team!

## Day 1 Project Objectives for Students:

- Understand the goals of the Our Democracy Project
- Define “journalism” and “democracy”
- Practice photojournalism skills
- Begin identifying and thinking about community issues

## Write Now Journal: Our Democracy’s 3 questions(10 minutes)

The Our Democracy team organizes a discussion at every location they visit that centers on three specific questions about community and change. Assign the following questions as a journal entry, in preparation for a discussion later this morning.

- What do you like about your community?
  - What would you change about your community?
  - How would you change these things about your community?
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## Icebreaker: (20 minutes - depending on the number of students)

Option 1: Share 1) your name and 2) the most interesting story or piece of information that you’ve recently heard or learned that you believe others will benefit from knowing, too. What you share must be verifiably true. Be prepared to share how you know what you’ve shared is true and why you believe it is important for our class to know.

Option 2: Share 1) your name and 2) your favorite news site or favorite social media account that you follow and think that others should follow, too. The social media account should be an account you learn from in some way and believe others will benefit from as well. Be prepared to share what you like about the news site or social media account you choose.

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## What is Journalism? Or What do journalists do? (10 minutes)

-Begin by asking students to offer their own definitions of journalism.

-Teachers can define journalism/identify different types of journalism, show media about journalism, or invite a guest journalist to speak/teach.

Web resources about journalism to help you get started:

- <https://www.pbs.org/video/k-12-multimedia-resources-beyond-front-page-rules-journalism/>
- <https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/>
- <https://www.merriam-webster.com/dictionary/journalism>
- <https://www.pbs.org/video/k-12-multimedia-resources-beyond-front-page-what-journalism/>
- <https://existential.cjr.org/editors-note/>

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### **Defining Democracy / Video Introduction to Our Democracy Project (20 minutes)**

-Review basic definition of democracy with students.

-Instructional suggestion: refrain from defining democracy definitively here. Leave room for students to explore and expand their understandings of democracy later today and throughout this week of camp.

-Show the following video that introduces the Our Democracy project and the journalistic endeavor students will be joining through this camp: [Our Democracy's Story](#)

### **Post-viewing questions:**

- What is the Our Democracy project and what is the Our Democracy team doing?
- What inspired Nat Geo photographer Andrea Bruce to begin the Our Democracy project?
- List the 3 types of journalists on the Our Democracy team.
- What is Andrea Bruce inviting students to do?

### **Here are 3 additional media resources that explain the Our Democracy Project:**

- [What Does Democracy Look Like](#) (Podcast Episode)
- [Our Democracy at the Nat Geo Storytelling Summit](#)
- [Our Democracy Student Invitation](#)

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### **What is community journalism (civic journalism / local journalism)? (5 minutes)**

-In this segment, introduce the genre of “community journalism” to students.

Note: The Our Democracy team has been documenting community stories that answer the question “What does democracy look like?” What makes the Our Democracy project different is its focus is on local and personal manifestations of American democracy in the lives of everyday people who live in this country, rather than on national politics and political figures. The Our Democracy team would like students across the country to focus their reporting on their own lives, neighborhoods, and local communities, too.

-Here are a few web resources on community journalism to help you get started:

- <https://www.rtdna.org/uploads/files/cjgs.pdf>
- <https://democracyfund.org/idea/civic-journalism-engaged-journalism-tracing-the-connections/>
- [https://www.researchgate.net/publication/234723731\\_Teaching\\_Civic\\_Journalism\\_Integrating\\_Theory\\_and\\_Practice](https://www.researchgate.net/publication/234723731_Teaching_Civic_Journalism_Integrating_Theory_and_Practice)
- [https://conservancy.umn.edu/bitstream/handle/11299/182984/Belair-Gagnon\\_Anderson\\_CJ.pdf;jsessionid=E9843A9A3779EA54724DF3581E4FF91D?sequence=1](https://conservancy.umn.edu/bitstream/handle/11299/182984/Belair-Gagnon_Anderson_CJ.pdf;jsessionid=E9843A9A3779EA54724DF3581E4FF91D?sequence=1)

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### **Discussion: Our Democracy’s 3 questions (30 minutes)**

Facilitate a discussion around the 3 journal questions students answered this morning. Take notes on their responses on a board. Their responses will reveal a lot about their communities--the same communities they will be reporting on this week.

More resources for leading and extending this discussion can be found in the [Our Democracy Educator’s Toolkit](#)

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### **Our “Beat” is Our Democracy...So what is “beat reporting”? (5 minutes)**

Web resources to help you answer this question with students:

- <https://muckrack.com/beats>
  - <https://www.poynter.org/reporting-editing/2002/beat-reporting-what-does-it-take-to-be-the-best/>
  - <https://www.poynter.org/shop/self-directed-course/introduction-to-reporting-beat-basics-2/>
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### **Share: What does democracy look like in my life? Photo Assignment**

(30 minutes, depending on the number of students)

- Students will answer the question “What does democracy look like in my life?” by sharing out their pre-camp photography assignments.
  - This is an opportunity to check for students’ understandings of democracy.
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### **Our Democracy Gallery WalkActivity (1 hour)**

Resources for this activity can be found in the [Our Democracy Educator’s Toolkit](#)

**Break** (15 minutes): Students can choose to use this time to continue their Gallery Walk.

### **Our Democracy Gallery Discussion**

Resources for this activity can be found in the [Our Democracy Educator’s Toolkit](#)

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### **Our Democracy Imagery Exercise (30 minutes)**

Resources for this follow-up activity can be found in the [Our Democracy Educator’s Toolkit](#)

This activity will give students the opportunity to continue to reflect on and write about their definitions of and experiences with democracy and may be a helpful springboard for discussion during the afternoon breakout session about democracy and community. It will also help them continue visualizing democracy in both concrete and abstract ways.

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**Lunch** (1 hour) : Instructors can use this time to reflect on the things students have said about democracy and journalism to group students and to assign instructors to specific groups.

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### **Break Out Groups: Democracy in Our Communities (30 minutes)**

- Students can share some of their “Our Democracy Imagery” to begin the conversation.
- Group will further discuss and develop definitions of democracy that will help them to recognize aspects of democracy and the impacts of democracy in their lives and communities as they begin reporting. The focus will be on the local aspects of democracy rather than on the national aspects of democracy.
- More starter resources on democracy can be found in the [Educator Toolkit](#).

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## Journalism Ethics: What are the “rules” of journalism?(30 minutes)

As students begin their reporting, it is important for them to be aware of the ethical guidelines for journalism.

Web resources to help you answer this question with students:

- From PBS:  
<https://www.pbs.org/video/k-12-multimedia-resources-beyond-front-page-rules-journalism/>
- From the Society of Professional Journalists:  
<https://www.youtube.com/watch?v=JUuUBYGI58k>
- From the National Endowment for Democracy:  
<https://www.youtube.com/watch?v=Tgt2FmVhNtw>

-Important additional topics to include in this segment:

1) Bias 2) Fact-checking / Story Vetting 3) Fact vs. Opinion 4) Covering special groups

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## Explain Next Photography Assignment(10 minutes)

Now that they’ve done more thinking about democracy, students will re-approach their pre-camp assignment. They will further explore and recognize the impacts of / manifestations of democracy in their lives and in the community around them.

Students will take 6 more photos that answer the question “What does democracy look like?” with greater attention to the subjects of their photos (the people, places, and things in their photos) and the locations where they will be taking them (at home and in their neighborhoods). This variety of subjects and locations will hopefully give them a wider array of story options as they make decisions about their topics on Days 2 and 3.

### **Our Democracy Looks like People, Places, and Things Photo Assignment:**

Answer the question “What does democracy look like?” by making 6 more photos.

- 3 of the photos should be about democracy in your home. Try your best to take: 1 photo of a person/people; 1 photo of a place; and 1 photo of an object.
- 3 of the photos should be about democracy outside your home. You can take photos on your street, in your neighborhood, or elsewhere in your community. Try your best to take: 1 photo of a person/people; 1 photo of a place; and 1 photo of an object.

### **Professional Photojournalism Tips 101** (20 minutes)

- Review [Photography 101 Slides from Andrea Bruce and the Catchlight Foundation](#)
  - Additionally, it may be helpful to bring in photography books and collections from a local library and give students time to peruse them. Many professional photographers “trained their eye” early on by looking at exemplar work by award-winning photographers.
  - More resources about photography can be found in the appendix of the [Educator’s Toolkit](#).
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### **Breakout Groups:** ( 1 hour)

- Give students time to plan out their photo assignments or go on a photography walk with students in the neighborhood to help them get started with their next assignment.

## DAY 2 - What's the Story? / The Journalistic Process

### Day 2 Project Objectives for Students:

- Learn how to write captions.
- Summarize a story using Who? What? Where? When? Why? (and How?)
- Choose a story topic so that they have a focus for their first interviews.  
(Topic will be narrowed on Day 3 based on interview content.)

### Morning Reading or Viewing with Discussion (20 minutes)

Note: This week's morning readings or viewing pieces will be short journalistic articles or multimedia packages that can serve as mentor texts during the week that students can deconstruct to develop more news literacy, reporting, and production skills. Just like the community journalism students will be producing, these examples should be local reporting pieces. They should also be "simpler" packages that students can more easily imitate or replicate.

#### Suggested Morning Video:

NowThis News: Teen Trashion Show

<https://nowthisnews.com/videos/earth/teen-climate-activists-put-on-annual-trashion-show>

NowThis News is a digital news platform that specializes in producing short multimedia news packages that engage social media audiences. Their pieces are brief, concise, informal in tone, and are composite packages constructed from media and reporting from widely vetted journalistic organizations like The Associated Press, Reuters, The New York Times, The Washington Post, etc. Their social media stories are formulaic, but fun quick pieces students can readily replicate as they learn to produce their own stories. Explore their [Instagram account](#).

#### Focus Questions for Morning Video

- How does this video answer the questions: Who, what, where, when, why and how?
- What do we learn from the interviews included in this piece?
- How does this video capture the attention of audiences?
- How does this video incorporate both fact and opinion?

(More video stories are listed [here](#))

## Captioning Photos: How do we write a good photo caption? (10 minutes)

Web resources about caption writing to help you get started:

<https://www.poynter.org/educators-students/2017/6-tips-for-writing-photo-captions/>

<https://ijnet.org/en/resource/writing-photo-captions>

<https://training.npr.org/2016/01/12/these-are-nprs-photo-caption-guidelines/>

After offering the class some whole group instruction about caption writing, students will practice writing their own captions and work in their breakout groups...

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**Writing Captions Prompt (10 minutes):** Choose the 3 photos you like best from last night's photo assignment "Our Democracy Looks like People, Places, and Things." Begin writing a caption for the photos you've chosen. For each photo answer these questions:

-Who, what, where, when?

-And why (or how) does your photo answer the question "What does democracy look like?"

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**Break (15 minutes)**

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**Small Group Breakout Session: Writing Captions (25 minutes)**

-Students will have more time to write their captions.

-Teachers will work with students to further develop caption writing skills and craft.

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**Sharing Out from Last Night's Photography Assignment "Our Democracy Looks like People, Places, and Things" (15 minutes)**

-A few students can share out their photos and captions.

-Instructors could also organize a classroom or digital gallery walk so that students can see each other's photos and provide positive feedback. Digital galleries can be easily created through sites like [Padlet](#).

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### **Video Viewing** (15 minutes)

Watch and discuss this [video](#) from the National Geographic Youth Photo Camp on Our Democracy. It features photographs and writing by students who completed a similar Our Democracy camp in early 2021

**Viewing Questions:** Jot down notes in response to these prompts...

1. What words and/or images stand out or resonate with you in this video?
  2. Write down something you learn from this video that you did not know before.
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### **Journalistic Process and Production Schedule (10 minutes)**

-Explain each of the 3 stages of reporting and producing.  
-Identify the stage their projects are in currently (answer: pre-reporting/ pre-production)  
-Explain what their reporting and producing schedule will look like for the remainder of the week. (Students can choose from 4 different project options. Read ahead in this guide for more information about what's to come.)

Web resources about the production process to help you get started:

- <https://www.mediacollege.com/glossary/p/production-process.html>
  - <https://www.ipr.edu/blogs/digital-video-and-media-production/what-are-the-phases-of-film-production/>
  - <https://www.digitalbrew.com/pre-production-production-post-production-defined/>
  - <https://catmedia.com/blog/2015/11/10/what-are-the-three-stages-of-video-production/>
  - <https://libguides.southernct.edu/c.php?g=7138&p=34654>
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### **Breakout Session: Finding stories through our photographs(25 minutes)**

Students will continue to engage with the photos they took for last night's assignment. This time, instructors will help students begin to see their photos as windows into issues/topics about democracy in their families or neighborhoods. What reporting leads or larger local stories are emerging from their photos? By the end of this session, each student should decide on a topic or issue of interest and recognize story possibilities/potential human subjects for their forthcoming project. Each student will be using their chosen topic/issue to focus their work during the end-of-day break-out session around interview planning and preparation.

Here are some web sources about finding journalistic stories to help you get started:

- <https://training.npr.org/2016/10/17/3-simple-ways-to-find-story-ideas/>
  - <https://medium.com/@blazej.kupec/how-journalists-find-stories-and-write-articles-2174e902591c>
  - <https://www.bbc.co.uk/academy/en/articles/art20130702112133498>
  - <https://www.poynter.org/reporting-editing/2010/10-ways-to-find-stories-other-journalists-are-missing/>
- 

### **Lunch: (1 hour)**

Facilitators will discuss what's going on storywise, based on what they saw in their small groups.

How do we help students along in this process of following their leads and developing the stories that are emerging? After lunch, the focus will be on the pre-production steps: researching and interviewing.

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### **Icebreaker: Pop the Question! (30 minutes)**

-This icebreaker is meant to help students find their gumption as interviewers and practice asking and generating questions for the interviewing workshop later this afternoon.

-Provide students with guidelines for writing good interview questions (i.e. no yes or no questions, should be open-ended, should invite responder to share experience or belief).

#### **Directions for students:**

-Write down 10 different fun and engaging questions you'd ask a stranger.

-Follow guidelines for writing good interview questions.

-After students write down their questions, the class will play popcorn and bounce around the room. Each student will ask 1 question and answer 1 question.

-Teachers can make question writing guidelines more specific to democracy or community, if they'd like to.

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### **Introduce pre-reporting research and the preliminary interview (50 minutes)**

- What is the purpose of pre-production and pre-reporting?
- How do research and preliminary interviews help a journalist shape a developing story?
- How do journalists conduct research stories and find/choose interviewees?
- How do journalists decide if a story is possible to do or logistically feasible?

It might be helpful to invite a guest journalist to share about these reporting steps, but here are some web resources to help you get started:

Here are some web sources to help you get started:

<https://www.sorcd.com/blog/post/how-to-research>

<https://www.poynter.org/tech-tools/2021/teach-students-to-get-beyond-the-basic-google-search/>

<https://gijn.org/series/my-favorite-tools/>

<https://journalistsresource.org>

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### **The On-Camera or Recorded Interview**(30 minutes)

-Cover interviewing basics with your class.

-How to request interviews

-How to write good interview questions and ask follow up questions.

-How to film and conduct an on-camera interview

-Then, walk students through an on-camera interview simulation.

-Note: If you have an extra day or half day, it is helpful to organize a “person-on-the-street” interviewing activity, during which the class spends time honing interview skills by filming/recording vox pop interviews about a specific topic with random passerby in the community.

-Here are interviewing resources from the Our Democracy Team and from PBS NewsHour Student Reporting Labs. There are additional resources listed in the appendix of the [Educator’s Toolkit](#) and many more available online.

<https://writingourfuture.nwp.org/ourdemocracy/video-resources>

<https://studentreportinglabs.org/archived-tutorials/>

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### **Next assignment: Two Interviews**(10 minutes)

Each student will film or record an audio recording of an interview with 2 different people–1 person from home and 1 person from their community—who can shed more light on the story topic they have selected.

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### **Breakout Groups - Interview Planning**(55 minutes)

Today’s class will conclude with breakout groups. Help students:

-decide who to interview

-plan out their interview request

-develop good interview questions

## Day 3 - Deciding on a Story + Choosing a Project Option

Day 3 Project Objectives for Students:

- Narrow topic and decide on a story.
- Pick a project option / meet with new project advisor.
- Determine a clear production and reporting plan for the weekend.

**Write Now Journal:**(10 minutes)

What did they learn from their interviews? How did their interviews help them to think about their stories or topics differently?

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**Morning reading/viewing: The “Super Article”** (30 minutes)

-Define the term “multimedia”

-Introduce and define the “super article,” an article that incorporates a collection of multimedia resources (audio, video, photo, social media links, web links, story links, etc) throughout the text of the article.

-Read the article together and engage with media integrated throughout the piece.

-Suggested Articles: The following super articles were selected because they are local news stories that incorporate of a range of media, including embeds from social media accounts.

WHYY News:

Philly Coach Hosts Juneteenth

<https://whyy.org/articles/coach-who-transformed-empty-church-into-a-rec-center-welcomes-community-on-juneteenth/>

Student Led Youth Court

<https://whyy.org/articles/we-dont-believe-in-punishment-student-led-youth-court-could-come-to-harrisburg-school/>

KQED:

High School MeToo Movement

<https://www.kqed.org/news/11876356/how-high-school-students-launched-their-own-metoo-movement-during-the-pandemic>

**Focus Questions:**

-How do the media and links incorporated into this article enhance the story and add to the information already provided in the article?

-How does this super article blend fact and opinion throughout?

-How would you improve this piece?

-Do you see any implicit bias in the coverage of this story?

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### Sharing Out First Interviews(20 minutes)

A few students will share from their first interview experiences

- Students can play their interviews for the class; describe their experiences interviewing; talk about what they learned; share potential story ideas from their interviews

Class will begin to unpack content of interviews and discuss technical aspects of the interviews

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### Reading and Viewing Sample Projects(1 hour)

There are 4 project options we are encouraging teachers to pursue with students. Present students with these options and view at least 1 sample work for each project option with the class.

Project Option	Description	Sample Works	Other resources
Our Democracy Photo Essay	Each student will create a photo essay that answers the question “What does democracy look like in our everyday lives?” in some way. Essays should be comprised of original photographs and should include captions for each photo. Photo essays can be thematic and/or narrative explorations of a specific local issue or story related to democracy in students’ communities.	<ul style="list-style-type: none"><li>• <a href="#">Vice Best Photo Essays of the Year</a></li><li>• <a href="#">Pulitzer Prize Winners Feature Photography</a></li><li>• <a href="#">Lightbox Best Photo Essays of the Month</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Master Class: How to Create a Photo Essay: Step-by-Step Guide With Examples - 2021</a></li><li>• <a href="#">5 Best Sites for Photo Essays and News in Pictures</a></li><li>• <a href="#">Cole’s Classroom Photo Essay Guide</a></li><li>• <a href="#">Photography 101 Slides from Andrea Bruce</a></li></ul>
Our Democracy	“What does democracy look like in my family?” Each student will	<ul style="list-style-type: none"><li>• <a href="#">Our Democracy Team Family</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Our Democracy Educator’s</a></li></ul>

Family Album	produce a photo essay (or another type of multimedia piece) that answers this question and tells a story about their family. Read more about this option and explore resources in the <a href="#">Educator Toolkit</a> .	<a href="#">Stories</a>	<a href="#">Toolkit</a>
Our Democracy Vertical Video Story	Students will create a vertical video about a specific local story that explores the question “What does democracy look like in our everyday lives?”	<ul style="list-style-type: none"> <li>• <a href="#">Samples from Our Democracy Educator’s Toolkit</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Resources from Our Democracy Educator Toolkit</a></li> </ul>
Our Democracy “Super Article”	The “super article” is what some media outlets call an article that incorporates a collection of multimedia resources (audio, video, photo, social media links, web links, story links, data graphics, etc) throughout the text of the article. Students who choose this option will write about a local story that sheds light on the question “What does democracy look like in our everyday lives?” in some way.	<ul style="list-style-type: none"> <li>• <a href="#">List of Additional Local Multimedia Stories</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Berkeley School of Journalism Guide for Writing Multimedia Articles</a></li> <li>• <a href="#">Nieman Foundation Writing is Part of the Digital Story</a></li> </ul>

Note: Teachers should decide what makes sense for their context; teachers can offer all 4 options to students or can choose to pursue only select options with the class. Students can work independently or in groups, depending on covid context and which project option students/teachers choose.

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### Breakout Session: Deciding on your story(1 hour)

-Help students decide on their stories / choose their project option.

-Some questions that might guide your advising process are:

- What is each student interested in? What photo or interview are they most excited about?
- Which interviewee seems like the best “character” for a journalistic piece?
- What story and project option will be most feasible for each student based on the story access they seem to have? What information and footage have they gathered so far and how easy was it for them to acquire these materials?

-Depending on the number of students, this process will likely take the class to lunch time.

-Might need more guest mentors or journalists today to help students.

-This resource from the American Press Institute is worth taking a look:

<https://www.americanpressinstitute.org/journalism-essentials/makes-good-story/>

(Be sure to check out the other story guides at the end of the article!)

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### **Lunch** (1 hour)

Facilitators will create new breakout groups for students according to the project option students have selected.

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### **What happens “in the field”?** (30 minutes)

-Students are now in the production/reporting phase of their projects. They will be recording and collecting more footage, interviewing subjects, doing deeper reporting and researching, and gathering whatever they need to produce their projects.

-Invite a guest journalist to introduce this phase of the project to students, help students visualize the work ahead, and get them excited about it.

-If you're unable to host a guest journalist, this video profile follows Andrea Bruce as she reports a story in Bali, Indonesia <http://photowings.org/andrea-bruce/>

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### **Breakout Session: Finalizing Reporting and Production Plan**

(Students will meet in new groups based on the project option they chose.)

-All students will be expected to complete reporting, filming, writing, and other production tasks over the weekend.

-Use this [graphic organizer](#) from the Educator Toolkit to help students plan and manage this phase of the production.

-Facilitator will help students create their individual reporting and producing plans.

-Facilitator must ensure that there is clarity about expected deliverables for Monday deadline. The components of the Monday deadline will look different for each group of students because the project options are very different from one another.

## Day 4 - Post-Production

### Day 4 Project Objectives for Students:

- Complete a rough draft or rough cut of their project, using footage recorded or collected over the weekend.
- Draft and revise their work according to the feedback their editors provide.

### Breakout Sessions (3 hours)

(Students will meet in groups assigned based on the project option they chose.)

-Morning Reading/Viewing: instructor should choose a journalistic work that can serve as a good example for students in their group. Group will read and deconstruct the journalistic work.

-Afterwards, students will share what they accomplished over the weekend.

-Facilitators will help students take care of gaps in reporting and prepare rough drafts of their projects for meetings with editors.

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### Lunch (1 hour)

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### Editing Stations: (2 hours)

Story/Narrative Editor; Art/Visuals Editor ; Fact-checker/Data Specialist; Copy Editor

Small groups will move station to station to meet with editors who can help them with each facet of their projects.

Suggestion: If there is room in your students' post-production schedule, make time for these guest editors to share about their work, answer questions from students, and/or engage with the class in another way.

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### Breakout Session: (30 minutes)

(Students will meet in groups assigned based on the project option they chose.)

-Each facilitator should make sure students know what to do to prepare for final deadline.

### Tonight's Assignment:

Continue working on your Our Democracy project. Your final copies are due tomorrow afternoon.

## Day 5 - Publishing on the Our Democracy Map

### Day 5 Project Objectives for Students:

- Draft and revise their work according to the feedback their editors provide.
- Complete final draft or final cut of their Our Democracy project.

### Editing Stations: (3 hours)

Story/Narrative Editor; Art/Visuals Editor ; Fact-checker/Data Specialist; Copy Editor

Small groups will move station to station to meet with editors who can help them with each facet of their projects and move their stories to publication.

Suggestion: If there is room in your students' post-production schedule, make time for these guest editors to share about their work, answer questions from students, and/or engage with the class in another way.

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### Lunch (1 hour)

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### Breakout Session: (2.5 hours)

(Students will meet in groups assigned based on the project option they chose.)

Each facilitator should make sure students publish their work on the [Our Democracy education website](#) by the end of the camp day or before the final celebration.

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Before the end of the day, students should complete this final reflection...

### Write Now Final Reflection Questions:

1. How do you feel about the project you finished? And what would you like others to learn from the story you produced?
2. What did you like best about this week?
3. What did you learn about yourself, your community, and your peers?
4. Did/how did your understandings of democracy and journalism evolve?
5. Write down 3 words that capture how you're feeling at the end of camp.

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## Celebration of Student Work and their Spot on the Our Democracy Map

It's a tradition of the National Writing Project to celebrate student writing in all forms.

Host a publication party for your students to share their finished projects with each other and their families. Unveil the camp's spot on the Our Democracy Map. Invite the subjects of their stories and other community members to attend as well.

This event can be held on the last day of camp or on a separate day to give facilitators and students more time to prepare and finish their work.



**For more information about the Our Democracy project:**

<https://writingourfuture.nwp.org/ourdemocracy>

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**Follow the Our Democracy project and its partners on Instagram:**

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