KLICK!

(Kids Learning In Computer Klubhouses!)

Manual

CHAPTER 1

INTRODUCTION

This chapter introduces the purpose, organization, and usage of the manual.

I. Purpose of the Manual

This manual describes the philosophy, vision, mission, and goals of KLICK! (Kids Learning in Computer Klubhouses!), a 21st Century Community Learning Centers project. This document also outlines the policies of the KLICK!, and provides directions and recommendations to ensure the successful development and operation of each Klubhouse. These policies have been approved by the KLICK! Board of Directors, whose members represent each of the founding member schools.

II. Organization of the Manual

This manual has five chapters, including this introduction chapter. Chapter 2 discusses the philosophy, mission, goals, and objectives of KLICK!. Chapter 3 contains the requirements to which each local Klubhouse must comply. Chapter 4 provides a framework and a few examples of KLICK! activities. Chapter 5 presents a framework for evaluating the progress of KLICK!.

III. Usage of this Manual

This manual serves a dual purpose as a policy document and a resource guide. As a policy document (Chapters 2 and 3), it governs the establishment and operation of each Klubhouse. As a resource guide (Chapter 4, 5, and the Appendix), it provides information and materials that support the establishment and operation of each Klubhouse.

IV. Contributing to this Manual

The manual is a growing document. More content will be added to it as KLICK! progresses. Each Klubhouse is encouraged to contribute their implementation strategies, activity ideas, and other resources to the manual.

V. Revision and Publication of the Manual

Revisions, additions, or deletions of contents of the policy portions of the manual (Chapters 2 and 3) must be approved by the Board of Directors. Revisions, additions, or deletions of contents of other sections of the manual must be approved by the Director of KLICK!.

The manual is published both electronically and in print.

Chapter 2
PHILOSOPHY, MISSION, GOALS AND OBJECTIVES

I. Philosophy

- We believe that children need a safe, challenging, and supportive after-school learning environment. Such an environment must involve both the school and its community and should be accessible to students and community members alike.

- We believe that computer technology and networks are increasingly becoming essential tools for learning, working, and living in modern society. Computer networks have the potential to connect diverse groups both within local communities and across distances.

- We believe that computer technology can be used not only to engage children in meaningful learning experiences, but also to involve them in service to the larger community. Through active participation in computer-related activities that benefit the community, they can learn to appreciate both the power of knowledge and the value of giving.

II. Mission

The mission of KLICK! is to engage middle school students from rural and inner-city communities in meaningful learning experiences within a technology-rich learning environment. This learning environment is designed to strengthen connections between schools and communities, children and adults, and the physical and virtual world, through creative and productive uses of modern technology. Such connections create

opportunities for students to use their skills and knowledge to enrich their own lives as well as make valuable contributions to their community.

III. Goals

The overarching goal of KLICK! is to provide middle school students with an after-school learning environment that is safe, engaging, and supportive. This environment should provide students with:

- Ample experiences with modern technology so that they can become creative and critical users of these technologies.
- Thoughtfully organized and technology-intensive activities to improve academic achievement in all areas.
- Opportunities to interact with senior citizens, professionals, college students, and other community members to explore the richness of human experiences.
- Opportunities to contribute to the community by offering technology-related services.

IV. Objectives

By engaging students in thoughtfully conceptualized, carefully organized, well supervised, and authentic learning activities, we expect to achieve objectives in these four areas: academic achievement, citizenship, technology, and safety (ACTS). Specifically, we expect:

- Enriched after-school life for participating students and the community.
- Improved academic achievement, particularly in language arts, social studies, science, mathematics, and technology for participating students.

- Improved ability in communication, collaboration, and creative and critical thinking for participating students.
- Strengthened relationship and involvement of the school and community.
- Increased expertise in modern technology for the community and school.
- Increased understanding and sharing across generations and communities.

CHAPTER 3
REQUIREMENTS

I. Facility

Each Klubhouse must provide a clean and safe facility that is accessible to all students who wish to participate in Klubhouse activities.

- Each school where a Klubhouse is housed will ensure that the Computer Klubhouse site meets local and state fire and other safety codes.
- The Site Coordinator of each Klubhouse will provide a schematic drawing of the Computer Klubhouse. This must be on file both at the KLICK! Central Office at Michigan State University and at the local site itself.
- Each school will provide appropriate security measures for the equipment. The Site Coordinator will design a plan for closing and securing the Computer Klubhouses and the Klubhouse equipment. The plan should be submitted to the KLICK! Central Office.
- Each Klubhouse will be accessible to wheel chair users.
- Each Klubhouse will have regular custodial services.
- Each Klubhouse will regularly clean all computer keyboards, monitors, headsets, and other peripherals. It is the Site Coordinator's responsibility to keep a clean and tidy environment.

II. Equipment

Each Klubhouse must provide a multitude of functional hardware and software to Klubhouse members.

- Each Klubhouse will have at least 15 mixed platform networked multimedia computers, a network server, and a wide range of peripherals and software programs.
- Each Klubhouse will provide a telephone for the use of staff and student members.
- Each Klubhouse will provide one desk and two chairs for every computer.
- Each Klubhouse must provide at least one handicapper accessible station with the proper assistive technology installed (e.g., large keyboards).

III. Staffing

Each Klubhouse must be staffed at all times with qualified personnel that are authorized to supervise the participants and facilitate the activities of the Klubhouse. Specifically, Each Klubhouse should be staffed with the following:

- **Site Coordinators:**

    The role of the Site Coordinator is to promote the philosophy, mission, and goals of the KLICK! project and to manage the daily operation of the Klubhouse. Specific duties and responsibilities of the Site Coordinator are outlined in Appendix A. This individual will work under the supervision of the school superintendent, or the superintendent's designee, and will collaborate with the KLICK! Central Office at Michigan State University and other school and community partners. The Site

Coordinator will have local authority on issues relating to the program design, activities, and overall management of their affiliated Klubhouse.

- **Advisory Board:**

    Each Klubhouse shall assemble a local advisory board which will make recommendations to the school superintendent (or their designee) regarding the goals, policies, operation, and activities of the Klubhouse.

- **Adult Volunteers:**

    Volunteers from the school, residential, and business communities will be recruited as partners of the local Klubhouse. The degree and nature of participation by such volunteers will be determined by the Site Coordinator in consultation with their supervisor, their local advisory board, and the KLICK! Central Office. All volunteers are expected to fall under the authority of the Site Coordinator, who shall direct volunteers to various tasks they can perform or activities they may lead. Volunteers will be encouraged to develop their own tasks and activities that serve the goals and needs of the Klubhouse.

    Contact information of regular volunteers should be filed with the KLICK! Central Office, but the local school is ultimately responsible for the conduct and the possible consequences of volunteers' actions.

- **Mentors:**

  Mentoring opportunities between middle school students and adults or high school students with special areas of expertise should be encouraged in the Klubhouse. A Klubhouse Mentor is an individual or an institution who can support the goals and service projects of the Klubhouse. The integration and supervision of their contributions to the Klubhouse is the responsibility of the Site Coordinator. All mentors should be capable of working effectively with middle school students. Qualifications include strong interpersonal relationship skills, technical expertise, ability to commit to a regular time schedule, and/or resources. The nature of the KLICK! mentoring relationship should be framed specifically around computer technology and the application of computer technology to the community service projects of the students in the Klubhouse. Mentors should be encouraged to offer their support on-line as well as on-site.

  Background information of regular volunteers should be filed with the KLICK! Central Office, but the local school is ultimately responsible for the conduct and its possible consequences of mentors.

- **Core Members:**

  Each Klubhouse must have 20 to 25 core student members who will participate in the major activities of the Klubhouse and serve as project leaders for the Klubhouse when other non-core members participate in these activities. Each Klubhouse should monitor the activities and progress of the core members.

Information of the core members should be provided to MSU Central Office, but the local school is ultimately responsible for the conduct and its possible consequences of these members.

IV. Usage Policies

Each Klubhouse must adopt a set of policies and regulations to govern the behaviors of Klubhouse participants, including students, volunteers, and mentors when they are engaged in Klubhouse activities, whether inside the Klubhouse or not. It is also the responsibility of each local Klubhouse to inform participants of these policies.

Each Klubhouse is encouraged to use existing policies of the school in which it is located. It can also use the example policies included in this manual. Each Klubhouse must provide a copy of their policies to the KLICK! Central Office.

A. Code of conduct in the Klubhouse must be adopted and posted in each Klubhouse to ensure that the Klubhouse is a safe and secure environment where people respect each other.

B. Acceptable Use Policy of Computers and the Internet must be adopted and made known to all participants prior to their initial contact with the computers in the Klubhouse.

C. Communication/emergency, health/injury, and other safety procedures must be in place and made known to the Site Coordinator and other adult supervisors in the Klubhouse.

V. Transportation

Each Klubhouse must provide safe and free transportation to core student participants of the Klubhouse.

Each Klubhouse must provide a detailed plan of transportation to the KLICK! Central Office.

VI. Hours of Operation

Each Klubhouse will be open for regular hours during the school year and the summer.

Each Klubhouse is encouraged to open for no less than 10 hours per week. Each Klubhouse should post their hours of operation around the school and community.

Each Klubhouse must provide a copy of operational hours to the KLICK! Central Office.

VII. Evaluation and Progress Report

Each Klubhouse will be evaluated every six months by an evaluation committee comprised of the Project Director, Project Coordinator, local Site Coordinator, and MSU Support Staff Liaison. Klubhouse must provide quarterly progress reports to the Project Director.

CHAPTER 4

ACTIVITIES

This Chapter introduces a framework for KLICK! activities and lists sample activities.

I. The Framework

In keeping with the philosophy of KLICK!, all KLICK! activities should be:

- Engaging, so that they can attract a diverse group of students

- Educational, so that they provide learning opportunities for participants

- Authentic, so that they lead to genuinely useful products for the community, school, Klubhouse, participant, and/or others.

II. Types of Activities

There are two types of activities: projects and services. Projects are often one-time and have clearly defined goals and time limits, while services, are activities that are offered as part of the regular operation of each Klubhouse.

III. Ideas for Services

Service Name	Technology Needs	Skills Involved	Learning Outcomes
Digital Photo-Enhancement, Photo	**Scanners, Photo Delux, CD**	**Graphic manipulation,**	**Multimedia publication, digital**

CDs	Maker	CD-making, Scanning	imaging
Computer Courses for the Community	Depends	Depends	Depends
Computer Support for Teachers	Depends	Depends	Depends
Computer Services for the Schools	Depends	Depends	Depends
Business Websites	Web server, Dreamweaver, Digital Cameras	Web publishing Graphics Networking	Writing and communication skills, collaboration, history, web and Internet skills, leadership skills, business

IV. Project Ideas

I. Klubhouse Projects: We envision three levels of Klubhouse projects: KLICK! Wide, KLICK! Regional, and Klubhouse Specific. Between now and the end of the 1998-1999 school year, we intend to complete three KLICK! Wide projects that involve all the Klubhouses. The first will be the Community History Project, which we plan to have completed by the January 1999 Grand Opening.

Community History

The final product of this project is a multimedia website that documents the history of the local community. Klubhouse members will work together with community members to collaboratively create this site. Klubhouse members are encouraged to use all types of digital technology, their creativity, and writing skills to produce the best website that tells the story of the people, culture, economy, and other aspects of life in their communities. We want to base the student's exploration of their community on the 5 Premises of Journalism and Investigative reporting: who, what, where, when, how.

Some suggestions:

Historical figures from their town, what the town is known for (Lansing = GM, Detroit = Joe Louis and the Red Wings), history of the middle school, when was the town founded, current population statistics, Michigan history, digital photo history of town, why would someone want to visit "our" town (i.e. a virtual town tour), little known town facts, etc.

Klubhouse members can also interview senior citizens, business owners, elected officials, school teachers, church leaders, and other community members.

Each Klubhouse will enter their website for a KLICK! wide contest, which will present awards in many categories.

Photojournalism

Photographers express their views in images, just as writers express theirs in words. A professional photographer–someone who earns a living as a photojournalist at a newspaper or magazine–can help beginners (like Klubhouse members) with Project #1. He or she can help

you with camera handling, editing, and publishing. Try to find a photojournalist in your community who is willing to work with you, as a mentor. Look for someone who is an expert on multimedia publication.

A great website to check right away, then, is the Yo! Photography Workshop (http://www.pacificnews.org/yo/photo/). Yo! is a web newspaper by and about kids. It is produced in the San Francisco area. There are plenty of words elsewhere in the newspaper, but the Photography Workshop is mostly images. At the Yo! site, check out the link to "Streets of San Francisco," where you'll find Eugene's and Justin's photos of their community.

For a rural community and another great set of images, look at the Mendocino site (http://www.ncrcn.org/me/HomeME.html). Mendocino is a tiny, isolated coastal village in Northern California, but the schools are wired, connected via the internet (with Annenberg Rural Challenge money) to many other schools around the country. A Mendocino teen-ager, Ryan, has published images of the village.

Specifics of Project:

1. Find that mentor. You'll need some guidance in doing photojournalism.

2. Check out Yo! and the Mendocino site. Think about what views Eugene, Justin, and Ryan are expressing with their images.

3. Plan and implement a "photo shoot" in your own community. Think about what images would express your views about your community. You can do quite a bit of planning before cameras actually arrive.

4. Publish 3-5 images at your Klubhouse website (you'll need help from the mentor in doing this). Use short captions (a phrase or a single sentence, not a long text) to focus a viewer's attention. You can check back to Yo! captions for examples.

5. If more than one Klubhouse does this project, you can start a dialogue with another group of kids about your communities and your photography.

Using Government Stats

It's amazing how much information comes our way every day. Writer David Shenk coined the term "data smog" to capture all the ads, news bulletins, faxes, and "spam". Shenk thinks that our quiet moments, our contemplation and conversation, suffer because of so much information. He thinks that we need to learn how to be selective in our use of information.

Part of selection is online searching for fairly specific information. A fun, interesting way to practice this is to browse government websites, where there is an enormous amount of statistical information. Did you know, for instance, that you can find out how U.S. eighth graders performed in math and science, compared to eighth graders in other countries, by checking the U.S. Department of Education website (http://inet.ed.gov/)? Did you know that you can also find information about local communities–like the per capita income in Benton Harbor, Michigan–by clicking a few times at the U.S. Department of Commerce website (http://www.doc.gov/)?

Specifics of Project:

1. Try this project with at least one other person. It's fun to discuss what information you'll search for, and it's fun to discuss what you find. Suggestion: Don't focus your search too quickly. See what's "out there" at various sites first.

2. Search government sites. Use your favorite web search engine (e.g., Excite, Yahoo!) to find "Department of X," specifying Education,

Commerce, Labor, and so on. Then, click away, using search engines within a site to specify topics of interest (e.g., math, Benton Harbor).

 3. Don't just collect unrelated facts. If school and work depended on the skill that Jeopardy contestants display, then unrelated facts would be great, but they don't. Instead, you need to find sets of facts that tell a story, elaborate, or support an idea.

 4. You might decide to display what you find on your Klubhouse website. It might be that kids at other Klubhouses would be very interested in your stats. You might also decide to read some of David Shenk's book. It's called *Data Smog* and was published in 1997 by Harper. It's available through amazon.com.

Klubhousecam

 Some clever technology users devise live video systems that permit viewers many miles away to see interesting things. For example, viewers in Michigan can see a coastal California day change from foggy to sunny and back again.

 This is what Jim Heid's Weathercam is all about. Jim, who writes about computers and web development for *PC World*, *Macworld*, and the *LA Times*, has rigged up a Mendocino Coast Weathercam (remember Mendocino from Project #1?). The Weathercam provides live video views of his deck, the Pacific Ocean in the background (when it's not foggy), and Trixie, the resident poodle. If you visit Jim's website (http://www4.heidsite.com/), you can learn how the Weathercam works. You can figure out if you have the proper equipment to devise a live video system at your Klubhouse.

You needn't show changes in the weather, of course. You could monitor the growth of a spider's web, traffic patterns outside a window, urban construction progress (and lots more).

Specifics of Project:

1. Visit Jim Heid's site. View the Weathercam display on different days. Read Jim's notes about how his system works.

2. Consult with a mentor at your Klubhouse to see if you can rig up a system to watch something interesting. You'll want to show something that changes over time. It wouldn't be interesting to view a patch of dirt unless animals move through it, rain or snow collects on it, or a plant grows in it, right?

3. Devise a system and advertise its existence at your Klubhouse website. Set up a link to the live video (like Jim has).

4. Advise other Klubhouse members how to work with live video. Become a consultant, like Jim Heid. You can share what you've learned with other kids.

5. Check a variant of live video, an activity that a clever teacher in Portland, Oregon and his young students did with a camera connected to a microscope, check out Tim Lauer's Buckman School site (http://buckman.pps.k12.or.us/room100/microscope/micro.html). String seen under the microscope looks weird, but George Washington's eye from a dollar bill seen under the same microscope looks even weirder. See for yourself.

Writing Groups

Have you ever wondered where writing comes from? It comes from writers, of course, and a lot of what writers write about is their personal experience–their annoying little brothers, their camping trips to Lake Choke Cherry, their birthday parties when they were much younger and wore silly hats.

It is surprisingly difficult to write about your own experiences. First, you have to pay close attention to what happens to you and to others around you. Then, you have to move some of the ideas from your head– the things you paid attention to–to paper, or, more likely these days, to a computer screen.

Writers use rich description. They help their readers see, hear, and feel what they've experienced.

Most writers read a lot–books, magazines (including ezines), and newspapers–because it helps to see how experienced writers write. Most writers also find people to read what they've written by forming writing groups.

Specifics of Project:

1. Read some good writing on the web. If you check a site like Inquisitor (http://www.inquisitor.com/) and click on the link to "Restless Nights," you can read rich description like this in an October 5 entry:

And then suddenly, it's dark. You emerge from the subway, expecting to see the sunset, and all you get is a dark, dreary, early evening, filled with gusty winds and rattling leaves and everyone looking serious and cold. Everyone walks faster, no one lingers.

2. Look for sites that feature kids' writing, sites like Street-Level Youth Media (where there is also great artwork). Street-Level is an organization that provides technology access and media arts training to

kids in Chicago. They have drop-in programs open after school (like Klubhouses). Check out their urban environment page and read about wetlands restoration and development of an art park right in the heart of the city (http://streetlevel.iit.edu/edyc/ecohood.html). Notice the rich description of Mr. Imagination, an artist who worked with a community to make a local park more inviting. In the words of the kids, "he built us a grotto out of cement, earrings, bottle tops and fossils. It's a nice place where we can talk or just sit and use our imagination."

3. Write about Lake Choke Cherry or about those silly hats. Write about what you see when you leave the subway or about someone interesting like Mr. Imagination. Use word processor tools to help you (e.g., to delete or move words and sentences around, to check your spelling). Print out your working draft.

4. Form a writing group with one or two other kids at your Klubhouse site. Exchange drafts and provide ideas to each other about how each piece could be improved. Writers, you decide how many of these suggestions you want to take. When you're ready, publish your work at your Klubhouse website and invite readers to read and respond to you about your work.

Cartography

Cartographers make maps. Sometimes we forget that people make the maps that we use, that people make decisions about what to show and how to show it.

They don't just show any old thing though, because there are elements that we map-users expect to find in our maps. Here are four:

1. *absolute location*, which is a precise point on the earth's surface, expressed in reference to some system (e.g., latitude & longitude);

2. *relative location*, which is location of one place in relation to another (e.g., in Michigan, Lansing is north of Jackson, Port Huron sits on a Great Lake);

3. *physical features* (e.g., mountains, natural harbors); and

4. *human features* (e.g., population centers, state & national parks).

#3 affects #4. For example, a mountain range (#3) like the Cascades in the Pacific Northwest influences amount of rainfall on either side of the range, and the amount of rainfall influences both where crops are grown and where population centers (#4) develop. Historically, the presence of inland waterways (#3) like the Great Lakes influenced development of population centers (#4). This was before railroads and highways created overland routes for transport of goods and people.

Scale is something that all cartographers think about. They decide what distance on their maps will represent what other distances on the ground. Say that 1 inch on a map represents 1 mile (63,360 inches) on the ground. When this is so, a cartographer would say that the map is made to a scale of 1:63,360. You can find out a lot more about scale, as part of map and compass use, at a U.S. Geological Survey website (http://www.usgs.gov/education/othered.html).

If you're a little confused about absolute location, check out the South Pole Adventure web page (http://www.southpole.com/), where you can find lots of interesting facts, including some on latitude and longitude.

Specifics of Project:

1. Find someone else at your Klubhouse who is interested in cartography. Make a map. Consider the elements above (absolute & relative location, physical & human features) and decide what you'll show on your map. You may need some help from a mentor in thinking about scale, in planning how to measure on-the-ground distance.

2. Find someone to use your map. If the person is confused, you may need to revise something. Scan your map onto your Klubhouse website when you feel that you've done enough revising.

3. If more than one Klubhouse does this project, you can start a conversation with other kids about the decisions you made about location, features, scale, etc.

CHAPTER 5

EVALUATION*

- *EVALUATION FRAMEWORK

This section describes a framework for evaluation and assessment. The evaluation is closely related to the project objectives that are discussed in Chapter 2.

Objective: Academic Achievement
- Students will increase their academic achievement in major subject matter areas (reading, writing, math, science…)
- Students will demonstrate improved attitudes towards school and school tasks.
- Students will decrease their frequency of truancy.

Evaluation: Indicators
- Standardized test scores
- Student grades
- Attendance records
- Teacher and parent reports
- School attitude survey

_____

*ALL OBJECTIVES WRITTEN AT THE STUDENT LEVEL ARE
PRIMARILY FOR CORE MEMBERS

Evaluation: Responsibilities

- KLICK! liaisons will work with the Site Coordinators and local administrators to compile this data

Objective: Citizenship

- Students will increase their involvement in community outreach and community activities.
- Students will demonstrate more positive attitudes towards citizenship in the school and community.

Evaluation: Indicators

- Volunteerism, service, and outreach attitude survey
- Anecdotal evidence gathered during Klubhouse service activities
- Reports from coordinators, school personnel, and community members

Evaluation: Responsibilities

- Site Coordinators and liaison will document student "success stories"
- Site Coordinators and liaisons will use KLICK! database to enter information relevant to these objectives

Objective: Technology

- Students will increase their proficiency with technology in uses of construction, inquiry, communication, and expression.
- Students will exhibit improved attitudes and greater confidence in the use of computer technology in their daily lives.
- Students will understand the ethical, cultural, and societal issues related to technology as they practice responsible use of technology.

Evaluation: Indicators

- Survey regarding use, anxiety, and attitude towards technology
- Reports from Site Coordinators, teachers, parents, community members, and students
- Anecdotal evidence regarding technology use

Evaluation: Responsibilities

- Site Coordinator will administer the surveys
- Site Coordinator and liaison will document student "success stories"
- Site Coordinators and liaisons will use KLICK! database to enter information relevant to these objectives

Objective: Safety

- Students will decrease their use of alcohol, tobacco, and other drugs
- Students will decrease their violent behavior, gang-related activity, truancy, and general criminal activity

Evaluation: Indicators

- Teen alcohol, tobacco and other drug use survey
- Criminal activity survey
- School behavior and conduct records
- Reports from Site Coordinators, school personnel, parents, community members, and students

Evaluation: Responsibilities

- Site Coordinator will administer surveys
- KLICK! liaisons will work with the Site Coordinators and local administrators to compile this data

- Site Coordinator and liaison will document student "success stories"
- Site Coordinators and liaisons will use KLICK! database to enter information relevant to these objectives