During Digital Day Camp 2011, twenty NYC teens spent three weeks working under the guidance of a team of creative mentors to produce a series of deep, media-rich stories about our NYC neighborhoods. Their stories became part of a web-based, interactive map that included photographs, drawings, videos, music, games, words, infographics, etc — limited only by imagination.

DDC 2011 was led by Eyebeam fellow Taeyoon Choi and summer residents Chloë Bass, Don Miller, and Esther Cheung, with support from Heather Contant, Nidhi Malhotra, and Zaquerie Applepress.

The core theme that drove all activities was one of “remapping” the neighborhood of Chelsea, where Eyebeam was located. This theme was reinforced through a series of hands on activities, field trips, and technical workshops.

Documentation was very important, and our blog as well as the individual student blogs serve as a chronicle of student work.

The final project was open ended, with students choosing a 10 by 10 foot space near Eyebeam where they would create a work of art, an intervention, performance, or whatever they liked. This project was foreshadowed by a number of activities that involved the number 10 or in some way limited students to help push them forward creatively, like the 10x10 pixel portrait, the 10x10x10 3D space, or the exploration activity, all detailed below.

Our teaching approach was one of hands-on and hands-off, allowing students the freedom to work on what they wanted and acting as facilitators. As it was a digital day camp, we emphasized technology, but it was not a requirement for the final project. We attempted to create a studio environment between our numerous activities so students could work on what they wanted. In addition to planned activities, we wanted them to come to us with questions as their projects took shape. They had our advice, technical and artistic knowledge, and support in addition to direct instruction on a number of technology related topics.

This program was run by three mentors and three tutors. The mentors worked to plan the daily activities, as well as led most of the workshops. The tutors helped with documentation and administrative tasks, but also led some workshops.
Ground Rules for Eyebeam DDC 2011

Rules below were written on a poster and hung in the common teaching / working area. All mentors signed off on them, as well as all students. Students had the ability to add more rules as well, although none did. Classroom management was not a problem, however.

1. No cursing!
2. Let us know ahead of time if you’ll be late.
3. Be respectful to yourself and others.
4. Discipline yourself!
5. Equipment: you break it, you buy it!
6. Please put cell phones on silent and/or vibrate.

Daily Icebreaker: The Commuting Project

We came up with a daily icebreaker, related to the remapping theme, everyone will share their commute (to or from Eyebeam), using pictures, sound, videos, stories, etc. The teachers and assistants will share the first few days, modeling good examples of what’s expected. Two students will be chosen randomly each day to present on the following day.

Daily Responsibilities

Each day two students will also be chosen to be daily bloggers. These student are given picture/video cameras to document the day’s events. They are responsible for posting the pictures, videos, and day’s synopsis on the blog before the following meeting.

Daily Synopsis and Breakdown

Day 1:

Getting to know you: Icebreakers and snacks and artist talks, oh my! Introduction to DDC with administrative details and icebreakers to get to know each other. Stephanie gives a brief introduction to the program and Eyebeam. Don gives an overview of rules. Chloë leads brief writing assignment about why we’re here. More icebreakers to meet and great. Students create blogs to post first writing assignment. Taeyoon leads a talk about designing for participation. Don leads a workshop where students create a 10x10 self-portrait with Photoshop.

60 minutes - Administrative tasks
  • Stephanie gives a brief intro to Eyebeam and Digital Day Camp (past and present)
  • Don covers rules
60 minutes - Icebreakers
• Chloë to lead brief introductory writing assignment with prompt: "Why are you here?"
• Ice breaker - paired introductions - ten questions and answers
• Introduction to commuting exercise with model commute: Chloë

45 minutes - Taeyoon Artist Time
• Designing for Participation & present work samples

15 minutes - Snacks
30 minutes - Tutor Artist Time -- Nidhi & Zaq
45 minutes - Don Artist Time
• 10x10 pixel self-portrait with Photoshop
• Students will take photos of each other and copy them to their computers
• They will use Photoshop to reduce the images to 10x10 pixels, then print them out

45 minutes - Wrap-Up: blog creation and customization

Equipment list: computers with Adobe Photoshop, digital photo and video cameras, computers with access to the Internet, sketchbooks, USB flash drives

Day 2:

Introduction to blogging. Students will interview and photograph each other, posting information on their individual blogs. Esther will lead a 10x10x10 inch self portrait as 3D space building project. Chloë will lead students outside to explore North, South, East, and West. Each group will come back with a 20-5-2-1: 20 images, 5 statistics, 2 stories, and 1 video. Each group must do a write-up for the blog showcasing their favorite stuff, plus potentially a presentation if we have time. Students will be introduced to the commute project with demos by teachers and mentors.

60 minutes - Warm Up & Set Up
• Set up everyone's page on blog
• Interview each other, write bios for each other and upload portraits, can be the ones they made with Don or normal sized ones

60 minutes - Esther Artist Time
• 10x10 self-portrait as 10x10x10 inch 3D space
• Students will work to create a 3D space out of arts and crafts materials that represent something about themselves

15 minutes - snacks
30 minutes - Apprentices -- Heather & Basak
60 minutes - Chloë Artist Time -- We go outside to explore!
• Splitting up into four groups: North, South, East, West.
• Each group can go 5 blocks from Eyebeam in their chosen direction.
• If you run into obstacles, tackle them.
• Each group must come back with a 20-5-2-1: 20 images, 5 statistics, 2 stories, and 1 video.
• Each group must do a write-up for the blog showcasing their favorite stuff, plus a short presentation.

15 minutes - Introduction of the commuting project
• Model commutes: Don to show

Equipment list: computers with Adobe Photoshop, computers with access to the Internet, hot glue guns, yarn or string, printer, scissors (X-Acto knives or cutting mats if available), white cardstock, clear tape, photo and video cameras

Day 3:

Teachers and students will discuss and finalize blog layout and theme. The two capstone projects (local remapping and the documenting of commutes) will be introduced and students will find a 10x10 foot location to document. Students will split into groups with teachers and search out 10x10 spaces near Eyebeam. Each space will be documented to post on blog upon return. Each space will be photographed and marked off with chalk and measuring tape. Students will see Ascension by Elizabeth Streb at the Whitney’s new location at Gansevoort Plaza in Chelsea.

30 minutes - Tumblr check in
• Talk about Tumblr themes
• Present North-South-East-West groups.

15 minutes - Photoshoot of students w/ Esther-project.
15 minutes - Further introduction of the commute project with modeled commutes
105 minutes - Introduction of the final project
• Talk about remapping as the overall theme.
• Finding 10x10 ft space near Eyebeam (within 3 blocks), break up into four groups. Figure out ways to show the space.

15 minutes - snacks
60 minutes - Performance at Whitney Gansevoort

Equipment list: measuring tape, photo and video cameras, sketchbooks, tape, chalk, steaks + yarn for marking off 10 x 10 space
Day 4:

We will travel to Grange Farm in Long Island City. In addition to learning about how digital technology helps growers with daily operations, we will get some hands-on volunteer experience. Prepare to get dirty!

5 minutes - Meet at Eyebeam for the farm trip.
55 minutes - Travel to Brooklyn Grange Farm (which is in Long Island City).
120 minutes - Brooklyn Grange Farm trip!
   • One hour tour followed by one hour of volunteering.
55 minutes - Travel back to Eyebeam
5 minutes - Collect materials, wrap up and dismiss

Equipment list: photo and video cameras, sketchbooks

Day 5:

Students will take footage of their 10x10 space. Students will be introduced to iMovie by Don and Esther. Each student will make a one minute video of their space and post it to their blogs as documentation. Finally, there will be a photo shoot with the pixelated faces from Don’s project.

60 minutes - Blog time
   • Two students share commute
   • Overview of neighborhood / finding data
60 minutes - Take video footage of 10 x 10 spaces. Anything, for blog use.
15 minutes - snacks
30 minutes - Intro to iMovie.
   • Don and Esther to lead, with assistance from everyone else.
   • Result: One minute movie about each 10x10, posted to blog.
30 minutes - Share one minute movies
15 minutes - Wrap up - Photoshoot with Don’s pixelated faces and Esther’s sculptures

Equipment list: computers with Internet access and iMovie or simple video editing software, photo and video cameras

Day 6:

Students will travel to the New York Public Library’s Map Room at 42nd Street. Then students will travel to the Lower East Side for a GreenMaps tour of the area and discover how technology, mapping, and sustainability can intersect.
90 minutes - GreenMaps Tour 
60 minutes - Snack / Take F Train (2nd Ave - 42nd Street) New York Public Library 
60 minutes - Map Room Tour 
30 minutes - Walk / Bus back to Eyebeam 

Equipment list: sketchbooks, photo and video cameras 

**Day 7:**

Students will collect data from space. Guest lecturer Zannah Marsh will lead a workshop on data visualization. They will explore how their data can be represented using data visualization and geographic information systems. Students will then use data from their space to make a graphic to post on their blog. 

60 minutes - Collect data from space, Data viz / GIS, with guest 
60 minutes - Data visualization guest lecture and activities 
60 minutes - Nidhi and Basak lead data visualization activity of 10x10 space 
60 minutes - Blog check in and clean up: tags, images, themes, names 

Equipment list: sketchbooks, photo and video cameras, computers with access to the Internet 

**Day 8:**

Don and Esther will lead SketchUp and Photoshop lectures, used for documenting and planning final projects. Students will break out and meet with teachers and mentors to discuss their schedules and feasibility issues. Students will update blogs with new information about final projects. 

30 minutes - Commute presentation 
30 minutes - 10x10 Feasibility talk 
  • Everyone needs to write down exactly what they think they’re doing in their space This includes making a list of equipment they think they’ll need 
  • Then go over this info w/ mentors & tutors so we can amp up the less interesting proposals and tone down the impossible ones 
15 minutes - snack 
45 minutes - Google Sketchup Group 1 / Discussion with teachers about projects 
45 minutes - Google Sketchup Group 2 / Discussion with teachers about projects 
30 minutes - Blog / wrap up 

Equipment list: sketchbooks, photo and video cameras, computers with access to the Internet and Google SketchUp
Day 9:

Students will work in Illustrator, during a split workshop led by Basak, to create fliers for their 10x10 project. During each session, there will be one on one conferences with students to talk about their schedules and feasibility issues.

30 minutes - Commutes, overview of what we’re doing during the day
60 minutes - Google Sketchup & Photoshop, taught by Don.
15 minutes - Snack
60 minutes - Illustrator Group 1 / One on one conferences
60 minutes - Illustrator Group 2 / One on one conferences

Equipment list: sketchbooks, photo and video cameras, computers with access to the Internet and Adobe Photoshop, Illustrator, and Google SketchUp

Day 10:

Students, teachers, and mentors will plan last day’s events and discuss work plans for the next few days. Zaq will lead an open source audio tools workshop. Students will spend time cleaning up their blogs, documenting their recent work.

30 minutes - Commutes & intro to the day, discussion of radio rookies.
120 minutes - Discussion of last day event & work hours
15 minutes - snack
60 minutes - Open Source Audio, taught by Zaq
15 minutes - Blog updates

Equipment list: sketchbooks, photo and video cameras, computers with access to the Internet and Audacity installed

Day 11:

The Radio Rookies will visit to interview students about their time at Digital Day Camp 2011. Students will work on their final projects. Taeyoon will lead a graphic design session for final project handouts and posters. Chloë leads a session to aid students with final project documentation.

Confirmed: Radio Rookies day with students / interview people / edit and present

30 minutes - Commutes & intro to the day.
90 minutes - Work hours / Rookies interview students individually
15 minutes - Snack
75 minutes - Work hours / Rookies interview students individually
30 minutes - Breakout sessions
   • Taeyoon does graphic design session with volunteers
   • Chloë does documentation session with volunteers

Equipment list: sketchbooks, photo and video cameras, computers with access to the Internet and Adobe Photoshop/Illustrator

Day 12:

Students will use this day as prep time to finish their final projects and presentations.

60 minutes - Commutes, movement exercises, post on blogs
180 minutes - Final Project - work time

Equipment list: sketchbooks, photo and video cameras, computers with access to the Internet, individual project materials

Day 13:

Students will use the first part of this day to prepare for the public event in the evening. Friends, family, and the public will be invited to a guided tour of offsite presentations and onsite video documentation at Eyebeam.

Afternoon - Wrapping up Final Project
300 minutes - Final Project - work time

Evening - Final Project presentations with family, friends, and the public
60 minutes - 5 minute intro to the projects + screening time.
60 minutes - one hour of tours to the 7 off-site projects
   • Tours go in a circuit -- sites are labeled 1 through 7 (1 is Eyebeam)
   • We split up into 6 groups: one starts at 2, one at 3, one at 4, one at 5, one at 6.
   • They go in numerical order for an hour.
30 minutes - refreshments at Eyebeam

Equipment list: sketchbooks, photo and video cameras, computers with access to the Internet, individual project materials

Equipment List - Details
“You break it, you buy it” contract with students - any equipment broken, lost, or stolen comes out of your pay at the end
Technology suggestions:
- 4 good point-and-shoot cameras that take video (1 for each group) with straps
- 4 “flip style” video cameras with straps
- 20 flash drives 1GB
- 4 USB multi-format card readers
- At least one computer for every two students

Arts and Crafts suggestions:
- 20 three-section notebooks
- 10 scissors
- 10 X-Acto knives and cutting mats if available
- Large sheets of white cardstock, paper, construction paper, cardboard
- Clear tape
- Chalk, Markers, crayons, pens, pencils, and spraypaint
- 8 measuring tapes (two per group)
- Stakes
- Foam core