

## PROGRAM:

### Pop Culture Festival

## OBJECTIVES:

7<sup>th</sup> grade students visit a college campus. While on campus, they participate in sessions led by college students who are majoring in Communication. The sessions are dedicated to the 7<sup>th</sup> graders being exposed to the following:

- a.) Media influences and/or affect of pop culture.
- b.) Objective TV viewing, reading newspapers and magazines more objectively, and increased awareness when listening to their popular music.
- c.) Long-term goals in education when creating their own rap song.
- d.) Write about the experience at the end of the event.

## LOCATION:

College Campus Ballroom or other large space

## DESCRIPTION:

Pop Culture Festival allowed seventh graders to experience a university campus, learn about different majors in Communication, and how media plays an important role in pop culture. The event began at 9 am and ended at 1pm.

Working with Central Washington University (CWU) GEAR UP, CWU's Bridges Project partnered with the Communication Department and recruited students who were in Journalism, Video/Film Production, Public Relations, Communication Studies, and Broadcast Journalism.

College students designed and implemented workshops that were age appropriate. Each workshop was assigned an area in the ballroom and in smaller rooms, depending on how many workshops were created. Long tables and chairs were set up in the center of the ballroom. This central area was used for: the event's opening, lunch, and the event's closing. Middle school students participated in three 45-minute rotations. Sessions could be reduced in length or number to accommodate the middle school's schedule. Lunch was provided by Dining Services and was paid for by GEAR UP.

Workshop examples include: Body Image, Graffiti and Graffiti Art -- What's The Difference?, Minority Representation in the Media, Popular Music, What do the Lyrics really say?, Fast Food, and Media Coverage in Pop Culture. Each workshop was designed carefully to make sure that it was age appropriate, clean, and provided a clear message to middle school students.

After the workshops and lunch, students came together in the ballroom and wrote their own rap song to a beat that was playing. The rap song included their hopes and goals for their future and what they had learned that day. Students were asked to volunteer and rap their song. This went as long as time allowed. School administrators participated also, which the students really enjoyed. The rap songs were also collected and typed and posted on The Bridge Project's website.

## IMPLEMENTATION TIMELINE:

### PREPARATION ACTIVITIES:

- a) Choose a date between October and March and meet with the college's Communication Chair and faculty to recruit students and to confirm event date.
- b) Check if facilities are available and large enough to hold the number of students.
- c) Meet with mentors and communication students to plan station activities, time of setup, clean up, and who will do the post-event typing of essays for the website.
- d) Collect supplies needed for each station. 7<sup>th</sup> grade students are also given a CWU folder, three pieces of lined paper, a pencil, and nametag. Folders can be donated by the CWU Admissions office or purchased at the bookstore.
- e) Confirm with the scheduling office for setup of all rooms that are reserved. Set up includes: microphone, projector, laptop, internet, tables, chairs, etc.
- f) Confirm time of arrival and departure with the middle school(s). Be prepared to adjust the event's itinerary in order to accommodate the middle school's schedule.
- g) Confirm student numbers and report to Dining Services. Submit a catering request.
- h) Assemble guest student folders, ready with: paper, pencil, and nametags.
- i) Ask middle school personnel to divide their students in groups of ten. Make sure that there are a sufficient number of activity stations, it is best that each station have a max of 10 students (for effective workshops).
- j) Have digital and video cameras to document the event to post on the website.
- k) Middle schools must provide a signed release form from parents/guardians of each middle school student, indicating it is okay to go on the field trip, to take pictures of their child and post pictures or videos on the website.

### FOLLOW-UP ACTIVITIES:

- a) Clean up room(s) to avoid clean up charges, or at least reduce clean up charges.
- b) Put away all supplies and thank college students for their work.
- c) All essays that mentors collected must be typed up and saved in a file that is sent to the Webmaster, including pictures. Assign mentors or someone to do the typing. May need 2 to 3 people depending on how many essays are collected.
- d) Thank you cards are sent out to all departments involved and college students.

## COSTS OR COST CONSIDERATIONS:

Event costs depend on many factors. Mentors may be paid or on a volunteer basis. Supplies can be purchased or donated by businesses and/or the school. Middle schools must also consider the cost of transportation to the campus and back.

## CONTACT INFORMATION:

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