

~~mate~~ create!

Mentoring Guide

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Getting Started

Create! Don't Hate. is a *Design Ignites Change* youth mentoring initiative that guides participants through the design of a billboard around the theme of tolerance. This document outlines how you – as the mentor – can easily execute the program.

Design Ignites Change – a collaboration between Adobe Youth Voices and Worldstudio – is an annual program that promotes and encourages talented high school and college students from across the country to use design thinking and innovation to create messages for, and solutions to, pressing social problems.

A major component of *Design Ignites Change* is a mentoring program through which college students, educators and professionals work with underserved high school students to develop actual projects that benefit their communities, while giving them a voice around important social issues. The program serves to introduce these high school students to the creative professions as a career option.

Making the Commitment

The *Create! Don't Hate.* mentoring relationship requires the participation of a college student or creative professional willing to spend time **nurturing a young person** through the process of designing a billboard that addresses the theme of tolerance.

You do not need to have experience working with young people, but you do need to make a commitment to share your time, knowledge and experiences. While mentoring relationships can last anywhere from a few weeks to several years, this particular program details an experience in which you share a minimum of two hours, once a week for six weeks to work one-on-one to collaborate on the design of a billboard.

FINDING A STUDENT TO WORK WITH

This program is designed to be implemented under the supervision of a Project Coordinator. If you are a single design professional, it does not necessarily preclude you from participating in the program. If you do not have a Project Coordinator, you can download the Coordinator Guide document from the *Design Ignites Change* website at **www.designigniteschange.com**. It will outline how to register with Worldstudio, how to find a student to mentor and how to set up a program.

The Theme of Tolerance

For this program, mentors and mentees will work together on the design of a billboard that addresses the theme of tolerance. The step-by-step process will allow the inexperienced mentor to easily navigate the new relationship, while creating a final product of which they can both be proud.

Most of the world's problems can be traced to intolerance of one group by another. From the conflicts in the Middle East, homophobia and police profiling to the repression of women, bullying on a high-school campus and gang violence – intolerance in one form or another impacts all of our lives.

We suggest that mentors start exploring the topic by talking about issues of tolerance or intolerance that are felt close to home. One of the key aspects of this program is to give the students the ability to **take positive action** where they live and to demonstrate how the design of a powerful message can have positive impact in their local communities.

It is important that the message be understood by as wide an audience as possible – these are billboards for public display. This is not purely an exercise in self-expression. We are looking beyond solely provocative messages, for **thought provoking solutions**. One goal of the program is to mount as many billboards as possible. However, the number of billboards and how they are mounted will be different in every community.

In all cases the billboards and mentoring teams will be featured on the *Design Ignites Change* website.

Project Specifications & Formatting

The goal of this project is to create a finished billboard design with a meaningful message that looks as polished as possible. Each team will execute its artwork in a different way. Find out what skills your student has. Is he or she interested in photography, computer illustration, writing, drawing, painting or collage?

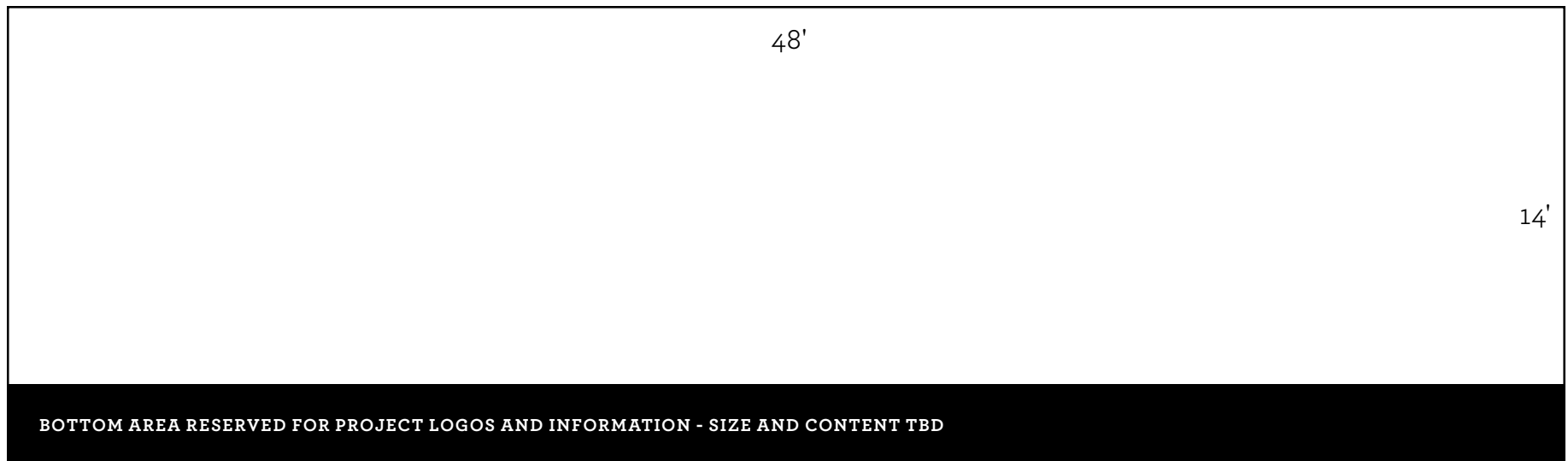
As in any professional situation, be mindful of copyright infringement. These billboards will be on display to the public and you alone are responsible for obtaining or purchasing any rights to images that are not your team's

creation, unless your Project Coordinator indicates that there is a budget for this type of material.

As a general rule of thumb keep this in mind: no commercial logos, taglines or corporate names and no obscene language or imagery should be used.

Your Project Coordinator will provide you with any content limitations and production specifications that are relevant to the project in your community.

STANDARD BILLBOARD SIZE: 48' X 14' *Size will vary from location to location.*



Mentoring Step-by-step

HELPING KIDS CREATE MENTORING GUIDES

These sessions have been adapted from a series of guides on mentoring developed by Worldstudio and AIGA New York. There are seven guides in the series that offer valuable tips and tools on mentoring and can be found in the Resources section of the Design Ignites Change website at: www.designigniteschange.org

The six sessions outlined here have been researched and tested to provide you with an effective short curriculum to work on with your mentee. **Six scheduled meetings** is the minimum number of sessions recommended to give you and your student a valuable experience. You may find that this is only the beginning of a rewarding and lasting friendship. These sessions will help you navigate various steps in the process from making the initial connection with your student and developing the relationship, to the final goal of producing a compelling billboard image.

When meeting with your student, it is important to create an open atmosphere in which the student feels comfortable enough to ask questions. Experience has taught us that offering your student refreshments, giving a tour of your college, university or office and introducing him or her to a few people will help to make your student feel more comfortable.

Throughout the project, expose the student to fundamental skills in your discipline and in visual expression. Share your knowledge about attending college or working in a creative office and some of the various roles within the industry.

SESSION 01 **WELCOME**

Getting to Know One Another

*Emphasize personal interaction to break the ice.
End the day with something tangible for the
mentee to take away.*

This first session should be relaxed – a time to get to know one another at a basic level and to lay the foundation for building a relationship. **Get to know your student** by asking questions about his/her life, family, school, friends and interests. Start with general questions and save more personal things for a time when you have established mutual trust.

SUGGESTED QUESTIONS

How did you get here today?

Did you have any trouble finding the place?

How was school today?

Don't probe if the student doesn't seem to want to talk about some subjects. Remember, this is a new relationship and your mentee may have serious reasons for shying away from or resenting certain questions.

SESSION 01 *Getting to Know One Another*

TALK ABOUT YOURSELF

Make sure that you volunteer information about yourself and that you share your own experiences and interests throughout the sessions. Create an atmosphere of sharing and openness.

LET YOUR STUDENT TALK

Show interest in your student and that s/he is worthy of attention. Allow your student's interests to guide the conversation. Let her/him take the lead. You are there to listen.

TOUR YOUR SCHOOL OR OFFICE

If you plan to meet your mentee somewhere new to him or her such as your classroom or office remember that unfamiliar environments are always a bit scary at first and may initially appear worlds apart from your student's day-to-day environment. Show the student some of the more playful or fun aspects of your environment. Welcome your student by introducing him or her to your colleagues. Give classmates or co-workers advance notice so that they are prepared to greet your student.

TALK ABOUT EXPECTATIONS

Before you really get started, it is important to talk with your student about the expectations each of you has for your mentoring relationship. Discuss what the two of you will accomplish over the course of the next six sessions. Now is a good time to discuss logistical matters, such as what to do if either of you will be late to a session or needs to reschedule. Explain that you expect a phone call if there is ever a change of plans. Let the student know why this type of communication is important. Explain that you will do the same. Take care to give the student the opportunity to voice his/her expectations as well.

BE THERE FOR YOUR STUDENT

What's the best way to demonstrate your availability and commitment? In this instance, actions speak louder than words. Therefore, try to stay focused and do not become distracted during your sessions with the student.

SESSION 01 *Getting to Know One Another*

EXPLAIN WHAT YOU DO

Tell your mentee what going to college or your career entails and what a typical project is like for you. Again, this is a relaxed session, so make sure that you explain what you do in fun and engaging ways.

PRODUCE SOMETHING TANGIBLE

Start by completing a simple and fun project together. It is wonderful for the mentee to leave the first session with a real sense of accomplishment. Use computers or materials in a way that offers some immediate gratification by producing something concrete for the student to take home.

INTRODUCE THE PROJECT

Review the *Create! Don't Hate* project brief with your student to get them excited about what you plan to do together. Begin to talk about the theme, discuss experiences of intolerance that you may have and invite the student to share any stories of his or her own. Expand upon this by talking about issues of intolerance that occur in your community. This will begin to identify some possible themes for your billboard. This is also a good time to start talking about billboards. What are the elements that make up a powerful message?

DISCUSS TRANSPORTATION

Discuss how the student is traveling to your school or office and if there are any schedule restrictions. You are not required to pay for transportation, but if you are able to, it will be appreciated as a thoughtful gesture.

PLAN FOR THE NEXT SESSION

Plan your next meeting time, date and place. Together with your student, establish what you want to accomplish in your next session.

TELL YOUR STORY

Help your student to tell a story about the project and collaboration. Encourage journal writing at the project start. Take photos of you and your mentee working together to document the experience. You may want to include these on a project blog or to display them at the end of the project when you present your work and celebrate.

SESSION 02 **EXPLORATION**

Learning the Tools of the Trade

Experience the fun of playing with computers, drafting tools, materials. Delve deeper into the project theme.

The second session will be **full of surprises** and excitement! Delve into exploring on the computer or go on a field trip to look at billboards in your community. An important thing to remember in Session 2 is to keep up the momentum and to illustrate how much fun your profession – and this mentorship – can be. Find out what skills your student has. Is he or she interested in photography, illustration, writing? It is important to **allow your mentee to contribute** and further develop the skills she or he has.

SESSION 02 *Learning the Tools of the Trade*

REINTRODUCE YOURSELF

At the beginning of each new session, always re-welcome your student and reintroduce him or her to your co-workers. Try to build upon the dialogue that you started the previous week by asking follow-up questions.

DISCUSS THE DAY'S AGENDA

Always review what you and your mentee did the previous week. Then, together, discuss what you would like to accomplish in this session.

BRAINSTORM ABOUT THE PROJECT

Build upon any theme or project-related discussions you might have had the previous week. Now expand your brainstorming to include ideas related to the project or theme in both visual and verbal senses.

HAVE EXAMPLES READY

Be prepared to show examples of how your profession has affected or is changing a given environment or issue. Discussing examples will help students to further their exploration of ideas for the project.

PLAN FOR THE NEXT SESSION

Ask your student to bring in a photo, drawing, magazine clipping or any other graphic image (or perhaps even an object) that incorporates the theme or provides inspiration for the project. This can serve as a springboard for dialog, even if it doesn't appear in the final billboard.

SUGGESTED ACTIVITIES

Practice five-minute free writing or drawing sessions in which you both explore anything that comes to mind regarding the theme of tolerance. Discuss what you both came up with, finding links between ideas and deciding what images and concepts are most provocative. This exercise can often help to expand discussion.

Discuss the dominant images in contemporary culture and media that may relate to the project or theme and talk about whether they are fair or appropriate. Who decides to put these images in the media?

Look online for ideas. Browsing will likely bring up new concepts that may not have occurred to either of you.

Look at examples of other kinds of collaborations.

If you would like to take a trip with your mentee, either this session or the next would be a good time to go to a museum or coffee shop or check out billboards in your community. It doesn't really matter where you go, as much as that you continue to talk about the project ideas you have been sharing in your sessions.

SESSION 03 **CONCEPTUALIZATION**

Delving into the Project

Begin shaping ideas into a project. What tools and materials will you use to express your ideas in visual form? What shape will they take?

During this session, you and the student will discuss the theme of tolerance further and **decide on an idea for the project**. It may be helpful to frame the project contextually or as a problem. Continue to explore both ideas and tools and aim to complete the *Creative Brief* on pages 16 and 17 with a list of materials you might need by the end of the session.

As always, take time to relax with your student and catch up on each other's weeks.

SESSION 03 *Delving into the Project*

DECIDE ON A CONCEPT

Together, draw from your previous discussions to come up with a variety of ideas that you might want to express in the project. Talk about the image or object that the mentee has brought in. Encourage your mentee to write down as many words, adjectives or phrases that describe the theme as possible. Work together to choose the most central ideas that surface in the discussion.

FACILITATE EFFECTIVE COMMUNICATION

Discuss how your student's ideas about the project or theme can be communicated most effectively. For example, determine the audience. What gender, age and income levels are represented? Be careful not to impose value judgments; emphasize how to communicate an idea rather than declare whether it is good or bad.

PRESENT OPTIONS

While some students will have scores of project ideas, others may have no idea where to begin. When this is the case, you need to present the student with different problem-solving options. Try to suggest a range of possibilities, framed with open words and phrases such as “perhaps” or “maybe we could try this”; “what happens if”; or “what do you think of this?” and so on. As always, try to serve as a resource, a collaborator or a fellow artist, rather than a teacher.

WRITE A CREATIVE BRIEF

Together with your student, write a creative brief. You can use the worksheet on pages 16 and 17.

CREATE A LIST OF TOOLS

Choose materials, format and structure. Give yourselves a basic list of what you will need. Be sure to talk with the student about where you get supplies; discuss their value and appropriateness as well as alternatives.

BE REALISTIC

Don't encourage your mentee to undertake something that is technically beyond his or her abilities. In other words, be realistic. To expect students to learn entirely new skills and at the same time, cope effectively with the aesthetic and expressive aspects of their work, is to expect a great deal. Also, be realistic about time constraints. You can only do so much in six sessions and you want the project to be a success.

SESSION 03 *Delving into the Project*

LEARN MORE ABOUT THE TOOLS AND EQUIPMENT

Review some of the tools you have worked with so far and build from there. Through discussions with your student, determine the best tools for the job and help her or him learn how to manipulate that tool. You can use your skills to facilitate your student's ideas. Your mentee may not have the ability to execute a final mechanical on the computer, so you may choose to create the artwork with them. Be sure to keep them engaged. Explain what you are doing so your mentee feels like a part of the process, even if you are doing the actual work. Have your mentee jump in and help where possible.

DISCUSS POTENTIAL OPTIONS IN THE CREATIVE FIELDS

If you are a college student, as you go along talk about what it is like to be in school. Discuss how you selected your chosen field of study and what your plans are upon graduation. Many of these students will have just begun to think about college. You can offer them an introduction to the possibilities and even inspire a student to continue her or his education after high school.

If you are a professional, try to mention any job opportunities in, or related to, your field whenever possible. Let your mentee know, there are people who fix computers; make the initial materials or software; work as curators, copywriters,

draftspeople and project managers. Explain how work is shared in your office, as this helps to demystify the workplace and increase exposure to career options.

PLAN FOR THE NEXT SESSION

This will be a good time for you to gather any materials, program applications or other tools that you will need for implementing the project. This way you won't have to waste time during your next session scouting for the things you'll need. You will have them at hand and ready to go.

SUGGESTED ACTIVITY

Identifying Your Audience

Talk specifically about who you want to create this billboard for.

As in any communication project, identifying and defining the target audience is critical to success. There are a number of ways to do this.

You might identify the audience based on the theme.

For example: around the theme of road rage, men are more likely than women to exhibit aggressive behavior, as are drivers age 18-24.

Or you may identify the audience based on where your message is going to be viewed

For example: your billboard is right outside a public high school where teenagers will see it. After doing some research on the school you discover that they have a high incidence around bullying, so you decide to create a message to discourage aggressive behavior in the school.

Find out what your student is interested in, who they would like to communicate with.

WORKSHEET *Creative Brief*

A creative brief is like a road map, it helps you to define your objectives up front, and keeps you focused and on track over the course of your project. It is important to develop a strong creative brief before you dive into the design process. Use this worksheet to develop your brief, then type it up on the computer. It does not have to be long; a single page is ideal.

Project Name

Give your project a name (maximum 40 characters for the Design Ignites Change website).

Date

Date you wrote the brief. Revise the date if you make changes.

Prepared by

Include team members who have contributed to the brief.

What is the theme?

Write a short statement about the theme; include some information and statistics that may inform how you will tackle the subject.

How will the image be displayed?

Identify how and where your image will be displayed. You may not know, but even this will inform how you proceed since you will need to develop a message that can be read in a number of different situations.

What is the purpose of the billboard?

A concise statement of the effect the billboard should have on viewers; typically expressed as an action and frequently focused either on what you want them to think, to feel or to do.

Target audience, who are you talking to?

Identify a group and any important statistics and information that you know. Explain how the audience currently thinks or feels about the subject. The more you know, the stronger the message.

What is the single most important thing you want to say?

A successful billboard is strong simple and clear - a quick powerful read. What is the most persuasive and powerful or most important thing you can say?

Additional information

Write a list or draft a statement that addresses any other important aspects of your project not covered above.

Create a schedule

Identify the number of sessions that you have together and then create a schedule of what you plan to accomplish each time you meet.

SESSION 04 **ROUGH DRAFT**

Giving Shape to the Ideas

*Start to make the project, with the goal of
emerging from this session with a rough draft.*

Now is the time to really dive into the project! Focus on the challenge of accomplishing something concrete – let your student take the lead. Follow your mentee’s cues, finding ways to **support and fill in where needed.** Remember, it will be the student’s creation and you are there to guide and facilitate.

SESSION 04 *Giving Shape to the Ideas*

REVISIT YOUR OUTLINE

Look over your initial outline and assess what has been done so far and what remains to be done. Work through the process step-by-step.

LET THE MENTEE EXPRESS HIS OR HER VIEWS

As you begin to create a rough draft, take care not to impose your own judgments, values or taste on the project. Remember that this is a collaboration in which your skill and resources serve to help your student to define his or her own vision.

UNSUPERVISED TIME

Let your student play around for a while without peering over her or his shoulder. The only way a student will really learn new skills is by trying and s/he will be more apt to try new things if you are not around. Give your student 15-30 minutes to explore, checking in periodically to see if there are any difficulties. Note that this is not a time for you to go back to work and forget about your student; you should be ready to help at any time.

CREATE SOMETHING THE MENTEE CAN TAKE HOME

Try to help your student print or create a version of your rough billboard that s/he can take home and get input on from family or peers.

VALUE YOUR MENTEE

Remember that providing opportunities for young people is one of the best methods for communicating high expectations. Try to find a delicate balance in which you are able to communicate high expectations without taking control. Take a real interest in their ideas; you will be amazed!

PLAN FOR THE NEXT SESSION

Have the student write down comments and reactions from people to whom s/he shows the rough billboard. At the very least, the student should try during the next week to write down things that work in the draft and things that don't, as well as possible ways it could be changed. The student should bring this list back to the next meeting.

SOME THINGS TO THINK ABOUT

Ask questions rather than make statements.

Consider yourself a resource for information, for technical skills and as a sounding board for ideas.

When something is just not working and you find you must say no to a mentee, or change the course that you have both planned, always explain why.

SESSION 05 **REVISIONS**

Evaluating the Work to Date

*Evaluate and discuss the rough draft.
Try to have a revised and nearly complete
version by the end of the session.*

Use this session to discuss thoroughly the ways in which the project is successful, as well as how it could better **solve the problems** you set for yourselves during the initial meetings. Does it express what the student wants it to? Emphasize that hard work is often necessary in accomplishing projects and **encourage your mentee** to strive to make this project a success.

SESSION 05 *Evaluating the Work to Date*

EVALUATE THE DRAFT

Look over the list that the student made as homework and talk about reactions to the draft. Having had some time to step away from the project, revisit the rough draft to see if it displays the ideas and skills that both of you originally intended. Encourage the student to find ways to improve the project's expression of the original concept.

WORK TO FINALIZE THE PROJECT

This should be the final stage of the project. Constant evaluation is part of your job and you can take this opportunity to nurture the same skill in your student. Make the changes you have already discussed; step back and evaluate again; make additional changes. This will communicate that the persistence of a sharp eye and gentle self-criticism can be healthy and lead to great results.

SCHEDULE UNSUPERVISED TIME

By now your student should be comfortable with the direction the billboard is taking and able to work alone with relative ease. Giving time to work on the project with minimal supervision (30 minutes to one hour) will let your student explore his or her own ideas.

WORK THROUGH TECHNICAL ISSUES

Help your student to work through any technical problems that might arise. Be prepared to spend some real time on the project now. Some of the technical skills that you have mastered over the years clearly cannot be learned by your student in such a short time and s/he will definitely need considerable help. Depending on the student's skill level, you may need to act as the production member of the team at this point, just be sure to include the student in the process so that s/he can see what you are doing.

PLAN FOR THE NEXT SESSION

Both you and the student should begin to write a statement about the project and collaboration. This will serve as a document of the project. It will also stimulate the student to think critically about the process and imbue in him or her the sense that s/he was a valuable part of the project too.

Ask the student to answer the following:

What does the project express?

Why did you choose this topic?

What does it mean to you?

In addition, you might encourage your student to think about the following:

What did you learn during the project?

What was most difficult about the experience?

Is there anything you would like to explain or share with your audience?

SESSION 06 **CONCLUSION**

Finishing Up & Celebrating

Finalize the project and wrap up the mentorship.

This may be your last session of the project. Finish the billboard and take care of any remaining details that may be necessary for **presenting it to the public**. How you wrap this up will depend on how your Project Coordinator has determined the final display of the billboards.

Most of all, once you have completed the project, **have fun and celebrate** all that the two of you have accomplished over the past six sessions! If possible, let the student know that s/he is welcome to come back and visit.

SESSION 06 *Finishing Up & Celebrating*

DOCUMENT THE PROJECT

Work to make the final project the best representation that it can be; mount it, print it on larger or better quality paper whatever you feel would make the work look as strong as possible. Your Project Coordinator will be able to guide you on the types of artwork and materials needed for the public display of your billboard. You will probably want to make duplicates to give as a record of the project to your student. It is also nice to display any photos you have taken of you and the student working together.

TELL YOUR STORY

You will have the opportunity to display your billboard and your team photo as well as a short statement about your project on the *Design Ignites Change* website. Talk to your Project Coordinator about how to go about displaying your work online.

CONTINUE YOUR RELATIONSHIP

Now is a good time to talk about any other opportunities that you may be able to provide to the student: suggestions about books to read or art to view; possibilities of internships or part-time jobs; advice about school or other resources that you or your contacts may be able to share.

Ask if the student has questions about how to continue in the field, or any other questions.

Invite the student back to your school or office.

Feel free to call your student from time to time to see how s/he is doing.

It has been shown time and again that a caring adult can help youths to successfully make the transition to adulthood and that mentoring relationships truly flourish with more time. Although the six-week period does lend itself to the initiation and completion of a project, many mentors still feel that they would like more time. You may feel similarly and choose to participate in a longer term, more intensive, mentorship.

SESSION 06 *Finishing Up & Celebrating*

CELEBRATE!

Now that the project is finished, save the last portion of the session to relax and celebrate. Have fun snacks and, if appropriate, ask if the student wants to invite a friend or family member to come to your school or office for the celebration. Talk with your Project Coordinator about the possibility of a larger group celebration so that you can share your work and experience with others.

WRAPPING UP

Depending on your situation, your Project Coordinator may ask you and your student to fill out an evaluation about the project and your experience. This will improve the project for future executions of the program.

A Few Things to Keep in Mind

OWNERSHIP OF ARTWORK

While each designer will retain ownership of the artwork, Design Ignites Change, Adobe Youth Voices, Worldstudio and the project partners have the right to use the artwork in perpetuity for the display and promotion of Design Ignites Change and Create! Don't Hate. In all cases, the teams will be credited.

While this is a true collaboration, it is suggested that you **let the student take the lead** in the conceptual creation of the billboard. You are there to provide input and guidance, as well as instruction on how the design/creative process works.

It is your responsibility to be mindful of the schedule and to **keep the project on track** to meet the deadline.

The student will be responsible for producing the finished artwork, though you should provide your guidance and skill as needed.

There is not a budget for image usage rights or original illustration or photography, unless your Project Coordinator indicates otherwise. You are responsible for obtaining permission for use of any non-original image for the project.

Remember, these are young people. Often they do not have the innate sense of urgency to meet a deadline and must be prodded. Do not be afraid to be demanding in order to keep the project on schedule. If you have any “issues” with your student, immediately call your Project Coordinator for advice and or assistance.

Your Project Coordinator will check in with you from time to time to discuss any issues you may have and to see how the project is going.