

Teacher Resource Pack

Global Folklorist Challenge

2016

Smithsonian
Center for Folklife and Cultural Heritage

epals

2016
3rd Annual

GLOBAL
FOLKLORIST
CHALLENGE

Explore a tradition in your community
and share it with the world.

Check It Out





2016 3rd Annual GLOBAL FOLKLORIST CHALLENGE



OFFICIAL RULES



No purchase necessary to enter or to win this contest (the “2016 Global Folklorist Challenge” or “Challenge”). Entry in the Challenge constitutes acceptance of these Official Rules.

Sponsors: This Challenge is sponsored by **Cricket Media, Inc.**, 7926 Jones Branch Drive Suite 870, McLean, Virginia 22102, and the **Smithsonian Institution’s Center for Folklife and Cultural Heritage**, Washington, D.C. (“Sponsors”).

Eligibility: Open to legal residents, age 8-18 at time of entry of: the 50 United States (and District of Columbia), Canada (other than Quebec) and only those countries in which participation in this contest is fully permitted by applicable U.S. and foreign statutes, regulations, orders, and other laws. Those persons on the U.S. Department of the Treasury Office of Foreign Assets Control’s List of Specially Designated Nationals or any similar list, or who are residents of Crimea, Cuba, Iran, North Korea, Sudan, or Syria, are expressly prohibited. Individuals who meet the residency/age requirements and who are in Grades K-12 are eligible to enter--either as an Individual or part of a Team (see below), so long as entries are submitted in accordance with the online instructions, utilizing the Challenge entry submission form provided and associated parental release form, as applicable. Children, immediate family members, and members of the household (whether related or not) of employees of Sponsors or of its affiliates, are not eligible to participate or enter. To constitute a complete entry (“Entry”), the Challenge online entry submission form must be accompanied by the following uploaded attachments: (i) a file containing the video/slide show being entered; and (ii) signed parental/legal guardian permission/release form[s], as provided.

There are two (2) categories of Entry as follows:

- (1) Individual; and**
- (2) Team**

Within each Entry category (**Individual** or **Team**), there are three (3) age groups as follows:

Age 8-10

Age 11-13

Age 14-18

Content/Timing of Entry:

Submissions must adhere to the fundamental spirit of the Challenge, and Entries shall be submitted for judging only during the **Challenge Entry time period (August 1, 2016-November 30, 2016)**. The Entry cannot contain any defamatory, obscene or otherwise unlawful matter, depict anyone engaged in any

illegal, immoral or lewd act, or contain any violent or pornographic material or any other inappropriate content as determined by Sponsor[s].

Submissions must be original work by the entrant[s]. By submitting, the Entrant attests that the work contained in the Entry is not copied from others, does not violate the rights of any other person or entity, and that you have all rights necessary to submit the Entry and to grant Sponsors the rights set forth in these Official Rules.

If the submitted Entry contains any material or elements that are *not* owned by the Entrant and/or which are subject to the rights of third parties, and/or if any persons appear in a photograph or video contained within the submission or in audio form, the Entrant is responsible for obtaining, prior to submission, any and all releases and consents necessary to permit the exhibition and use of such third party's voice/image (including but not limited to the individual being interviewed, in the manner set forth in these Official Rules without compensation.) If any person appearing in the Entry is under the age of majority in their state/province/territory of residence the signature of a parent or legal guardian is required on each such release. Upon Sponsor's request, each entrant must be prepared to provide (within 7 calendar days of receipt of Sponsor's request) a signed release from all persons who appear in the Challenge Entry submission and/or from the owner of any material that is displayed in the Entry, which release *"authorizes the use of the releasing party's image, voice or material by Sponsors, their affiliates, and authorized distributors for any purpose, including but not limited to advertising and promotional purposes, and including without limitation display on the Sponsors' websites, in any media now or hereafter known, without any attribution or compensation."*

Each Entry **must** identify a tradition bearer and share the tradition bearer's story following the Folklorist Process as outlined in the [Guidelines for the Entries](#) in the Challenge, as provided elsewhere in this website.

How to Submit (Submission Requirements)

1. Complete and submit the online **Submission/Entry** form, after creating an authorized account providing access to the Challenge site for such entries. The Submission form, which includes the name and contact information for Entrant and the tradition bearer, must accompany the submission of the uploaded file containing the video/slide show, described below. On the Submission form, you must affirm that a signed [Interview Release Form](#) from the tradition bearer has been collected.
2. Upload a **video** or **slideshow** that meets the following requirements:
 - If the first language of the tradition bearer is not English, entrants must translate key presentation elements from the first language to English using voice-over, subtitles or text on slides.
 - Include key information about Entrants (first name, age, place of residence)
 - Identify the tradition of focus and introduce brief background information on this tradition. (For example, if the tradition bearer practices Chinese calligraphy, give information about the history of this tradition as well as its current significant and practice).
 - Introduce the tradition bearer (first name, location [city/town, country], tradition being practiced), and the tradition bearer is present through audio or visual media in Entrant's video/slide show presentation.

- Tell the story of the tradition bearer using some of his/her own words combined with interesting photos, video and/or audio documented during the interview.
- Within the video/slide show presentation, include Entrant's personal reflection on the value of the tradition bearer's practice to the community, the culture, and to the tradition bearer himself/herself.
- Include only those tradition bearers in the video/slide show presentation that have reviewed the video/slide show, approved the sharing of its content and signed an Interview Release form.
- Cap the video/slide show at no **more than six (6) minutes**.

3. To submit a complete Entry, fill-out the Submission Entry form online with a file containing the video/slide show being entered as described above, and the [Parental/Guardian Permission and Release form\[s\]](#), which form[s] must be signed by such parent/guardian who are 18 years of age or older, and attached (whether submission of Entry is from a teacher, a parent, or an eligible student). Submission is online only, as follows:

- Complete the online Entry submission form, and upload the [Parental/Guardian Permission and Release form](#), at <http://challenges.epals.com/folklife2016/submit/>.
- Submissions must be under 2 GB in one of the following allowed file types: ppt, pptx, avi, mov, mp3, mp4, mpg

For the judging criteria, see the [Scoring Guide](#), which is incorporated in these Official Rules.

Deadlines for Entry are as follows:

Start Date (for submission of Entries): August 1, 2016

End Date: November 30, 2016 (11:59 p.m. ET).

The timeline for determining the potential Winners and the honorary ePals Choice Award, as described below, may be subject to change.

Disclaimers; Conditions: Sponsors are not responsible for entries that, for any reason, are lost, late, misdirected, incorrect, garbled, or incompletely received. If for any reason, the Challenge is not capable of running as planned by reason of infection by computer virus, worms, bugs, tampering, unauthorized intervention, fraud, technical failures, or any other causes which, in the sole opinion of the Sponsor(s) could corrupt or affect the administration, security, fairness, integrity or proper conduct of this Challenge, the Sponsor[s] reserve the right at its sole discretion to cancel, terminate, modify or suspend the Challenge and determine winners from all eligible Entries received prior to that action taken.

The Challenge is subject to federal, state, provincial, territorial and local laws and regulations. Certain restrictions may apply. By entering the Challenge, each Entrant agrees and acknowledges to be bound by the Official Rules, as well as the decisions of the Sponsors which are final and binding in all respects; to waive any rights to claim ambiguity with the Official

Rules, and that the Sponsors, their parents, affiliates, and representatives (“Releasees”) shall have no responsibility or liability (including, but not limited to, liability for any property loss, damage, personal injury or death) in connection with: participation or inability to participate in the Challenge; technical or mechanical error; typographical errors in the Challenge’s promotional material; acceptance/possession, defects, and/or use/misuse of prizes; human error; incorrect or inaccurate transcription of Entry information; any technical malfunctions of the telephone service, telephone network, computer online system, , computer equipment, software, or internet service provider utilized by the Challenge or by Entrant; interruption or inability to access the Challenge, any Challenge-related Web pages, or any online service via the internet due to hardware or software compatibility problems; any damage to entrant's (or any third person's) computer and/or its contents related to or resulting from any part of the Challenge; any lost/delayed data transmissions or mailings, omissions, interruptions, defects; and/or any other errors or malfunctions, even if caused by the negligence of any one or more of the Sponsors Each Entrant further agrees to indemnify and hold harmless each of the Releasees from any and all liability resulting or arising from the Challenge and to release all rights to bring any claim, action or proceeding against any of the Releasees. Winners release Releasees from any and all liability/responsibility with respect to the prizes won (including any property loss, damage, personal injury, or death). Releasees shall not be liable for any injury, damage, loss, expense, accident, delay, inconvenience or irregularity that may be caused or contributed to (1) by any wrongful, negligent or unauthorized act or omission on the part of any of the Releasees, or any of its agents, servants, employees or independent contractors, (2) by any wrongful, negligent or unauthorized act or omission on the part of any other person or entity not an employee of any of the Releasees, or (3) by any other cause, condition or event whatsoever beyond the control of any of the Releasees.

Intellectual Property Rights: As between Sponsors and the Entrant, the Entrant retains ownership of all intellectual property rights (including moral rights) in and to the Entry. As a condition of entry, Entrant grants Sponsor[s], its parent, affiliates, and authorized distributors a perpetual, irrevocable, worldwide, transferable, royalty-free, and non-exclusive license to use, reproduce, adapt, modify, publish, distribute, publicly perform, create a derivative work from, and publicly display the Entry, including the narrative therein, the photographs, video, text, images and/or audio of Entrant and of other parties contained in the Entry, the likeness, biographical information, text, and information as contained in the Entry, and/or any statements or remarks made about the 2016 Global Folklorist for any purpose, including but not limited to advertising and promotional purposes, including without limitation display on the Sponsors’ websites, in any media now or hereafter known, without any attribution or compensation to Entrant, except where prohibited by law. Entries will not be returned.

Privacy: Entrants agree and acknowledge that personal data submitted in connection with an Entry, including name, mailing address, phone number, and/or email address, may be collected, processed, stored and otherwise used by Sponsors and their affiliates for the purposes of conducting and administering the Challenge, and as otherwise permitted by the parent/legal guardian of Entrant as described in the foregoing paragraph and authorized on the Parental/Legal Guardian Permission and Release submitted. All personal information that is collected from parents, guardians, teachers, and/or eligible students on behalf of Entrants is subject to the respective Privacy Policies of Sponsors.

Publicity. By entering the Challenge, Entrants agree to participate in any media or promotional activity resulting from the Challenge as reasonably requested by Sponsor at Sponsor's expense and agree and consent to the use of their name and/or likeness by Sponsors. All or a portion of the Entry may also be used for press and media purposes and Entrant agrees to waive any rights and not assert any intellectual property rights that Entrant has or may have in the Entry, and the same shall be licensed to Sponsors for their publication and display. Sponsors reserve the right to publish the name and likeness of the Entrants on the Challenge Site or through other media for publicity purposes.

Determination of Winners; Notification

On or about December 1, 2016 a panel of Smithsonian and Cricket Media, Inc. staff members will commence judging of all eligible Entries. The judges will score Entries based on how the submitted video/slide show presentation shares the tradition bearer's story and presents evidence of the four (4) steps in the Folklorist's Process. See [Scoring Guide](#), which is incorporated herein.

All potential winners will be notified by mail, email and/or telephone using the contact information on the Entry. Upon notification of being a potential winner, each potential winner within a Category will be required to sign (or such Entrant's parent/legal guardian if under age 18), additional documents in connection with Challenge and prize fulfillment. Honorable Mentions, if any, may be asked to sign (or entrant's parents, legal guardian sign) additional documents in connection with the Challenge.

If a potential winner cannot be contacted, does not respond within five (5) business days from the date the Sponsor first tries to notify him/her, fails to return the prize affidavit and release document, or refuses the prize, the potential winner forfeits all rights to win the Challenge and its prizes. An alternate winner may be selected.

Prizes: There will be a total of **six (6)** winners. **An individual and a team winner will be selected for each of the three (3) age categories.** There may, in addition, be up to 20 Honorable Mention winners as may be determined by Sponsors.

Upon timely completion of any requested Prize affidavit and release form and dependent upon whether the potential winner is an individual or a member of a winning Team entry, the **six (6) winning** Entries described above will each receive the following prizes, (or substitute of the same or greater value as may be provided by Sponsor):

Winning Individuals (3): A **Smithsonian Folkways Records boxed CD set** (ARV: \$100 [U.S. dollars]); a **portable digital camera**, as selected by Sponsors (ARV: \$ 100 [U.S. dollars]); a **"Field Notes" Kit consisting of a Steno Pad, one Sweet Tooth 3-Pack, in addition to a pen, pencil and rubber band** (ARV: \$24.95 [U.S. dollars]); and, to the extent the winning Entrant, in the Individual category, resides in the United States, a twelve-month subscription to receive a boxed gift set (toys/books) shipped from **Little Passports** (ARV: \$ 143.40 + \$30 shipping [U.S. dollars]).

Winning Teams (3): For winning Team(s), one portable digital camera, as selected by Sponsors (ARV \$100 [US dollars]) shall be awarded to the classroom associated with the winning Team, and for winning Teams from the United States, if any, there will be awarded a single, twelve-

month subscription for the classroom associated with the Team to receive a boxed gift set (toys/books) shipped from **Little Passports** (ARV: \$143.40 + \$30 shipping, U.S. dollars). Each individual member of a Winning Team will be awarded a **“Field Notes” Kit consisting of a Steno Pad, one Sweet Tooth 3-Pack, in addition to a pen, pencil and rubber band** (ARV: \$24.95 [U.S. dollars]); All taxes, fees and surcharges on prizes, if any, are the sole responsibility of the prize winners.

Approximate total retail value of the six (6) Challenge Prizes: Individual Prizing: \$398.35 U.S. dollars total per Individual winner, which amount includes **Little Passports** prize if US residence (only), or \$224.95 if w/o Little Passports prize. Team Prizing ARV will vary by number of individuals w/in a Team. Minimum ARV of \$ 298.35 U.S. dollars, which amount includes **Little Passports** prize if US residence, or \$124.95 w/o Little Passports prize. Total Minimum ARV of all six (6) Challenge Prizes: \$1,049.70.

Honorable Mentions (up to 20) will not receive the Challenge prizes, but shall be provided with the opportunity to order a digital subscription to FACES magazine published by an affiliate of Cricket Media, Inc. (ARV \$17.99 (U.S. dollars), and a world coin collection kit, from **Little Passports** (ARV: \$19.95 U.S. dollars). Total ARV of all Honorable Mention Prizes: \$ 758.80

Folklorist Challenge Choice Award. The six (6) Challenge winners described above will be eligible for Folklorist Challenge Choice Award. The winner with the most votes from an online poll will receive the honorary Choice Award that will be announced on or about December 30, 2016. Such award is a recognition of the popularity of a single Entry (Individual or Team) and no further prizing is associated with such award.

WINNERS LIST AND OFFICIAL RULES: A winners’ list will be available fourteen (14) days after the announcement of the Folklorist Challenge Choice award and for a period of six (6) months thereafter. A copy of the Official Rules will be available during the Entry Period (all requests must be received prior to the End Date). Send a request for any of the above by emailing folklorist@cricketmedia.com or by mail to: 2015 Global Folklorist Challenge, 7926 Jones Branch Drive, Suite 870, McLean, Virginia 22102.

Prizes courtesy of:





Parental/Legal Guardian Permission & Release for Challenge Entry

By signing below, I acknowledge that I am the parent/legal guardian of the 2016 Global Folklorist Challenge (“Challenge”) student/minor child indicated below, and hereby give him/her permission to enter, or be entered into the Challenge (an “Entry”), as an individual entrant or as a team entrant through my submission of entry or by his/her teacher (hereinafter “Entrant”), as set forth in the [Official Rules](#). I have read and accept the Official Rules of the Challenge located at <http://challenges.epals.com/folklife2016/the-challenge/eligibility-and-guidelines/>, and acknowledge the privacy policies of the Challenge sponsors’ (Cricket Media, Inc. and the Smithsonian Institution, hereinafter “Sponsors”), located respectively at www.cricketmedia.com and <http://www.si.edu/privacy> apply.

In accordance with the Official Rules, I confirm and agree that as a condition of Entry, the Sponsors, their respective parent[s], affiliate[s], and authorized distributor[s] and licensee[s] are granted a perpetual, irrevocable, worldwide, transferable, royalty-free, and non-exclusive right and license to use, reproduce, adapt, modify, publish, distribute, publicly perform, create a derivative work from, and publicly display the Entry, including any photographs, video, slides, audio, text, images, interview, and/or narrative of Entrant and of other individuals contained in the Entry submitted or related to such Entry, including any likeness, biographical information, text and/or information as contained therein or any statements or remarks made about the Challenge, for any purpose, including but not limited to advertising and promotional purposes, including without limitation for display on the Sponsors’ websites, in any media now or hereafter developed, including social media, without any attribution or compensation to Entrant, except where prohibited by law. I understand and agree that I have no rights to review or approve any uses and/or edits that Sponsor[s] may make or authorize of the Entry or other materials submitted in connection with the Challenge.

To the extent permitted by law, I release and hold harmless Sponsors from any and all claims, injuries, damages, or liability of any kind resulting from any use of or arising out of the use of my Entry. I understand and agree that this Release is binding and shall be interpreted by, and enforced in accordance with the laws of the Commonwealth of Virginia and applicable U.S. federal law, without regard to any conflict of law principles.

I represent and warrant that the Entry is provided in accordance with such Guidelines of the Challenge that the Entry is an original work, not previously published commercially, and to the extent individual[s] appear in any portion of the Entry that a written release for their participation has been secured, and shall, upon request, be provided to Sponsor[s].

I hereby warrant that I, the signatory below, am over 18 years of age and have the legal right and capacity to execute in connection with my child’s Entry in the Challenge. I have read the contents of this Permission and Release form, and understand and agree to its contents. (All information in the fields below must be completed, and this form signed).

Printed name of parent/legal guardian: _____

Signature of Parent/legal guardian: _____

Parent/legal guardian email: _____

Printed name of my student/minor child entrant: _____

Date of birth of student/minor child: _____

Mailing Address (including city, state, country): _____

School Name and city/state/country of School: (write in “Home School”, if applicable): _____



2016 Global Folklorist Challenge Interview Release Form

Date(s): _____

Interviewer Name (Global Folklorist contestant-Entrant): _____

Full name of individual interviewed (Print): _____

Address: _____

Telephone number: _____ Email address (if available): _____

Date of Birth of Person Being Interviewed: _____ * **(A parent or legal guardian must sign below if individual being interviewed is a Minor).**

I agree to participate in the above described interview conducted by the above-named interviewer for the **2016 Global Folklorist Challenge** sponsored by Cricket Media, Inc. in conjunction with the Smithsonian Institution's Center for Folklife and Cultural Heritage. I understand that the interviewer intends to use the material I provide in the interview as part of his/her submission in the **2016 Global Folklorist Challenge**, which submission may be subsequently used and distributed by Cricket Media, Inc. and/or the Smithsonian Institution (or their authorized distributors).

I hereby grant to the interviewer, the sponsoring organizations, and their respective legal representatives, affiliates and assigns the right and permission to document, utilize, photograph or record on film, tape or otherwise, my likeness, image, voice, text, artwork, biographical information, and performance and/or that of any other individual[s] occurring in such interview for the purposes set forth herein. I understand that Cricket Media, Inc. and/or the Smithsonian Institution's Center for Folklife and Cultural Heritage may copyright, use, re-use, and publish all or portions of the **2016 Global Folklorist Challenge** submission resulting from the interview in any and all media now or hereafter known, worldwide, without restriction and, to the extent permitted by law, without compensation, for any use the sponsoring organizations' desire including but not limited to inclusion in products, promotions, advertising, or any other purpose. I hereby waive any right to inspect or approve any finished products created in connection with the **2016 Global Folklorist Challenge** submission or related materials.

I warrant that I am of full age and have the right to sign this release form in my own name. I have read the above authorization, release, and agreement prior to its execution, and I am fully familiar with the contents thereof. This release shall be binding upon me and my heirs, legal representatives, and assigns.

I hereby release, discharge and agree to save harmless the named interviewer, Cricket Media, Inc., and the Smithsonian Institution's Center for Folklife and Cultural Heritage from any liability by virtue of use, alteration, illusion or otherwise that may occur or be developed in the use of the material provided in the interview with me and/or in the interviewer's **2016 Global Folklorist Challenge entry** submission, including rights of publicity or invasion of privacy.

Signature of (Adult) Person Being Interviewed: _____

Date Signed: _____

*I warrant that I am the parent or legal guardian of the minor child whose name is written above. I agree to allow my child to be interviewed for the purposes above and the terms of release above in connection with the 2016 Global Folklorist Challenge

Parent/Guardian Contact (please print full name): _____

Parental signature (required for Interview Release): _____

Parental Contact Email: _____ Parental Telephone _____

Date Signed: _____



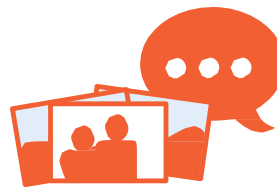
Follow the Folklorist Process and share a tradition with the world.



Research



Document



Interpret



Present

Enter your tradition for a chance to win!

Visit challenges.epals.com/folklife2016 for challenge rules, inspiration, and more.

2016
Timeline

8/1
Official
Start

11/30
Submission
Deadline

12/12
Winners
Announced

12/30
ePals Choice
Winner Announced

Folklorist Process

Step 1: Research

1. Research and choose one form of folklore in your community that interests you.
2. Identify and contact a local tradition bearer who is willing to share knowledge, skills and experience with you.
3. Develop thoughtful interview questions.

Step 2: Document

4. Gather the tools most appropriate for documenting the tradition bearer's stories and skills.
5. Conduct your fieldwork: observe, interview and record.

Step 3: Interpret

6. Review all of your documentation to identify the message and information that you want to share with others.
7. Choose the interview quotes, visuals and other materials that you feel best tell the story.
8. Prepare a first draft of your presentation, and review it with the tradition bearer and others.

Step 4: Present

9. Edit, polish and share your presentation at <http://challenges.epals.com/folklife2016/submit>





Global Folklorist Challenge Submission Checklist

Before submitting your entry at <http://challenges.epals.com/folklife2016/submit/>, please review it and make sure you have done the following:

- I include key information about myself (first name, age, where I live) but no last names in the video or audio. *“My name is Alicia. I’m 12 years old and I live in Canada.”*
- The presentation is in English or I translated key presentation elements to English using voice-over, subtitles or text on slides.
- I introduce the tradition bearer (first name, location [city/town, country], tradition of practice), and he/she is present through audio or visual media in my presentation. *“My tradition bearer is named Mauricio. He is from Lisbon, Portugal. He practices the tradition of woodcarving.”*
- I have a release form signed by my tradition bearer.
- My presentation is 6 minutes or fewer.
 - If am submitting multiple files for my submission, each file name includes my first name, last initial and name of project.
 - If I am a teacher submitting entries for multiple students, I am submitting a release form for each student.
- I have submitted an image of myself with the tradition bearer that I would like displayed with my submission.
- My presentation includes a personal reflection on the value of the tradition bearer’s practice and on what I learned during the interview and the presentation preparation process.

Folklorist Fieldwork Notebook



Smithsonian
Center for Folklife and Cultural Heritage



Are you ready for Folklore Fieldwork?

Fieldwork is not the work that folklorists do in their gardens! Fieldwork is the primary form of research that folklorists use. It is called “going out in the field” because the folklorists leave their own homes or offices to interview and observe the tradition bearers where they live or work. The folklorist documents (records, takes photos and videos) the interview, artifacts, tools and other items around the tradition bearer.

A **TRADITION BEARER** is someone who "carries" different types of folklore (crafts, music, cooking, storytelling and other forms) to the next generation.

Tradition bearers keep these folklore traditions in their hearts and minds and teach them to other people — usually younger — in their communities.

These traditions may change owing to modern tools, new ideas and new ways of living. Fortunately, tradition bearers who share their skills help make sure that these traditions continue to have a meaningful place in the present and future, in addition to reflecting a rich past.

Use this notebook as you prepare for and
do your fieldwork.

Explore Folklore in Your Community

Folklore is all about the skills, knowledge and stories (traditions) that people learn from one another and pass on to the next generation. Some of the categories of folklore include crafts, games, dances, customs, celebrations and foods that are special to your community.

Use this space to brainstorm traditions you already may have observed in your community and those about which you want to learn more.

EVERYDAY TRADITIONS

What is a day like in your community? Does a typical day bring any folklore to mind (preparing and eating a typical meal, playing during school recess, practicing music or dance)?

SPECIAL DAYS

What holidays do your family and community celebrate? Are there special festivals that take place in your local area? If so, what sorts of folklore do they include (food, music, crafts)?

AROUND THE SEASONS

What folklore activities do the different seasons bring to your community? How does the weather affect what your community wears, eats, or does each day?

WORKING LIFE

Are there occupations that are particular to your community because of its natural resources, land formation or transportation opportunities (mountains, good farmland, bodies of water, tourist attractions)?

Focus Your Cultural Research

Decide what type of cultural tradition you wish to research and share. Think about the things you listed on the previous page and who you might interview to learn more about traditions in your community. Use this space and the categories at the right to begin forming ideas for your project.

MOVING

Who practices and teaches forms of traditional physical activity, such as dance, games, sports or martial arts, that are important to your community?

CREATING

Who has mastered a form of traditional art in your community, such as making handicrafts, cooking special dishes or composing music?

PERFORMING

Who performs creative activities, such as playing music, singing, dancing or storytelling, in your community?

WORKING

Who works jobs or has occupational skills distinctive to your community or region?

CELEBRATING

Who practices the making and presenting of traditional holiday meals, crafts, rites of passage or performances in your community?

Choose a Community Tradition Bearer to Interview

For your project, you will be interviewing a tradition bearer in one of the categories you explored on the previous page. List your top three choices for tradition bearers to interview for your project, and find their contact information. Circle the tradition bearer who agrees to an interview. Schedule a time for your interview.

TRADITION BEARERS come from your community or family and have great knowledge about folklore.

Tradition bearers share their information when you ask questions and when you watch them demonstrate or perform their skills.

HOW DO YOU FIND A TRADITION BEARER? A tradition bearer may be a family member or a neighbor. You may also ask your teacher, a librarian, a newspaper editor or other community member who may know many people in your town, city or region. They may know the right person to approach for an interview and can introduce you to that person.

INTERVIEW SCHEDULE:

Name: _____

Date: _____

Time: _____

Place: _____

Address: _____

Form Interview Questions

Good questions are the key to a good interview. Below, list the questions you wish to ask the tradition bearer. Go over these questions with a friend or family member to see if he/she has any additional ideas. To develop good questions, you may need to do some background research at a library or on the Internet about the tradition you are interested in.

Remember, your goal is to find out as much about the tradition you have chosen to research from the tradition bearer. You should document **HOW** he/she makes or performs the tradition, **WHY** he/she decided to carry on this tradition, and **WHAT** the stories and beliefs behind the tradition are.

Planning a list of questions is important. It is also important to **LISTEN CAREFULLY** during the interview and see if there may be other questions you would like to ask.

To share the tradition bearer's story with the world, you must get his/her permission on a signed release form. Keep this signed form in a safe place. Record here where you are storing your form:

Prepare Your Documentation Tools

You have chosen a topic and located a tradition bearer. Now do an “equipment check” to make sure you have the tools you need for your interview! List the tools you have on hand to record the tradition bearer’s voice, setting and demonstrations or performances.

What will you need to do?

- Take notes?
- Record a voice?
- Record visuals of the tradition bearer, the interview setting and, possibly, a demonstration or performance of his/her skills?
- Record visuals and sound at the same time?
- Keep your electronic equipment fully charged and operational?
- Carry everything?

Before going on your interview, practice with your equipment. Try recording the voice of a friend or family member and taking some photos or video. Be comfortable with your equipment!

Conduct Your Interview

Now that you have prepared your questions and gathered your equipment, you are ready to interview the tradition bearer. Here are some important points to remember.

1. Before the interview, confirm the date, time and place with the tradition bearer.
2. Make sure you have all of your equipment for documentation.
3. Ask the tradition bearer if he/she is ready to start.
4. Begin the interview like a folklorist by recording an introduction.

My name is _____ and I am interviewing
 _____ about _____. Today's date is
 _____.

5. Listen carefully and be respectful while the tradition bearer is speaking.
6. Give the tradition bearer time to answer each question. Wait until he/she is finished answering a question before asking another question.
7. Ask the tradition bearer how you can follow up and contact him/her with additional questions.
8. When you have completed the interview, thank the tradition bearer for his/her time. Let the tradition bearer know that you will have him/her review your work before you share it with others. Send a thank you note when you get home.

Carefully note the setting in which the tradition bearer practices his/her tradition. Take notes to describe the space. What makes the space helpful to the tradition bearer? Note the furniture, tools and materials and how they are organized to support the tradition bearer.

INTERVIEW LOG

Date _____ Place _____

Date _____ Place _____

Date _____ Place _____

Audio, Photo & Video Inventory

List and describe the audio, photo and video you collected during your visit(s) with the tradition bearer.

Person(s)/Subject(s) filmed or recorded: _____

Date(s) collected: _____

Location(s): _____

Photo/Video/Audio Number	Description of Contents

Reflect on Your Interview

Congratulations! You have completed your interview and observations of the tradition bearer's skills. It's time to review all the documentation you gathered. Sort through your information and identify the themes that the tradition bearer shared with you. Determine which theme that interests you also would appeal to or interest others.

THINK ABOUT . . .

- What were the most interesting things the tradition bearer told or showed you?
- How can you create a story around the information you documented?

WHAT ADDITIONAL INFORMATION DO YOU NEED TO TELL THE STORY?

HINT: You can always do additional research at the library or on the Internet, but the best way to get any missing information would be to visit the tradition bearer again or clarify anything confusing over the phone or by email.

Shape the Story

Now that you have mapped out the story you want to tell and have all the information you need, how will you best share it with others? Use this space to further craft your story with words and sketches.

How will visuals and voice work together in the story?

SOME IDEAS:

- Create a short **VIDEO**.
- Build a **SLIDE SHOW** that combines visuals with voice and/or video clips.
- Put together voice clips from the tradition bearer and possibly a narration to make an **AUDIO PODCAST RADIO PROGRAM**.

Remember, you are telling a story with a clear beginning, middle and end. Be sure to include the tradition bearer's thoughts about his/her tradition and why it is important to carry it on.

Share the Story

Share your draft presentation with the tradition bearer. Use his/her feedback to improve your presentation.

Feedback Notes

--

Share your draft presentation with other friends or family members for feedback.

Who Reviewed	Comments, Questions and Suggestions

Present the Story

Folklorists present their work in many places including festivals, museum exhibitions and websites.

Where will you present your work?

Global Folklorist Interview Guide

Most of what folklorists want to discover is not in books; it is in the lives and minds of people. Through observation, participation and asking good questions while interviewing tradition bearers, folklorists learn firsthand about living traditions.



Smithsonian
Center for Folklife and Cultural Heritage



Identify a Tradition Bearer to Interview

The best way to find people is by asking other people. Chances are you know someone who knows just the tradition bearer you are seeking!

Ask: family, friends, neighbors, teachers, librarians, folklorists and local historians

Check: local newspapers, community bulletin boards and senior citizen centers

Attend: a local event or festival, or a community gathering

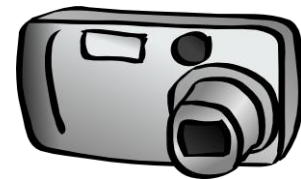


Schedule a First Meeting

If at all possible, schedule a preliminary visit with your tradition bearer. Introduce yourself and the goals of your project. Figure out when and where to meet next to do the video and audio recording.

Gather and Test Equipment

An important first step in conducting an interview is to think about the equipment you will need. Audio or video recording and note-taking are the most common ways of recording interviews.



Folklorists recommend:

- notebook and pen
- video camera and tripod
- audio recorder
- digital camera
- spare batteries and/or battery charger
- extension cord
- tradition bearer release form

Practice setting up and using equipment before your interview. You may want to practice by interviewing a friend.

Schedule the Interview

Contact the tradition bearer to make sure he/she is willing to be interviewed.

Be sure that the tradition bearer clearly understands the purpose of the interview: your tapes and notes will be turned into a presentation that will be submitted to an international online challenge. Your tradition bearer will need to sign your release form.

Ask the tradition bearer if it's ok with them to use voice and image recording equipment during the interview.

Schedule a time and place for the interview. Schedule enough time with the tradition bearer (at least one hour) to test your equipment and conduct the interview.



Prepare Questions for the Interview

The first step in writing questions is to do your background research. Knowing more about the tradition will help you ask better questions and result in a better interview. You can consult books, articles or a reliable Internet source. (Ask your parent or teacher if you are not sure a website is reliable.) Look for the answers to these questions:

Research

- What is the history and origin of the tradition?
- Who usually performs/does it?
- Where, when and why it is usually done?
- Are there variations (different versions or ways of doing it)?
- How may it have changed over the years?



Once you understand more about the tradition, prepare a list of questions specific to your tradition bearer.

TIP: Avoid questions that may get only a yes or no response.

Think of your interview as a story with a beginning, middle and end. Build on your questions, and link them together. One way to structure your questioning for a tradition bearer is by following these suggestions:

Prepare Questions

- **Personal Background:** Where did you grow up? When did you first become aware of this tradition? Why did you want to learn it?
- **Learning:** Who taught you this skill? How long did it take to learn?
- **Context:** Where do you do this tradition, and for whom? Do you work with others? Where do you get your supplies/instruments/tools/ingredients?
- **Process:** Explain the steps in making or performing your tradition from start to finish. What are the names of particular instruments/tools/techniques?
- **Evolution:** Has the tradition changed and why? What do you think is the future of this tradition?

(See Appendix A for more sample questions.)



TIP: Your list of questions should serve as a guideline, not limit the number of questions you can or should ask.

During the Interview

Some rules for conducting a good, effective interview:

1. Check microphone placement. Do a short test recording to make sure you are picking up voices well.
2. Speak directly to the person in a respectful, conversational tone.
3. Always listen carefully as the tradition bearer answers a question before asking the next question.
4. Ask follow-up questions to get more information based on what you hear and learn. For example:
 - a. Can you explain?
 - b. Can you give me an example?
 - c. How did that happen?
5. Ask to see photographs, examples of crafts, home movies or audio recordings and other artifacts that can act as “prompts” to help illustrate what was said.



The cameras allow you to capture a visual record of more than just your tradition bearer during the interview – take videos and photographs of related materials and experiences that the tradition bearer may share. If you visit a craftsperson's home, ask to see his/her workspace or workshop. If you are interviewing a tradition bearer about a movement or performance-based tradition, such as music, dance or martial arts, ask if he/she will play a tune or show you a dance or a move, or plan to attend a performance he/she will be giving in your community.

Include in your visuals or video:

- tools or supplies related to the tradition, with the tradition bearer demonstrating how to use them, if possible
- products “in process” as well as completed products
- copies of historic or family photos (take a photo of these, or if possible, scan them to get a digital copy, with the tradition bearer's permission).

Before You Leave

1. Have the release form signed by the tradition bearer.
2. Ask if it's ok to contact the tradition bearer with follow-up questions.
3. Thank the tradition bearer for sharing his/her time and tradition with you.

Immediately after the Interview

Make notes about the interview while it is still fresh in your mind. Jot down impressions, observations, important themes, contextual information and ideas for follow-up. Make sure to send the tradition bearer a thank you note, along with a copy or the link to watch/listen to your edited video.



Appendix A: Sample Questions to Spark Interview Ideas for Global Folklorists

Personal Background

What is your name? Where and when were you born? Where have you lived? What languages do you speak? What jobs have you had? What do you do for a living now?

Why have you made an effort to preserve this tradition? What community stories and memories do you have that are associated with this tradition?

Learning Process

How did you first get started with this particular tradition/skill? What got you interested?

How did you learn your skills? Who taught you? When? What was the learning process like? What is the most challenging or difficult aspect of the tradition to learn? Why?

How is your skill learned, mastered and passed on to younger generations?

History

What are the key characteristics of the tradition? What is its history? Do you know and where the tradition originated? How has it traditionally been practiced? How has it changed or developed over time?

Does the tradition have different styles or variations? What are they?

What do you think is the future of this tradition? What are its challenges and opportunities? Are others learning and practicing the tradition?

Process

Describe the steps of the process from start to finish. What's involved?

What special knowledge, skills and abilities are needed? What techniques and methods?

What raw materials are used? Where do you get your materials/supplies/ingredients? How are they prepared? Have they changed over time? How? Why?

What tools are involved? How and when are they used?

Context

In what context is the skill/tradition performed? For whom? When? What do you value most about what you do? Why?

How do you judge excellence within the tradition? What standards and criteria are used to evaluate the way the tradition is performed? What makes someone respected in the tradition?

References

This guide was created with information from the following sources. Visit these sources directly for more information:

- The Smithsonian Folklife and Oral History Interviewing Guide
http://www.folklife.si.edu/education_exhibits/resources/guide/introduction.aspx
- Inherit Iowa (produced by Smithsonian Institution Center for Folklife Programs and Cultural Studies) <http://www.uni.edu/iowaonline/folklife/inherit/1.pdf>
- Student Guide: Discovering Our Delta
<http://www.folklife.si.edu/resources/pdf/StudentGuideandForms.pdf>

Dear Global Folklorists,

After I studied to become a folklorist and took my first job, I found that many people did not understand exactly what a folklorist does. They asked, “Do you play the banjo? Do you tell folk tales? Do you sew quilts?” No, I explained, I study people who do these things and share their stories with the world. How do I do that? By asking them questions and observing what they do. Then, I edit the information I gather to present to the world through a video, a podcast, a blog, an exhibition or a program for the Smithsonian Folklife Festival.

That sounds simple, but it takes preparation, practice and a lot of thinking and planning. In your work as a Junior Folklorist, you will go through the same steps as does a professional folklorist. These steps are explained in detail in the Junior Folklorist Challenge. Here are a few pointers that have helped me in my work. Use them as you start thinking about and planning your Challenge entry.

Do your homework. Read some background material about the tradition that interests you. Learn special terms, more about how a craft is made, where and when a celebration takes place and other details that will help you form good questions. If possible, visit the person you wish to interview informally, or chat with them on the phone, so that you become comfortable with one another before the interview.

Ask good questions. Go beyond the obvious, “What is this made from, and how long does it take to make it?” to get at the deeper meanings and importance of whatever you are researching. Ask detailed questions and keep “digging” to get at the real heart of the tradition and the person behind it.

Know your equipment. Folklorists capture the story of the tradition bearers they interview in audio, still photographs and video. Make sure you have good equipment and practice using it until you are comfortable with its operation.



Tegai Roberts (left), Betty Belanus (right)

Identify the context. Carefully note the setting in which the tradition bearer lives and works. Observe the tradition bearer at work, on stage or in his or her home, and take notes to describe this space afterward. Relate the skill of the tradition bearer to his/her family and community: Does he/she have a younger family member or apprentice to whom he/she is passing on this skill? Does he or she perform traditional music for a community audience? Go beyond the interview to find these details.

Present your best work. Make sure your final product is your best effort. Ask the tradition bearer, your parents and/or your teacher to take a look at a draft and give you feedback. Think about how you could make your work even better next time!

Give back to the tradition bearer and his/her community. Thank the tradition bearer. Send a written thank you note or an e-mail, but also plan to share your final product with him or her, his or her family and friends and the larger community of which they are a part. If possible, make a booklet or a slide show for the tradition bearer using your work, or share the audio sound file, photos or video you have taken. Tradition bearers give much of themselves to folklorists; they deserve something in return.

I hope you enjoy becoming a Global Folklorist. Have fun and do your best!

Sincerely,
Betty J. Belanus, Folklorist/Education Specialist
Smithsonian Center for Folklife and Cultural Heritage

S C O R I N G G U I D E f o r
2016 Global Folklorist Challenge

	1 - Requires Development	2 - Approaches Standard	3 - Meets Standard	4 - Exceeds Standard
Step One: Research				
Cultural Tradition and Background Information	Does not identify a cultural tradition and/or lacks background information on this tradition.	Somewhat identifies a cultural tradition but provides limited or unrelated background information on this tradition.	Identifies a cultural tradition of focus and includes sufficient background information on this tradition.	Clearly identifies a cultural tradition and includes interesting background information that is related and relevant to the tradition.
Tradition Bearer Selection and Presence	Does not introduce a tradition bearer and/or tradition of practice. Lacks presence of the tradition bearer through audio and visual media presentation.	Identifies a tradition bearer and may define the tradition of practice. Limited presence of the tradition bearer through audio and visual media presentation.	Introduces a tradition bearer and defines his/her skills in the tradition of practice. Shows the tradition bearer through sufficient audio and visual media presentation.	Engagingly introduces a tradition bearer and clearly relates how he/she is uniquely suited to share the tradition. Creatively shows the tradition bearer through audio and visual media presentation.
Interview Questions	Little or no evidence of asking questions of the tradition bearer resulting in little or no meaningful information.	Shows some evidence of asking "yes/no" or simple response questions of the tradition bearer gaining limited information.	Shows sufficient evidence of asking purposeful interview questions resulting in sufficient information.	Shows clear evidence of asking thoughtful questions and continuing interaction between the student and tradition bearer leading to a deep understanding of the tradition.
Step 2: Document				
Interview and Observation Documentation	Little or no evidence of documenting the interview through note-taking, photos and videos. Lacks tradition bearer's voice. No context explaining where tradition bearer lives and works.	Shows some evidence of documenting the tradition bearer's interview. Limited tradition bearer's voice in video recording. Limited context explaining where tradition bearer lives or works.	Provides sufficient evidence of documenting the tradition bearer's interview through note-taking, photos and video recordings. Provides supporting evidence of tradition bearer's voice and context of where tradition bearer lives or works.	Provides engaging evidence of documenting the tradition bearer's interview through relevant note taking and supporting photos and video recordings. Provides strong voice of tradition bearer and vivid, detailed description of context.

Step 3: Interpret

Information Selection	Little or no evidence of reviewing all information or choosing interview quotes, visuals or other materials. Fails to develop a story.	Shows some evidence of reviewing all information. Appears to include random interview quotes, visuals and other materials limiting the development of a story.	Shows evidence of reviewing all information and choosing sufficient number of interview quotes, visuals and other materials to develop a focused story.	Shows clear evidence of reviewing all information and purposefully choosing the right number and quality of clearly related interview quotes, visuals and other materials to develop an engaging story.
Organization	No beginning, middle and end. Audience is not able to follow the story.	Random structure without clear development making it difficult for the audience to follow.	Presentation has a clear beginning, middle and end; flows smoothly.	Presentation is logically and creatively organized to flow smoothly and engage the audience in the story.

Step 4: Present

Tradition Bearer's Story	Does not tell the story of the tradition bearer in the presentation; visual and auditory elements are missing or unrelated to the tradition.	Presents random information that may be unrelated to the tradition bearer in an unfocused presentation; visual and auditory elements are limited.	Tells the story of the tradition bearer in an informative presentation; visual and auditory elements contribute to the understanding of the tradition's significance.	Tells a fresh story of the tradition bearer in an engaging, informative presentation; visual and auditory elements enhance the understanding of the tradition's significance.
Personal Reflection	Does not include key information about self and/or does not include a personal reflection on the value of the tradition bearer's practice.	Includes some details about self. The personal reflection may be limited or unrelated to the value of the tradition bearer's practice to the community, the culture and the tradition bearer him/herself.	Includes information about self and a personal reflection on the value of the tradition bearer's practice to the community, the culture and the tradition bearer him/herself.	Includes key information about self as well as persuasive evidence of thoughtful personal reflection on the value of the tradition bearer's practice to the community, with a clear connection to the culture and the tradition bearer him/herself.
Presentation Requirements	Does not tell the story in video or slide show format. The presentation either exceeds the 6 minute requirement or is too short to tell the story. Does not translate key elements into English.	Ineffective or uneven use of video or slide show format in telling the story. May exceed the 6 minute requirement or include random information that does not support the presentation. Some key presentation elements may not be in English.	Tells the story in video or slide show format in 6 minutes or fewer. Key presentation elements are in English.	Innovatively uses the best format (video or slide show) to tell a sharp, well-defined story making the best use of 6 or fewer minutes. Key presentation elements are in English.



Global Folklorist Challenge Standards Alignment

College, Career, and Civic Live C3 Framework for Social Studies State www.socialstudies.org/c3	ISTE NETS*S Standards http://www.iste.org/standards/standards-for-students	Interdisciplinary Themes: 21st Century Learning Standards www.p21.org	Learning and Innovation Skills: 21st Century Learning Standards www.p21.org	Common Core State Standards for English Language Arts www.corestandards.org
<p>Dimension 1: Developing Questions and Planning Inquiries <i>"explore... the disciplines of civics, economics, geography, and history ... [to] demonstrate their increasingly independent facility with recognizing, developing, and articulating powerful questions."</i></p> <p>Dimension 2: Applying Disciplinary Tools and Concepts <i>"determine the kind of content they need in order to develop their inquiries ... proposing solutions to compelling questions based on their experiences."</i></p> <p>Dimension 3: Evaluating Sources and Using Evidence <i>"gather, evaluate and use a rich subset of sources to identify claims and counter-claims and support those claims with evidence."</i></p> <p>Dimension 4: Communicating Conclusions and Taking Informed Action <i>"[develop] independent and collaborative efforts [to increase] the capacity to ... apply knowledge to real problems."</i></p>	<p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.</p> <p>4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p>Global Awareness</p> <ul style="list-style-type: none"> Using 21st century skills to understand and address global issues Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts Understanding other nations and cultures, including the use of non-English languages 	<p>Learning and Innovation Skills</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration <p>Information, Media and Technology Skills</p> <ul style="list-style-type: none"> Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy <p>Life and Career Skills</p> <ul style="list-style-type: none"> Social and Cross-Cultural Skills Flexibility and Adaptability Initiative and Self-Direction Productivity and Accountability 	<p>CCSS.ELA-Literacy.CCRA.W.7 Conduct research projects</p> <p>CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple sources.</p> <p>CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners</p> <p>CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence</p> <p>CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays.</p> <p>CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks</p>

