



Introducing KIWA SLAM™

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## What is a SLAM?

The KIWA SLAM™ is a team-learning programme centred on the creation over two days of a world-class interactive digital book. The programme is facilitated and designed to foster collaboration, personal growth and inclusion of learners whatever their ability or interest. It is an opportunity to tap into creativity using language, art and technology. Producing the book is a tangible achievement. The chance to have thousands of people see their creation motivates team-members to work together and make use of talents in ways that were previously unseen. The KIWA SLAM™ is designed around different themes, including preserving language, being a circuit-breaker for youth, and harnessing the power of cultural stories. The digital books also stand the test of time. KIWA® helps the participants capture stories that are precious to themselves, their families, and their cultures – and broadcasts them to the world.

*“Working with Kiwa and digital learning is a means to promote indigenous Cup’ik culture and language. As a result of this engagement with Kiwa we received a 2014 Contributions to Literacy in Alaska award from the Alaska Center for the Book.”*

– Kashunamiut School District, Alaska

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## Who is it for?

The SLAMs have been run in schools and youth centres around the world. Adolescents are particularly drawn to the programme for its cutting edge technology and freedom of expression. Youth who fail to get excited by regular schooling frequently flourish in this new environment. They then take their confidence, sense of belonging and skills back to their regular learning.

*“In their learning adolescents like to: be actively involved, have choices, be physically active, vary between working alone or with others, feel safe to ask questions and take learning risks, have variety and fun, laugh, link learning to the real world and be stimulated in creative thinking.”*

– Dr Jenny Poskitt, Advisor to the New Zealand Ministry of Education



*“In order to include Maximo, who is from Chile and is not very fluent with English, in the storytelling, they decided to name both the human soccer team and the robots team with Spanish names.”*

– Teacher, Windy Ridge

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## How does it work?

A KIWA SLAM™ takes place within the community it is intended to support. Certified facilitators will run the two-day programme within schools, youth centres or external centres that will inspire learners.

# Your SLAM

### Prior to the session

KIWA® and the key personnel will meet to discuss the SLAM in regards to the overall logistics of the day, including the participants, location and time.

### Day 1

The first day is focused around establishing group operating procedures, brainstorming potential story topics, identifying key features of a successful story, then writing and crafting the story.

### Day 2

The second day is focused on creating illustrations, typing and printing the story, scanning the pages and producing a voice-over. Facilitators with media industry training keep learners working in a focused and timely manner. They give some direction and guidance, but also ensure that participants take on the accountability for tasks that are crucial to the outcome.

### After the session

KIWA® transforms each of the stories into world class KIWA BOOKS™. These will then be published on the iTunes App Store.

We will also meet with the participants of the SLAM to show their published KIWA BOOKS™ and present them with a certificate. KIWA® is passionate about keeping the participants inspired, and therefore we will also present them with a KIWA® toolkit containing items to continue their creative practices.

A 'How To Guide' will also be presented to the key personnel which is instructions on how they can continue to create and develop digital books.

Photos taken during the SLAM will be supplied to the key personnel to be used on platforms such as social media or newsletters.



*“The SLAM facilitators challenged and guided our boys to think deeply.”*

– Deputy Principal, Howick College



*“Nicholas was enthusiastic for the editing process in particular, using the computer thesaurus to seek and evaluate word choices for the story.”*

– Teacher, St Paul's College



*“Holden was so engaged in this project that he didn't want to go outside for play time.”*

– Teacher, Hora Hora School

*“Ryan was so excited about participating when he learned how many people would be able to read his book.”*

– Teacher, Wainui School



## Research on the effectiveness of the KIWA SLAM™ programme

The world-leading New Zealand Ministry of Education curriculum has a vision of “young people who will be confident, connected, and actively involved lifelong learners.” Achieving this vision has been broken down into the development of five key competencies. Research shows that the KIWA SLAM™ process has measurable benefits across all of these competencies for youth who are at risk of disengagement from learning.

	Key participant statistic <sup>1</sup>	Commentary from Poskitt review <sup>2</sup>
Thinking	86% came up with new ideas they hadn't before	Examples of generating ideas, imagining, reflecting and evaluating were apparent in the writing and illustration phases of the task.
Using symbols, language and texts	91% believed that their writing and storytelling ability had improved	The KIWA SLAM™ enabled students to organise and express their thinking in writing, sketches, illustrations, practice for and production of the voice-over.
Managing self	77% changed their mind on an important issue over the course of the project	Students needed to not only generate their own ideas but consider and include the ideas of others. At times this process required negotiation skills and “letting go” of some of their own thoughts in order to follow the direction of the group.
Relating to others	87% helped someone else in their group	The interdependent nature of the SLAM task necessitated students being reliable, trustworthy and resilient.
Participating and contributing	100% involved in at least one project task, and 63% in two or more	Facilitators were pivotal in modelling and fostering the inclusion of group members. They were exemplary in listening, responding appropriately, modelling of negotiation skills, sharing their knowledge, skills and talents, being open to diversity.

1. Research conducted by international firm TNS

2. Independent review carried out by Dr Jenny Poskitt, commissioned by New Zealand Ministry of Education



**To discuss how a KIWA SLAM™ can benefit your learning community, contact...**

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