Presentation and Assessment

The following material should be recorded in your process journal, and discussed as part of your presentation. See your Leadership Team teacher, Mr. Gribbins, or Ms. Hoffman if you have any questions. Pay close attention to the attached rubric, and make sure you are covering all required aspects of the project.

Choose a Project Type that *Best* Represents What You Are Doing:

- **Direct service** — Students have interaction that involves people, the environment or animals. <u>Examples</u>: one-on-one tutoring, developing a garden alongside refugees, or teaching dogs behaviors to prepare them for adoption.
- **Indirect service** — Though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment. <u>Examples</u>: redesigning an organizations website, writing original picture books to teach a language, or raising fish to restore a stream.
- **Advocacy** — Students speak on behalf of a cause or concern to promote action on an issue of public interest. <u>Examples</u>: initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **Research** — Students collect information through varied sources, analyze data and report on a topic of importance to influence policy or practice. <u>Examples</u>: conducting environmental surveys to influence their school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

Global Contexts

Answer the following questions as you consider which global context through which to focus your project. These questions and answers should be in your process journal, and be reflected in your presentation.

- What do I want to achieve through my community project?
- What do I want others to understand through my work?
- What impact do I want to my project to have?
- How can a specific context give greater purpose to my project?

<u>Example</u>: A student's community project involves exploring and developing affordable solar energy devices to reduce dependency on energy generated from fossil fuels. Here's how different Global Contexts for the project would change the direction of what is done.

Global Context	Example
Scientific and technical innovation	Design a 3D model of a solar device with instructions for construction.
Orientation in time and space	Investigate how, in history, different cultures have made use of energy for different needs.
Globalization and sustainability	Debate Hervé Kempf's* ideas about "how the rich are destroying the Earth".

*Hervé Kempf has more than 20 years of experience as a reporter. He is the environmental editor of Le Monde, France's most influential daily newspaper, and the founder of Reporterre, a Web site devoted to discussion about the environment and social justice. He lives in France.

Choose a Global Context that Explains *Why* Your Inquiry Matters:

- **Identities and relationships** — Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human. *Examples of community projects:* Laughter therapy campaign in children's hospital or elder care home; tutoring classes providing additional or special instruction to elementary school students; researching the effects of cola drinks on digestion and developing a campaign to promote available healthy choices.

- **Orientation in time and space** — Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives. *Examples of community projects:* joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history; making a plan for wheelchair accessibility; inspired by lack of facilities in the local community, seeing to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions.

- **Personal and cultural expression** — Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. *Examples of community projects:* improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors; performing a theatre play to raise awareness on bullying; promoting intercultural understanding through a graffiti contest.

- **Scientific and technical innovation** — Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs. *Examples of community projects:* helping a local community make an efficient, low-cost use of energy-powered devices; developing a program to promote the use of wind energy for domestic devices; campaigning to reduce paper use and to promote recycling; campaigning to reduce water, electricity, or fuel waste.

- **Globalization and sustainability** — Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunties and tensions provided by world-interconnectedness; the impact of decision-making on humankind and environment. *Examples of community projects:* campaigning to raise awareness and reduce plastic straw waste use; passing a plan to local authorities for tree planting in an area in need of re-greening; creating a school or community garden.

- **Fairness and development** — Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution. *Examples of community projects:* campaiging for fair-trade awareness; contributing to educational opportunities, for example, supporting a local non-governmental orgnaization that works on literacy in our town; addressing the concerns of immigrants and migrant populations.

The presentation at the end of the community project is an oral presentation delivered to an audience.

Individuals will be allotted 6-8 minutes to present. Groups will be allotted 10-14 minutes to present.

Students will receive four scores — one for each criterion — documented in their Leadership Team class.

At the time of your presentation, you must submit the following items to your project supervisor (Leadership Team teacher):
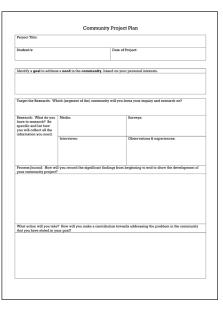
- Completed academic honesty form
- Completed project proposal for action form
- Process journal extracts
  - Maximum of 10 for Individuals and 15 for groups
  - Removed from journal and attach to this rubric — choose the examples that show your best work on the project and that support what you include in your presentation
  - Students working in groups should submit an equal number of journal extracts from each member of the group
- Any supporting visual aids used during the presentation (PowerPoint, displays, posters, etc.)
- Bibliography/sources

There will be no question-and-answer sessions or formal interviews to assess the student(s) on the project or adjust achievement levels met by the presentation itself.

Students must acknowledge their sources regardless of their format of presentation.

Possible models for presentations can be found by searching "teen" on *www.ted.com/tedx*, or at *www.tedxteen.com*.

Academic Honesty Form

Project Proposal for Action Form