

# Lower Merion High School Senior Project

2009-2010

## Senior Project Handbook

The Senior Project is the last formal learning experience of your Lower Merion Educational Career. This project can show your potential, demonstrate prior learning, and help you understand a stronger sense of self. More importantly, the Senior Project can capture your imagination. It can offer you an adventure, tapping into your interests at a transitional time in your life. The hope of Senior Project is to engage your sense of curiosity proactively by having you initiate, develop, and engage in a plan of action. A faculty member will advise you through a process of discovery, encouraging you to embrace what's possible and challenge yourself through the Senior Project. This Senior Project Handbook explains the expectations, process, and outcomes of the Senior Project for easy use, starting with some questions and answers.

Tell me, and I will  
forget. Show me,  
and I may  
remember.

Involve me and I  
will understand.

*Confucius*



# Questions and Answers

It is important that students bring a certain ragamuffin barefoot irreverence to their studies; they are not here to worship what is known, but to question it.

*Jacob Bronowski  
The Ascent of Man*

## What is the Senior Project?

The Lower Merion School District Senior Project is designed to fulfill the requirements established in the Pennsylvania School Code (1998) for a “culminating project” to be completed by every graduate. The Senior Project, based on an interest that you choose, is shaped by or developed out of an essential question that you pose. The essential question is an overarching query, unable to be answered with a simple yes or no, that drives any large research project. After that question is created the rest of the project is about answering or researching that question and then telling us what you learned about the topic of your question. The project is divided into three phases:

- preparation and planning
- the doing or experiential process (in the community)
- reflection, documentation, and presentation.

## Why the Senior Project?

The Senior Project will give you a model for learning anything that you want in the future. In fact Senior Project:

- helps with transition into life after high school
- taps into an interest or desire you want to learn more about
- gives you a different kind of learning experience
- puts into practice the knowledge and skills you have acquired to see if they have value
- helps you to learn new skills by doing
- helps with direction and focus for the future
- allows you to independently create, design, and implement a project
- demonstrates how everything is about learning
- provides an opportunity to take responsibility, claim ownership, and feel empowered

## When does the Senior Project occur?

The LM Senior Project begins formally in February and ends after your formal presentation in June.

- Seniors end the third quarter on March 18, 2010
- Seniors will end the fourth quarter on May 7, 2010
- Experiential phase – May 10- 28, 2010
- Presentation dates - June 1-7, 2010



### **Where does the Senior Project take place?**

Most formal high school learning takes place in a classroom and library or on the internet. However the Senior Project introduces you to the idea that any place can become a site for learning. In fact, the Senior Project can provide countless options for you to choose where to learn and what you want to learn. Since the Senior Project is experience based, you can research your essential question in a variety of places outside of the physical site of the high school. Any of these can be a component to the research and/or experiential aspects of the Senior Project:

- job shadowing
- interning at an organization, corporation, or non-profit
- setting up an interview with people in the field who have expertise with your chosen topic
- volunteering at a community service/non-profit site
- networking with people at their place of work, fundraisers, or at special events
- meeting interviewees at a coffee shop or restaurant to discuss the working of your project
- making observational notes at a football stadium, an art museum, a community park, a mural site, a music event, a lecture at a local college, etc.

Learning happens everywhere, in all contexts of your life: home, school, ball field, studio, workplace, street, grocery store, bank, mall, etc.

It is important, for you to transition out of the high school experience with the desire and understanding that learning will never stop.

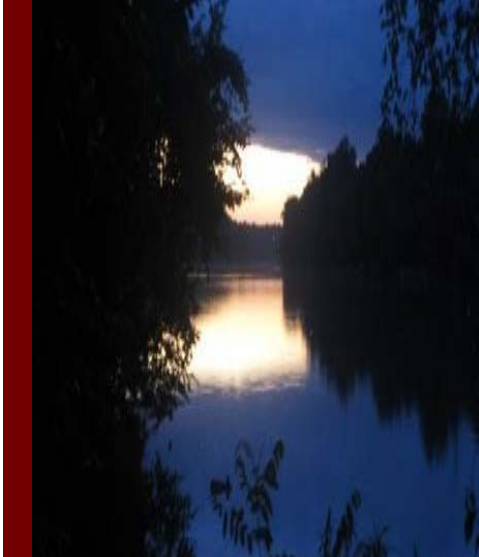
I believe that  
all education  
proceeds by  
participation  
of the  
individual in  
the social  
consciousness  
of the race.

*John Dewey*

## Who is involved in the Senior Project?

Many people can be included in your Senior Project. Listed are some of the key players.

- Student – The student creates a project by posing an essential question and a plan to answer that question, follows the process, meets deadlines, submits required forms and completes assignments.
- Faculty Advisor – The faculty advisor supports the senior during the project and conducts mandatory meetings as scheduled. The faculty advisor meets with the student and offers advice, guidance, and feedback on the development of the project through discussions based on the work the student has completed in his/her Senior Project notebook. The advisor also contacts the outside mentor by phone twice during the project: once before the placement period, to confirm placement and to answer any questions the outside mentor might have; and once during the placement to confirm the student is at the placement and to discuss the student's experience. The advisor contacts parents and the project coordinator as situations warrant. Additionally, the faculty advisor collects necessary forms and documents. At the end of each marking period, the faculty advisor grades the student based on the project rubrics.
- Community Facilitator/Mentor – Students are expected to engage an outside mentor for the experiential learning phase of their project. The outside mentor is a resource in a particular area of interest related to the student's essential question, and/or will provide facilities or other support for the completion of the project. Resourcefulness, independence, and the ability to learn are traits measured by this project; therefore, it is important that seniors demonstrate the ability to identify, locate, and contact an community facilitator/mentor and use specific skills developed during the project to ensure learning. Like the faculty advisor, the community facilitator/mentor should see his/her role as a mentor rather than as a supervisor. The outside mentor will be asked to submit feedback that identifies the student's willingness to learn and a signed log sheet that identifies the 70 hours logged by the student.
- Senior Project Coordinator - The senior project coordinator oversees the project. The coordinator conducts activities that support the advisor, the student, and the development of the project. The coordinator, with the assistance of the appropriate personnel, establishes presentation scheduling and logistics as well as project deadlines and requirements. Questions that cannot be answered by the advisor can be directed to the coordinator. All policies regarding the Senior Project are ultimately determined by building administration.
- Parents and parent's network - This network is used for getting advice, making connections, and brainstorming ideas.
- Student's personal network – This network is used for contacting a project sponsor, getting advise on the Senior Project process, making connections, and brainstorming ideas.



## How do I do a Senior Project?

You will be guided through this process by a faculty advisor. Starting in the third quarter and ending in the days before graduation, you will be required to:

- attend scheduled Senior Project meetings printed on your second semester schedule.
- complete the assignments in this handbook
- complete the experiential phase of Senior Project
- give a formal presentation before a panel

During the experiential phase you will be responsible for at least 120 hours of work – 70 hrs. of facilitator/mentor verified work, 50 hours of reflection, documentation, meetings, preparation for presentation, and formal presentation.

## How will I be graded?

You will earn .5 of a credit for the Senior Project during the second semester of the senior year. You will earn a grade of "P" or "F" for each of the following: third quarter, fourth quarter, and final presentation. All assignments and forms must be complete before you are released for the experiential phase. Additionally, you must make a satisfactory final presentation to pass the project and graduate. Rubrics in this handbook clarify specific requirements and guide your learning. Students who fail to meet the project responsibilities will not walk at graduation and/or not graduate.

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You need to trust your own thinking, not because it will always be right, but because it's the only thinking you have. If you trust your thinking and make a mistake, the feedback resulting from your mistake will very quickly tell you that it was wrong and incorrect. If you accept somebody else's thinking and you make a mistake, then you have already turned off your thinking to accept theirs and the feedback saying it was a mistake will be ignored for a while. That will make a much more serious mistake out of it.

*Anonymous*

## General Overview

Each student will be assigned to a faculty advisor with whom he/she must meet on a scheduled basis throughout the third and fourth quarters. The faculty advisor's role is to guide the student through the following stages.

February 1-5, 2010 **Introduction** (To understand the big picture of the project)

- Assignment 1 given: What do I have to do to pass the senior project?

February 15-19, 2010 **Identifying an Interest** (To make the project personally meaningful)

- Discussion of Assignment 1 - Passing the Senior Project
- Assignment 2 given: What do I have to do to make the senior project meaningful for me?

March 1-5, 2010 **Establishing an Essential Question** (To drive the project)

- Discussion of Assignment 2 - Making Senior Project Meaningful
- Assignment 3 given: What do I know about and how will I learn about my area of interest?

March 8-12, 2010 **Finding a Mentor/Placement** (To ensure a good experience)

- Discussion of Assignment 3 - Developing Essential Questions
- Assignment 4 given: Submitting your essential question.
- Assignment 5 given: How do I use my personal network to find a mentor/placement?

THIRD QUARTER ENDS FOR SENIORS ON MARCH 18, 2010

March 22-26, 2010 **Preparing for Placement** (To identify skills for experiential learning phase)

- Discussion of Assignment 5 - Finding a Mentor/Placement
- Submit Assignment 4: Essential Question Form
- Assignment 6 given: Submitting three (3) forms to your advisor Parental Permission, Community Facilitator/Mentor, Project Proposal Plan.

April 12-16, 2010 **Experiential Learning Phase** (To probe the essential question)

- Submit Parental Permission, Outside Facilitator, Project Proposal Plan
- Discussion of Reflection, Documentation, and Presentation.
- Assignment 7 given: Reflection during the Experiential Learning Phase

FOURTH QUARTER ENDS FOR SENIORS ON MAY 7, 2010

May 10-19, 2010 **Meeting with Faculty Advisor** (To reflect on the learning experience)

- Discussion of Assignment 7: Reflection during the Experiential Phase
- Assignment 8 given: Final presentation, demonstration, or performance
- Assignment 9 given: Submitting Outside Facilitator Evaluation Form and Log Sheet

May 20-27, 2010 **Meeting with Faculty Advisor**

- Discussion of Assignment 7: Reflection during the experiential phase
- Prepare for presentations

EXPERIENTIAL PHASE ENDS FOR SENIORS ON MAY 27, 2010

June 1-7, 2010 **Final Presentation, Demonstration, or Performance**

- 15-20 minute presentation, followed by 10 minutes of questions
- Hand in completed Outside Facilitator Evaluation Form/ Log Sheet to faculty advisor  
(without this form you cannot graduate)

## Detailed Overview

February 1-February 5, 2010

### **Student/Advisor/Coordinator Meeting**

Senior project coordinator conducts this meeting for the purpose of helping the student and advisor begin a productive project.

- Coordinator distributes Senior Project handbook and notebook
- Coordinator introduces the Senior Project
- Coordinator introduces Assignment 1: Passing Senior Project
- Advisor and student confirm that assignment 1 is due next meeting
- Advisor and student confirm the date of next meeting

February 15-19, 2010

### **Student/Advisor Meeting**

- Advisor and student discuss Assignment 1 to ensure that senior understands how to pass senior project.
- Advisor and student discuss how Assignment 1 fits into the rest of the project.
- Advisor helps student solve any confusion about the project.
- Advisor introduces Assignment 2: Making Senior Project Meaningful
- Advisor and student confirm that assignment 2 is due next meeting.
- Advisor and student confirm date for next meeting.

March 1-5, 2010

### **Student/Advisor Meeting**

- Advisor and student discuss Assignment 2 to ensure that senior has identified an area of interest.
- Advisor and student discuss how Assignment 2 fits into the rest of the project.
- Advisor helps student solve any confusion about the project.
- Advisor introduces Assignment 3: Developing Essential Questions
- Advisor and student confirm that Assignment 3 is due next meeting.
- Advisor and student confirm date for next meeting.

March 8-12, 2010

### **Student/Advisor Meeting**

- Advisor and student engage in discussion regarding Assignment 3 to ensure that senior understands what an essential question is.
- Advisor and student discuss how assignment 3 fits into the rest of the project.
- Advisor helps student solve any confusion about the project.
- Advisor introduces ASSIGNMENT 4: SUBMITTING AN ESSENTIAL QUESTION and Assignment 5: Finding a Mentor/Placement
- Advisor and student confirm that assignments 4 and 5 are due next meeting.
- Advisor and student confirm date for next meeting.

Quarter 3 ends for seniors on March 18, 2010

March 22-26, 2010

### **Student/Advisor Meeting**

- Student SUBMITS ASSIGNMENT 4 to advisor.
- Advisor and student discuss Assignment 5 to ensure that senior is using his/her personal network to obtain a placement.
- Advisor and student discuss how assignment 5 fits into the rest of the project.
- Advisor helps student solve any confusion about the project.
- Advisor introduces ASSIGNMENT 6: PARENTAL PERMISSION, OUTSIDE FACILITATOR FORM, AND PROJECT PROPOSAL PLAN
- Advisor and student confirm that Assignment 6 is due next meeting.
- Advisor and student confirm date for next meeting.
- Preview ASSIGNMENT 9: OUTSIDE FACILITATOR EVALUATION FORM AND LOG SHEET

April 12-16, 2009

**Student/Advisor/Coordinator Meeting**

- Student SUBMITS ASSIGNMENT 6 to advisor.
- Coordinator discusses Reflection, Documentation, and Presentation.
- Coordinator introduces Assignment 7: Reflection during the Experiential Phase
- Coordinator helps senior and advisor solve any confusion about the remainder of the project.
- Advisor and student discuss Assignment 7 to ensure that the senior understands the skills necessary for the experiential learning phase.
- Advisor helps student solve any confusion about the project.
- Advisor and senior confirm date for next meeting.

Quarter 4 ends for seniors on May 7, 2010

Experiential Learning Phase Runs May 10-27, 2010

May 10-19, 2010

**Student/Advisor Meeting**

- Advisor and student engage in discussion regarding placement to ensure that the senior understands how to proceed through placement.
- Advisor and student discuss how the experiential learning phase fits into the rest of the project.
- Advisor and student discuss Assignment 7: Reflection during the Experiential Phase
- Advisor helps student solve any confusion about the project.
- Advisor introduces Assignment 8: Final Presentation Demonstration or Performance
- Advisor reviews ASSIGNMENT 9: OUTSIDE FACILITATOR EVALUATION FORM AND LOG SHEET
- Advisor and student confirm date for final presentation/demonstration/performance.
- Advisor and student confirm date for next meeting.

May 20-27, 2010

**Student/Advisor Meeting**

- Advisor and student discuss Assignment 7: Reflection during the Experiential Phase
- Advisor and student engage in discussion regarding placement to ensure that the senior understands how to proceed through placement.
- Advisor and student discuss Assignment 8: Final Presentation/Demonstration/Performance.
- Advisor offers student feedback on the senior project notebook.

June 1-7, 2010

**Presentation, demonstration, or performance**

- Senior presents, demonstrates, or performs final piece (Assignment 8).
- Submit ASSIGNMENT 9: OUTSIDE FACILITATOR EVALUATION FORM AND LOG SHEET to faculty advisor

## **Assignment 1: Passing the Senior Project**

**To be completed in senior project notebook**

### **What do I have to do to pass the Senior Project?**

Introduction: Any project begins with identifying resources and examining how those resources are organized. It is always worthwhile to envision the end of the project in its simplest terms. In this assignment, you are asked to answer the following question: What do I have to do to pass the Senior Project?

Instructions: In your Senior Project notebook, answer the following 5 questions. You will be able to answer these 5 questions by examining the Senior Project Handbook. Bring this notebook and the handbook to your next meeting with your advisor where you will discuss the steps of the project.

Questions:

1. What is the end product of this project?
2. What assignments must be completed to get to that final product?
3. When is each of these assignments due?
4. Who can guide me in these steps?
5. What other resources do I have available to me?

Conclusion: You have taken the first step to a successful project: You have envisioned the steps that you must take to be successful.

## **Assignment 2: Making Senior Project Meaningful** **To be completed in senior project notebook**

### **What do I have to do to make the Senior Project meaningful for me?**

Introduction: Now that you have completed assignment 1, we want you to think about this project in a deeper way. In other words, you know the steps that you have to take. Now how will you make the project more than just following certain steps? We want you to be able to answer the following question: What do I have to do to make the Senior Project meaningful for me? We do that through a process called reflection.

Instructions: In your Senior Project notebook, answer the following 3 questions. You will only find the answers to these 3 questions in your own mind, in your own thinking. Bring this notebook to your next meeting with your advisor where you will discuss the direction of your project.

Questions:

1. Looking at the answers from assignment 1, which steps do you think that you will find easy and why?
2. Looking at the answers from assignment 1, which steps do you think that you will need help with and why?
3. At this point, what do you think your senior project can be about? Explain why you are heading in that direction.

Conclusion: You have just used reflection as a tool to process information that you gathered during assignment 1 and have begun to develop ideas and possibilities for your project. You will be asked to use the tool of reflection throughout the senior project. If you have trouble answering the above questions, you could discuss the following additional questions with your advisor: What are my interests? How do I like to spend my free time? What activities do I like to do with my friends? What activities do I like to do alone? When I was in elementary school, what did I dream of doing when I grew up? What do I dream of becoming as an adult? What are my talents or best skills? What adults in my life do I find most interesting and why?

### Assignment 3: Developing Essential Questions To be completed in senior project notebook

#### What one question can I create to drive my senior project?

Introduction: Now that you have completed assignment 2, it is time to consider developing your own questions that will drive your project. Your goal is to create a single question, your essential question that will guide you through your experiential phase and to your final product.

Instructions: In your senior project notebook, answer the following 2 questions and complete the following 3 instructions. Bring this notebook to your next meeting with your advisor where you will continue to discuss the direction of your project.

- Questions:
1. Reflecting on the answers from assignment what do you already know about this area of interest and what do you want to know about this area of interest?
  2. Locate at least two reputable articles addressing your area of interest, giving the bibliographic entry(MLA format) for each and explaining what you learned about your area of interest.
  3. Conduct at least one interview with a person outside of the school who knows something about your area of interest and explain how each interview helped you understand your area of interest.
  4. After completing the above, list at least 5 questions that come to mind that would help you satisfy your interest in this area? Below is a list of examples of questions that are derived from an interest in film.
    - A. How does film tell a story?
    - B. What equipment is needed to make a good film?
    - C. How does a director manage the people involved in making a film?
    - D. What jobs are available in the filmmaking industry?
    - E. What is the job of a director?
  5. Select one of your questions; revise it and reword it so that it will keep you focused on the rest of your project. Or, combine two or more of these questions into one to keep you focused on the rest of your project. This will be your essential question. Below is an example.
    - A. How can I use my equipment (camera, dollies, arms, computers) to tell a good a story?
    - B. What is the history, current state, and future of jobs in the filmmaking industry?

Conclusion: You have now completed the steps to get you to your essential question. Remember that your essential question can be adjusted and revised as you go through the project. Sometimes, experience and research require such revisions.

**Assignment 4: ESSENTIAL QUESTION FORM**  
**Submit completed form to your advisor**  
**ALL FORMS MUST BE TYPED**

**The Essential Question**

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

My Essential Question:

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Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Advisor Name: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

## Assignment 5: Finding a Mentor/Placement

### To be completed in senior project notebook

**How do I find a mentor/placement who/which will help me pursue my essential question?**

Introduction: In order to find an excellent placement, you will need to understand that a good placement is not just a place but also a place where a mentor will guide you. The mentor will sign an agreement saying that he/she will act as mentor in your pursuit of your essential question, be the person to whom you will answer, and sign off on your 70 hours. Therefore, when approaching a potential mentor, you will want to bring your notebook because the notebook represents all of the thinking that you have done on your project so far. It includes what you want to pursue, research in that area, and most important, your essential question. Your potential mentor will be very interested in knowing that you have given this placement some serious thought. The potential mentor will also ask you questions about the project itself. It will be useful to bring the senior project handbook along. With this information and thoughtfulness, you should have a good chance finding a mentor and good placement for your project.

Instructions: In your Senior Project notebook, answer the following question and respond to the following assignment. Bring this notebook and the handbook to your next meeting with your advisor where you will discuss the steps of the project.

Questions:

1. Reflecting on your essential question, do you know anyone that works in your area of interest? List those people.
2. List all the people in your personal network.

*Note: A personal network includes all the people that you know or come in contact with on a regular basis, such as friends, family, your friend's family, family friends, neighbors, teachers, classmates, doctors, shopkeepers, etc. You never know who might know someone that can be a possible placement/mentor or knows someone who can help. Your chances of finding a satisfying mentor/placement is better if you talk to more people and tell more people about your interest and project.*

Conclusion: Many adults, in fact most adults, are intensely interested in helping young people in real world projects. Don't be afraid to approach people in your personal network with your ideas about your senior project. Additionally, you might find that when you approach one person about your project, you will also meet a number of other people who can be helpful. Secretaries, assistants, colleagues of the person that you intend to see often are just as helpful as the person that you intend to see. While looking for a placement, you automatically extend your network of contacts.

**Assignment 6: PARENTAL PERMISSION**  
**Submit form to your faculty advisor**  
**ALL FORMS MUST BE TYPED**

**Parental Permission/Release for Participation**

This completed form is to be returned to the faculty advisor.

Student: \_\_\_\_\_

The undersigned, being the parent or guardian of above student, hereby authorizes this student to attend and participate in the Lower Merion High School Senior Project for the current school year.

It is understood and agreed that transportation for this student to and from the location of the Senior Project site is the responsibility of the student and the parent(s) or guardians). The undersigned acknowledges that there is insurance coverage provided by student, parent, or guardian for student while traveling to and from the location of the Senior Project site and that the amount of this coverage is satisfactory to the undersigned.

In consideration of the training and experience that this student will receive through this program, the undersigned agrees to release and to indemnify, defend and hold harmless, including reasonable attorneys' fees, the Lower Merion School District and its employees and representatives and the employer of community facilitator/mentor and their employees, agents and representatives from any claims or liability of any kind arising out of this program including, without limitation, injuries to student, or third parties, as a result of action or inaction of student. It is also understood that parents/guardians will have knowledge of the students stated activities during the experiential phase as well as any products and their content that is produced as a result of the Senior Project.

Intending to be legally bound hereby, the undersigned executes this Authorization and Release on the date indicated below.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
(Date)

**Assignment 6 continued: OUTSIDE FACILITATOR AGREEMENT**

**Submit form to your advisor**

**ALL FORMS MUST BE TYPED**

**Outside Facilitator Agreement**

I have read the information about the Lower Merion High School Senior Project. I have met with the student, explored the student handbook, and discussed the program. I understand the purpose of the program and will strive to provide experiences for the student to achieve goals that relate to his/her interests. I will have knowledge of the student's activities, final presentation, and any products produced as a result of this experience.

I agree to serve as a Facilitator for \_\_\_\_\_(student name) for approximately fourteen(14) days, five (5) hours a day or the equivalent. I also agree to document the student's hours by signing his/her log sheet.

Facilitator  
Name \_\_\_\_\_

Facilitator  
Signature \_\_\_\_\_

Institution/Business \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone Number \_\_\_\_\_

Email \_\_\_\_\_

Parent signature: \_\_\_\_\_

Advisor signature: \_\_\_\_\_

Questions may be directed to:  
Ronnie Manlin, Senior Project Coordinator  
Lower Merion High School  
245 E. Montgomery Avenue  
Ardmore, PA 19003  
manlinr@lmsd.org

**Assignment 6 continued: PROJECT PROPOSAL FORM**

Submit completed form to your advisor

**ALL FORMS MUST BE TYPED**

**Project Proposal**

Student Name: \_\_\_\_\_

Student email: \_\_\_\_\_

Student home phone number: \_\_\_\_\_

Essential question:

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Outline of proposed activities to answer the essential question during the experiential phase (minimum 70 hours):

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Outside Facilitator signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Assignment 7: Process of Reflection

To be completed in senior project notebook

### How can I learn through the reflection process during the experiential phase of the senior project?

Introduction: Moving into the experiential phase of the project, you will find the skill of reflection to be a most important tool. To gain the most from your experience/placement, you need to observe and record what you think was the most important event of that day. Learning from that event does not happen until you reflect on it.

Instructions: In your Senior Project notebook, consider and write about anything that you find interesting. This could include:

- relationships,
- the context,
- important persons, events, or skills you learned or witnessed,
- new ideas that you develop,
- questions that arise,
- new understandings of yourself or others,

As you make notes, use a two-column approach in which one column is what you observed or thought and another column that comments on why you thought it was important. Bring this notebook to each of the remaining meetings with your advisor where you will have a discussion about the experience based on your entries. At the end of your experience you will have at least fourteen (14) entries that will help you to respond to the eight questions that will frame your presentation:

- 1) Why did you choose your area of interest?
- 2) What was your essential question?
- 3) What skills and knowledge did you learn?
- 4) What obstacles did you encounter and how did you overcome or get past those situations?
- 5) What were your greatest successes or most interesting or most exciting and important events or thoughts?
- 6) What did you learn about yourself?
- 7) What conclusions or understandings about your essential question did you reach?
- 8) How did this experience move you into your future? What would you like to do with this area of interest in the future?

Conclusion: The experiential phase is never complete unless you learn from that experience. This occurs when you notice and think about what is going on around you and in what you have participated. This reflective piece creates an opportunity for you to gain much from this phase of the project and prepares you to answer your eight questions in your final presentation, demonstration, or performance.

## Assignment 8: Presentation Preparations

### Final presentation, demonstration, or performance

#### Final Presentation, Demonstration, or Performance

Introduction: It is now time to draw conclusions and prepare to make a presentation, a demonstration, or a performance in response to your own essential question.

First, you will need to decide if you will make a presentation, demonstration, or performance:

**A Presentation** is a formal speech that engages the audience with good public speaking skills that you have learned during your twelve years of school. Those skills include rhetorical skills (developing your idea clearly and logically, etc.) and presentation skills (making eye contact, having your speech internalized, etc).

**A Demonstration** requires students to demonstrate their knowledge, skills, and strategies by showing how something works, how something is built or created, or how to do something.

**A Performance** requires students to act in the role of some professional capacity.

Singing a song, playing an instrument, performing a skit are all examples of a performance.

Once you have decided which mode you will use, consider what you want to convey to your audience. In a formal presentation, demonstration, or performance, tell your audience:

- 1) Why did you choose your area of interest?
- 2) What was your essential question?
- 3) What skills and knowledge did you learn?
- 4) What obstacles did you encounter and how did you overcome or get past those situations?
- 5) What were your greatest successes or most interesting or most exciting and important events or thoughts?
- 6) What did you learn about yourself?
- 7) What conclusions or understandings about your essential question did you reach?
- 8) How did this experience move you into your future? What would you like to do with this area of interest in the future?

Instructions: Your presentation should demonstrate evidence of rehearsal. Arrive at your location for your final presentation, demonstration, or performance early so that you can prepare any resources that you will use. Do not take up time during the presentation itself to download resources. This is a formal event. Please dress professionally. You will present before a panel of your faculty advisor and one other adult, preferably a parent or guardian. You should also invite your outside facilitator and any other people who might find your presentation interesting. Your panel will assess you based on your response to the eight guiding presentation questions (listed above), your response to your own essential question, your public speaking skills, and your professional appearance. Your presentation time is 15 minutes. The panel will take 10 minutes to ask questions. You must make a satisfactory final presentation to pass the project and graduate.

**Assignment 9: SENIOR PROJECT EVALUATION FORM AND LOG SHEET**

Submit completed form to your advisor

ALL FORMS MUST BE TYPED

**Outside Facilitator Evaluation Form and Log Sheet**

Student: \_\_\_\_\_

Outside Facilitator: \_\_\_\_\_

Week of Monday, May 10

No. of Hours worked during Week #1: \_\_\_\_\_

Sponsor/Consultant Signature: \_\_\_\_\_ Date \_\_\_\_\_

Week of Monday, May 17

No. of Hours worked during Week #2: \_\_\_\_\_

Sponsor/Consultant Signature: \_\_\_\_\_ Date \_\_\_\_\_

Week of Monday, May 24

No. of Hours worked during Week #3: \_\_\_\_\_

Sponsor/Consultant Signature: \_\_\_\_\_ Date \_\_\_\_\_

Total No. of Hours worked (minimum 70) \_\_\_\_\_

FEEDBACK: Please indicate Satisfactory (S) or Unsatisfactory (U)

1. Was the amount of effort put forth by the student acceptable? \_\_\_\_\_

2. Did the student attend as scheduled? \_\_\_\_\_

3. Was the student cooperative? \_\_\_\_\_

4. Did the student accept responsibility and make decisions? \_\_\_\_\_

5. Did the student demonstrate an appropriate attitude? \_\_\_\_\_

Comments \_\_\_\_\_

\_\_\_\_\_

Outside Facilitator Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

## Rubric (3<sup>rd</sup> Quarter)/Evaluation Report

Student must earn a "P" on all steps in order to pass for the third quarter

	P	F
Assignment 1: Passing Senior Project	Completes the notebook entry thoughtfully, answering all preliminary questions and the driving question of this assignment.	Fails to complete the notebook entry thoughtfully, or fails to answer all preliminary questions or the driving question of this assignment.
Assignment 2: Making Senior Project Meaningful	Completes the notebook entry thoughtfully, answering all preliminary questions and the driving question of this assignment.	Fails to complete the notebook entry thoughtfully, or fails to answer all preliminary questions or the driving question of this assignment.
Assignment 3: Developing Essential Question	Completes the notebook entry thoughtfully, answering all preliminary questions and the driving question of this assignment.	Fails to complete the journal entry thoughtfully, or fails to answer all preliminary questions or the driving question of this assignment.
Independence and Initiative	Handles appointments and deadlines in a timely and responsibly fashion.	Fails to handle appointments and deadlines in a timely and responsibly fashion.

## Rubric (4<sup>th</sup> Quarter)/Evaluation Report

Student must earn a "P" on all steps in order to pass for the fourth quarter

	P	F
Assignment 4: Submitting Your Essential Question	Successfully completes and submits Assignment 4 form: Submitting your Essential Question.	Fails to successfully complete and submit Assignment 4 form: Submitting your Essential Question
Assignment 5: Finding a Mentor/Placement	Completes the notebook entry thoughtfully, answering both questions and the driving question of this assignment.	Fails to complete the notebook entry thoughtfully, or fails to answer both questions or the driving question of this assignment.
Assignment 6: Submitting your Parental Permission Form, Outside Facilitator Form, and Project Proposal Plan Form	Successfully completes and submits all three (3) forms	Fails to successfully complete and submit all three (3) forms.
Independence and Initiative	Handles appointments and deadlines in a timely and responsibly fashion.	Fails to handle appointments and deadlines in a timely and responsibly fashion.

## Rubric (ELP/Final)/Evaluation Report

Student must earn a "P" on all steps in order to pass for Final/Presentation

	P	F
Assignment 7: Reflection during the Experiential Phase	Completes notebook entries thoughtfully, posing and answering student-driven questions and working to answer the essential question of this project.	Fails to complete notebook entries thoughtfully, or fails to pose or to answer student-driven questions or the essential question of this project.
Assignment 8: Final Presentation, Demonstration, or Performance	Presentation, demonstration or performance answers the eight guiding questions of Senior Project. Student makes a professional appearance. Student responds to his/her own essential question.	Presentation, demonstration or performance does not answer all eight guiding questions of Senior Project. Student fails to make a professional appearance. Or student fails to respond to his/her own essential question.
Assignment 9: Outside Facilitator Evaluation and Log Sheet	Submits completed and signed Outside Facilitator Evaluation and Log Sheet with at least 70 hours.	Fails to submit completed and signed Outside Facilitator Evaluation and Log Sheet or has fewer than 70 hours.