

West County Community High School

Be the Change

Project Packet

2011-2012



* Replacement
\$10. *

packets will cost

Breakdown by Grade Level for BTC Projects

Project Component	Freshmen	Sophomore	Junior	Senior
Work Log	Log Checks T.B.A by individual HR teachers.	Log Checks T.B.A by individual HR teachers.	Log Checks T.B.A by individual HR teachers.	Log Checks T.B.A by individual HR teachers.
<u>Letter of Intent</u> - given to staff member to read and evaluate.	Due: 09/15/11-09/30/11	Due: 09/15/11-09/30/11	Due: 09/15/11-09/30/11	Due: 09/15/11-09/30/11
<u>Waiver & Letter of Intent</u> (with teacher and parent signature) due.	Due: Friday, 09/30/11	Due: Friday, 09/30/11	Due: Friday, 09/30/11	Due: Friday, 09/30/11
<u>Revised Letter of Intent</u> (if needed)	Due: Monday, 10/11/11	Due: Monday, 10/11/11	Due: Monday, 10/11/11	Due: Monday, 10/11/11
Commitment Poster	X	X	Due: Monday, 11/15/2011	Due: Monday, 11/15/2011
Mentor Letter	Due: Thursday, 1/26/2012	Due: Thursday, 1/26/2012	Due: Thursday, 1/26/2012	Due: Thursday, 1/26/2012
Research Paper	4-5 pages Due: Wednesday, 2/1/2012	4-5 pages Due: Wednesday, 2/1/2012	8-10 pages Due: Wednesday, 2/1/2012	8-10 pages Due: Wednesday, 2/1/2012
<u>Revised Research Paper</u> (For failing grades)	Due: Wednesday, 2/15/2012	Due: Wednesday, 2/15/2012	Due: Wednesday, 2/15/2012	Due: Wednesday, 2/15/2012
Mentored Project	10 hours Due: Thursday, 3/1/2012	10 hours Due: Thursday, 3/1/2012	15 hours Due: Thursday, 3/1/2012	15 hours Due: Thursday, 3/1/2012
<u>Oral Presentation & Portfolio</u> (includes Work Log & all other project components)	To Homeroom Due: Tuesday, May 1, 2012	To Homeroom Due: Tuesday, May 1, 2012	To Ms.T Due: Thursday, May 10, 2012	To Panel of Judges Due: End of the year, week of Star Testing

DESCRIPTION AND GOALS:

A Culminating Academic Project

The Be the Change Project (BTC) is an opportunity to investigate something of interest to you. The project, which you will complete during the spring semester of your senior year, consists of three parts: a paper that answers an academic question (or questions) about your project, a mentored project related to your paper, and an oral presentation to a panel of judges from the school and community.

If for example, you are interested in sailing, your paper might investigate the aerodynamics of small sailboats, and your mentored project might be to learn how to sail a one-person sailboat. In addition to your Be the Change teacher, an adult mentor (or mentors) will assist you throughout your work on the project.

In establishing the Be the Change Project, the staff has the following goals:

1. To provide students with an academic culmination to their high school careers.
2. To allow each student to discover and investigate a subject of genuine interest.
3. To provide an authentic assessment tool for students to demonstrate mastery of the integrated skills of critical thinking, listening, speaking, writing, reading, and calculating.
4. To promote self-esteem.
5. To encourage students to develop the academic self-reliance to continue education beyond high school.
6. To enhance school spirit by engaging students in a common academic challenge.
7. To improve the students' education by increasing contact between the school and community.

The Be the Change project work must be turned in every year in order to graduate high school. However, a student who fails any of the three parts of the project (paper, mentored project, or presentation) fails that semester of BTC and must resubmit the failing portion to gain partial credit.

WORK LOG ASSIGNMENT: A Running Record of Your Work

Part of your Be the Change Project assignment is to keep a running record of your work. Whenever you spend time on any part of the project, keep track of your thoughts and activities in this log. You should date your entries.

It may be helpful to think of this as a journal. The log will also help in terms of documentation of your project. Begin your log as soon as you start working on any part of your project. Here are some things to include:

1. Periodic reflections on what you are learning.
2. Ideas and notes for your paper.
3. Reactions to your reading.
4. Reactions to your telephoning and organizing.
5. Reactions to meetings with your mentor(s).
6. Notes on your interviews, along with signatures, telephone numbers and/or business cards

of your interviewees (for documentation).

7. Reactions to your interviews.
8. Reactions to visits associated with your project.
9. Questions for your mentor, teacher, or yourself.
10. Money spent.
11. Time spent and due dates.
12. Copies of “Thank You” notes to mentor and/or interviewees.
13. Other?

From time to time, your Be the Change/Homeroom teacher may read and comment on your work log. Some teachers may assign a class grade for your logs, while others may include the log as part of your portfolio grade at the end of the project. The panel of judges at your presentation may also review your work log as part of the project portfolio.

LETTER OF INTENT: Approval of Your Plans

Your letter of intent is how you will inform the Topic Approval Committee and your family of your Be the Change Project plans. This letter and a Project Waiver Form must first go home for a signature by your parent or guardian, then returned to be signed by the Be the Change teacher. The letter is then submitted to the Topic Approval Committee and placed in your project portfolio. Be sure to keep a copy of your letter to give to your mentor later.

Your letter of intent should follow standard business letter form (see sample on next page) and include each of the following:

1. At the top of the letter, a direct statement of the question you want to answer and the academic subject(s) involved.
2. An explanation of what, if anything, you already know or have accomplished in the area you have chosen, and the way in which the Be the Change Project will represent a challenge to you.
3. The importance of your investigation and connections between your project and academic experiences you have had in high school. Topics involving hobbies or recreational activities will be particularly scrutinized for academic tie-in.
4. A statement of the question(s) you will answer in your paper included in the body of your letter.
5. An explanation of your mentored project and its relationship to your paper.
6. Possible resources you may use and an estimate of expenditures in time and money.
7. A signature of approval, with comments and suggestions if needed, from a WCCHS teacher. This must be secured 24 hours in advance of the due date.
8. Parent signature.

In approving Letters of Intent, the Topic Approval Committee will look to see that the paper answers a thoughtful question that is neither too broad nor too narrow. The mentored project should offer the student a clear challenge in light of the student's background, and the letter must state what the tangible outcome or product will be. The committee will also check for academic relevance of the topic and be sure there exists the availability of possible resources, as stated by the student. In addition, the paper and project should avoid superficial or common topics unless a fresh approach can be found.

Sample Letter of Intent

QUESTION: How does abuse affect the development of a child?

ESLR'S ADDRESSED: Community Building, Habits of Work, Academic Rigor, Knowledge of Self.

ACADEMIC SUBJECTS INVOLVED: Sociology, Child Development, Psychology

123 Whitney Court
Walnut Creek, CA 94598

January 29, 2010

Topic Approval Committee
West County Community High School
777 Sonoma Street
Richmond, CA 94806

Dear Sir or Madam:

The project I have chosen is to volunteer at a childcare center and create a scrapbook of my involvement there. I am interested in child development and became interested in social issues this year. I am wondering how treatment of a child affects later development. I will contact Oliver Hardy at the Crisis Nursery in Concord to be my mentor.

In my paper I hope to answer the question: How does abuse affect the development of a child. This topic will involve a large amount of library research and interviews with child care specialists and psychologists working with children.

This project will be challenging for me because I have not worked with children before, other than babysitting for my neighbors. I will use my knowledge from my Child Development and psychology classes. The mentored project should involve about 40-50 hours of work and will cost about \$50 for transportation and materials.

I hope this meets with your approval.

Sincerely,
Perry Winkle
Perry Winkle
Be the Change Teacher: Ms.T, Period 1

I approve the academic relevance of this paper. Yes _____ No _____

Teacher signature: _____ Print Name _____

Teacher comments/suggestions: _____

Parent signature: _____ Topic Approval Committee: Approved _____ Not Approved _____

**COMMITMENT POSTER:
For All the World To See**

Your commitment poster is your chance to “go public” with your choice for a Be the Change Project.

The poster will be displayed prominently at school and will allow the entire student body to see what you are up to.

Requirements:

Size: Exactly 12x12 inches on light poster board.

Material: Poster board of any color.

Contents: The poster should include (a) your name; (b) the question you will investigate in your paper; (c) a statement of your project that begins with an active verb that defines your involvement in the project, and (d) a visual representation that symbolizes your project, such as a photo, drawing or collage.

Letter and Design:

If possible, invest in transfer type or letter stencil for a more professional look. You may also generate attractive headings from a computer.

Use decorative types sparingly, and for headings only. Do not, however, use them in all capitals! This is difficult to read. For example: "BE THE CHANGE PROJECT PAPER"

Durability:

Another consideration when making your poster is durability. Your commitment poster will be on display for nearly four months. If you are going to make a 3-D poster, consider how well it will hold up when hung on a flat surface. Make this something you will be proud to have others see!

THE PAPER:

A Serious Investigation That Interests You

Content:

The first component of the Be the Change Project is to plan and write an 8-10 page research paper in which you answer your topic question. Throughout the process of writing the paper, your Be the Change teacher is a guide and resource.

The Be the Change Project paper must include:

1. A snappy title. The best titles usually capture the reader's interest immediately, and clearly relate to the material discussed in the paper.
2. An interesting introduction, leading into a clear statement of the writer's question. The introduction should spark the reader's interest, include information on the background which led the writer to choose his or her topic, and lead to a clear statement of the question the writer investigated. Usually, the question will appear near the bottom of the first page and no later than the bottom of the second page.
3. A place description. The paper must include a descriptive passage demonstrating the writer's experience of a location outside of home or school and directly relevant to the topic. The description should be no less than a paragraph and no more than a page; readers will carefully scrutinize longer place descriptions for relevance.
4. A significant amount of research from reading. The paper must reflect at least 200 pages of reading from *at least* two books. All other sources used by the writer should be appropriately and adequately credited (see in-text citations and bibliography requirements). Reliance on a single source, or undocumented electronic sources (such as *Wikipedia*) will be penalized.
5. In-text citations in MLA format for all research. Include credible, frequent, and correctly formatted citations for research from a variety of sources. Interviews should not be cited.
6. At least two face-to-face interviews. The interviewees must be properly introduced to the reader, and at least one direct quote from each interview must appear in the paper.
7. Reflection. The reflection may appear as part of the conclusion at the end of the paper, or be woven throughout; it is crucial that the writer adequately reflects on what he or she has learned and the conclusions reached. Use of "I" is appropriate in this portion of the paper.
8. A bibliography. A complete bibliography in MLA format that includes all sources cited in the paper and *no* sources which are not cited in the paper.

Style:

In addition to the content requirements on the proceeding page, you should follow these stylistic

requirements when writing your paper:

1. Write with a style that shows enthusiasm for the subject. Engage the reader by using narration, description, incorporation of reading research, conversations with experts, and standard English usage.
2. Use a balance of direct and indirect quotes. Cite all materials from your research, whether directly or indirectly quoted. A minimum of at least two books used and 200 pages of reading must be evident.
3. All papers must be typed, double-spaced, in a standard 12-point font with one inch margins.
4. Please do not use cover sheets, folders or bind your papers.

Grading Procedure:

COMPLETE DRAFT This is not a “rough” draft! Your BTC teacher will evaluate and grade this draft, while also providing ideas for improvement, especially for those with potentially failing papers. The mentor will comment on this draft for accurate and sufficient research. To receive credit for the paper, the student must provide a hard copy of their paper to their teacher. Also, submit this draft to your mentor.

FINAL REVISED PAPER Your final revised draft will be scored holistically.

FAILING PAPERS Students with failing papers must receive tutoring, revise, and resubmit their papers. Grades of revised papers will be averaged with previous failing grades to reach a final paper grade. Submit your previous paper and grading sheets with the revision.

The Paper Writing Process:

Your paper should integrate the skills learned in WCCHS's writing program:

1. Gather information from all sources to address the questions you have formulated.
2. Define your topic and find a focus that best addresses this topic.
3. Choose appropriate details, description, information and resources for your topic and paper.
4. Revise and edit your paper to make sure it leads the reader through your personal journey of discovery.
5. Evaluate and reflect upon your discovery. Edit and proofread again. Your paper should be of publishable quality.

In tackling a paper like this, be a prepared and open-minded observer. Have questions in mind when beginning research, whether it be in the library or in the field. Stay open for new information, questions, facts and details. Be ready for surprises. Try to look behind facts and details for meanings and contradictions. Gather more than it's possible to use so you can choose what is appropriate when you find a focus.

Remember, you are trying to show your journey to answer questions and present what you learned to your audience. Perhaps your focus is the part of the research that proved the most rewarding; perhaps it is the stumbling blocks you had to overcome; perhaps the pursuit of one discovery was the most enlightening; or perhaps your journey switched directions, and that change led you to a new focus.

The choice of details, description, and facts are most important for a writer. The materials you choose from your research must advance your journey appropriately. There is no room for fluff. A paper on photography, for example, should probably not include a detailed description of the drive to Santa Cruz, whereas a description of the workshop of a master bicycle builder might provide essential and serious details that reveal the essence of his work and what you learned.

Not every paper will have the same amount of each ingredient. As in good cooking, the cook determines the seasoning and varies the spices accordingly. You may have to adjust your blend. In rereading and editing, there will be things you must cut and others you must develop to make your concoction palatable to your reader.

Your reflection and evaluation are essential- how you handle them is determined by your paper. Perhaps you can reflect at certain places along the way, or you may choose to save your reflection until the end. You must choose based on your project and experience. The watchword, as with the entire Be the Change Project, is “**You decide!**”

Most of all, keep in mind that the paper should make what you learned come to life and indicate your enthusiasm and growth. Present what is important to you and make it important to your readers. It should be a paper you will be proud to have anyone read and it should be your work at its best.

Conducting the Interview

Your paper must include information from at least two people who are experts in your subject. These interviews must be conducted in person and can include your mentor. Prepare yourself ahead of time by knowing what you want to find out from them. Phone or contact your interviewee ahead of time to set up a meeting and be sure to arrive on time.

PREPARING FOR THE INTERVIEW: Prepare questions you want answered or areas you want to investigate. Keep your paper's primary question in mind, and use your reading to show you already know something about your topic.

Organize your questions into two categories. Have some with short, safe answers that will break the ice (i.e. What is your background? How did you first become involved in the subject?); and others that are more anecdotal or evaluative that cover what you really want to find out (i.e. What do you think of...? What's hard about...? Please explain the... Tell me about a time when...).

Stay alert! Be prepared to come up with additional questions based on the responses your interviewee makes. Avoid personal matters and questions that invite simple yes-or-no answers, but don't be afraid to ask the big question or get your source to open up. Be willing to go with the flow of the conversation, but also be prepared to bring the subject back around to what you want to know.

FACING YOUR INTERVIEW: Arrive on time and be appropriately dressed. Note details about your interviewee and the surroundings for possible use in your paper: the room, dress, gestures, appearance, etc.

Be careful that your note taking doesn't destroy the give-and-take of natural conversation. Instead—with permission, of course—use a tape recorder. Later, you could play back what has been said and ask the interviewee if there is anything more to add.

Show interest in what is said. Keep your paper's primary question(s) in mind and use follow-up questions based on responses to pursue your investigation. Thank the interviewee at the end of the interview, and, if possible, ask for a business card to include in your portfolio or log. Ask permission to contact them again if you have further questions.

AFTER THE INTERVIEW: Review your notes or tape and decide what you can and can't use. Be sure to send your interviewee a thank you note.

Integrating Personal Interviews

Integrating interviews requires different techniques than regular research and quotes. Readers of your final BTC Project paper will expect development and description of interviewee and the place where you met with them as well as *directly* quoted dialogue. You may paraphrase your interview, but only *after* you have directly quoted them. Direct quotation of your interview is required, but aim for a balance of both direct and indirect quotations.

In utilizing both your personal interviews in your paper you must:

1. Create and describe character and place. Note where the interview was conducted, preferably the first time you introduce this person in your paper and before you quote them. Use five-sense description to set the scene. Describing character is better achieved by describing *what and how* people do things and in *what* they say and *how* they say it, not by what color their eyes are or how tall they are. Integrate dialogue “beats” between their words.
2. Do not CITE your interviews. There should never be parenthesis after you quote interviewees. *Imbed quotes into your own sentences.* Your English teacher will show examples of how to integrate short “kernels” of quotations into your own sentences.
3. Be sure to use quotation marks and punctuate them correctly. Refer to the MLA Handbook for proper usage.

Place Visit and Description

Another requirement of the BTC Project will be to visit a place related to your topic. This could be a visit to an artist’s studio if you were doing a project on sculpting; to a city planning commission if your project were to investigate solutions for traffic problems; or to a hospital if you were interested in doing a paper on health care. In other words, this visit should help in answering the question for your paper.

The description and reflection on your visit should be woven into the body of your paper in a style that shows descriptive skills. Where you include this information will vary from paper to paper depending on your topic and focus while writing it. The total length of the place description should be within reason.

Other Materials

When appropriate, other materials can be included in your paper, such as photos, illustrations, glossary, tables, etc. These should also help answer your paper question and could be included in the body of your paper or in an appendix. These should not be counted as part of the eight-to-ten pages required for the text of your paper.

Paper Reflection

One of the most important parts of your paper will be the section in which you reflect on what you have learned while investigating your topic. Remember, you could weave your reflections into the body of your paper at appropriate moments, or you could write a section at the end.

The following questions are suggestions to help you reflect on your paper:

What did you learn?

What did you learn that you didn't expect?

What did you learn about yourself? About life? About people?

How are you different now than when you started your paper?

Do you feel differently now about your topic or your question?

What did you do that you didn't expect? How do you feel about that?

What was easy for you? Why?

What was hard for you? Why?

What did you learn from the problems you encountered?

What did you learn about writing?

Did you find out anything about how you personally learn?

What did you discover about "book learning" compared to "real world" learning?

What surprised you about the people you interviewed?

Did you learn anything about taking risks?

How is your paper related to your academic studies in high school?

What did you learn about the importance of what and how you've learned in school?

Was your mentored project changed or influenced in any way by your work on the paper?

What comments have you had from others (friends, family, teachers)?

Would you approach your paper any differently, knowing what you know now?

Other?

Examples of In-Text Citations

Although formal footnotes are not required, you are not excused from the legality of crediting others whose ideas you use. In-text citations must be included so your reader will know where you got your facts and where to go for more information on the subject. Anything cited in the body of your paper should have a full entry in the bibliography.

In-text citations consist of the last name of the author you are citing, plus the page number(s) that apply to your quote or paraphrase. If you use the author's name in the body of the text, then you merely need to include the page number(s) in parentheses at the end of the passage.

Below are passages from successful papers that make good use of in-text citations. Note format for the punctuation.

From a direct quote in a paper on "A Musician's Career" by Anna Fraser ('94):

"Whether moved by prudence of expertise, the courts of Europe present a panorama of enlightened patronage unrivaled by another institution of the past, and unmatched by any council, corporation or committee of the present" (Hogwood 16).

From a paraphrased passage in a paper on "Silent Victims" by Rachel Ash ('94):

From [this article] I learned that if physical abuse occurs during the first few years of life, the years when the deepest, most formative layers of the personality are formed, the result may be severe mental aggression (Kurz 157).

When the author's name is included in the body of the text, the citation need only include the page number, as long as it is clear in the bibliography where the excerpt was taken. The following is from a paper on "Benefits of Meditation":

Shakti Gawain explains in his book *Creative Visualization* that the ultimate goal of imagery is to "be able to make every moment of our lives a wondrous creation" (39).

NOTE: The first time you refer to anyone in the text of your paper, use their full name plus an identification (for example, Irwin Moore, a full-time sculptor). Any time after that, refer to them by their last name only. You should, however, include their title any time after that when appropriate (such as Dr., Sgt., etc.).

Example of Bibliography

At the end of your paper should be a list of references from both your reading and interviews. For additional information on both in-text citations and formatting the bibliography, refer to the MLA Citation Guide.

You must list entries *and* categories alphabetically. If no author is given, list it as if the author is “Anonymous,” but leave the author blank. Include your interviews under primary sources. Here is a small sampling of styles.

BIBLIOGRAPHY

Books:

Fleming, Thomas. *Liberty!: The American Revolution*. New York: Viking, 1997

Sennett, Richard, and Jonathan Cobb. *The Hidden Injuries of Class*. New York: Vintage Books, 1972.

Electronic Sources:

Saletan, William. “The Ethicist’s New Clothes.” *Slate* 16 Aug 2001. 17 Aug 2001. http://slate.msn/framegame/entries/01-08-16_113959.asp.

Encyclopedias:

Lumiansky, R.M. “Chaucer.” *The New Encyclopedia Britannica*. 15th ed. 1998.

Periodicals:

Gawande, Atul. “The Man Who Couldn’t Stop Eating.” *The New Yorker*. 9 Jul 2001: 66-75.

Primary Sources:

Vujovich, Lisa, Writing teacher and writer, Concord High School, Concord, CA. Personal interviews. April 12 and 13, March 4, 1992.

THE MENTORED PROJECT: An Activity That Interests You

The second part of your BTC Project is to engage in a challenging activity related to the topic of your paper. You will take the responsibility for the nature and extent of your mentored project. You will be assisted by a mentor from the staff or community who will provide you with guidance and expertise. In some cases, someone other than your mentor may assist you in critiquing your paper.

The following guidelines apply to the mentored project:

1. The mentored project must represent a genuine challenge.
2. A minimum of fifteen hours effort is required to complete a passing mentored project. A tangible product, such as a demonstration of a skill or other documentation, is required.
3. With Topic Committee approval, two students may work together to complete a mentored project (proportionally increasing the hourly requirement). Students must, however, submit a compelling rationale in their letters of intent and complete separate papers and presentations. The letters of intent must be submitted together.
4. Your mentor must be at least a high school graduate with expertise in the area of your project, who may not be a member of your immediate family. The mentor is responsible for passing or failing the project by determining that (a) you have undertaken a project that is a genuine challenge, and (b) your project represents at least fifteen hours effort.
5. Students are encouraged to undertake mentored projects for which they may also receive credit in other classes.
6. Mentors may pass incomplete projects that represent sufficient quality and effort. For example, if you attempted to get your pilot's license and found that it would take over a hundred hours of flight time to complete, you may still get credit if you put in at least the minimum number of hours for the project.

ATTENDANCE: If work on your project requires you to be absent from any class, your absence will be legal only if it is prearranged and approved two days in advance by the office. Your parent must call the office to excuse the absence.

THE PRESENTATION: A Report of What You Learned

When your paper and project are complete, you will give a presentation to a panel of judges the week of STAR testing (Seniors only). Presentations should be carefully planned to be eight-to-ten minutes long, after which the judges will conduct a two-minute question period before their evaluation.

Typically, your panel of judges will consist of:

1. Two staff members whose additional responsibility is to coordinate the presentations.
2. Two members of the greater WCCHS community.

Your presentation should include:

1. A discussion of the paper, the question(s) it answered, and what you learned.
2. A discussion of the mentored project and what you learned.
3. A discussion of the relevance of your paper and project to your academic work in high school.
4. The role of the mentor.
5. A demonstration or the use of other audio-visual aids.
6. Appropriate and interesting presentation techniques.
7. A question and answer session at the end.

Seniors who were prevented by emergencies from making presentations on their assigned days will need to arrange for a make-up panel day.

Gathering Presentation Ideas

The following questions can help you plan what you will say during your presentation. In addition, look over your paper and your work log. Carefully consider each question and take notes as you plan your presentation.

OVERVIEW:

How did you decide on the subjects of your paper and project?
How are your paper and mentored project related?
How was your BTC Project related to projects in other classes?

THE PAPER:

What question(s) did you hope to answer in your paper?
How is your topic related to other academic work in high school?
Who did you interview for your paper and what did you learn from them?
What did you read and what did you learn from your reading?
Where did you visit during research for your paper and what did you learn?
What difficulties did you overcome in writing your paper?
What were the three most important things—both personal and practical—you learned as a result of writing your paper?

THE MENTORED PROJECT:

What exactly was your mentored project?
Who was your mentor and how was he or she qualified?
How did you find your mentor and what were your arrangements for meeting with him or her? How often did you meet?
How was your mentor of help in completing your project?
How was your mentored project related to your other academic work in high school?
What were the three most important things—both personal and practical—you learned as a result of completing your project?

REFLECTIONS:

How is your BTC Project different from the way you originally envisioned it?
What feelings did you have as you started your BTC Project?
What feelings do you have about your BTC Project now?
Overall, what did you learn about yourself from completing your BTC Project?
How do you think your BTC Project will affect you in the future?
What comments did you have from others (teachers, students, family, others) about your BTC Project?
If you could do your BTC Project over, what would you do differently?
Why would you recommend (or not recommend) your BTC Project to next year's students?

Presentation Preparation

Your BTC Project presentation should be one of the most memorable events of your school year. Your

audience will be small and supportive and you will be well prepared. This is your chance to show off!

The entire presentation, including demonstration and visual aids, should run between eight-to-ten minutes, followed by two minutes of questions.

ORGANIZING YOUR PRESENTATION:

Write the ideas you have gathered and culled from your paper, work log and reflections on separate 3x5 (or 4x6) cards and arrange them in logical order. Also include cards for your introduction, conclusion, and places where your visual aids and demonstrations may be added later.

Plan an opening that will:

1. Introduce yourself and gain your judges' attention.
2. Explain your motivation for choosing your topic.
3. Take no more than a minute.

Plan the development of the presentation to:

1. Discuss what you learned from your interviews, research and visits.
2. Discuss what you've learned from the mentored project.
3. Connect your project with your academic work in high school.
4. Show the role of the mentor and others who have helped you.
5. Include a demonstration and/or use of visual aids.
6. Last about six minutes.

Plan a conclusion that will:

1. Reflect on your personal growth.
2. Leave the audience with something to think about.
1. Last about a minute.

SPEECH TECHNIQUES:

Your presentation should be polished and professional. In order to achieve this, you should plan on multiple rehearsals. Practice for your family, your classmates and in front of the mirror.

Posture. Stand with confidence. Your audience has come to hear what you have to say, so take command. Avoid pacing and any distracting gestures that will take away from your presentation (such as playing with jewelry, crossing your legs, flapping your note cards, or putting your hair behind your ears, for example).

Voice. Be sure that you speak loudly and slowly enough to be heard. Avoid speaking in a monotone.

Eye Contact. Look at your audience while you speak. Practice your presentation thoroughly enough so you need only glance at your notes occasionally.

Appearance. Dress appropriately for your presentation.

Demonstration or Visual Aid. Practice with your demonstration or visual aid so that you will look like you know what you are doing. When working with power point or posters, be sure you talk to the audience and not to your visual aids.

PREPARING FOR QUESTIONS:

Your presentation will conclude with a two-minute question period. You will *not* be examined on your topic, but rather asked several informal questions about what you have done and learned.

There is no way to know what the judges will ask, but here are some questions you should think about to prepare for your question section:

1. What questions did students ask during your practice presentation?
 2. What is the most interesting aspect of your presentation?
 3. What variety of views might the judges hold about your topic?
1. What questions from the “Gathering Presentation Ideas” sheet did you not have time for in your presentation to answer?

THE PORTFOLIO: A Document That Contains Your Work

Before your presentation, you will prepare a portfolio. This will be what you take with you after the project is over. In addition, you will present this to the judges prior to your presentation for them to review.

The portfolio should include:

1. A title page and a Table of Contents.
2. The Letter of Intent summarizing the goals of your project.
3. The log of work on the paper and mentored project.
4. The final draft of the paper.
5. A sample of the mentored project (if written). If your project was not written, you could include pictures, documentation of any certificates of completion, letters from a supervisor, etc.
6. The BTC Project waiver form.
7. The Mentor Information letter.
8. The Mentor Critique sheet.
9. The Mentored Project Verification of Completion, signed by your mentor.
1. Any additional material you think is important.

SAFETY NETS: Safeguards Against Failure

Because of the importance of the BTC Project, the staff has included “safety nets” to assure your success.

The Paper:

1. The Letter of Intent must be signed and approved by a staff member other than your Be the Change teacher to insure academic relevance.
2. Teachers advise students about problems in their first draft. Mentors read drafts for factual accuracy and sufficient research.
3. Students with failing papers must get tutored.
4. Students revise and resubmit failing papers with original versions for a second evaluation.

The Mentored Project:

1. The Topic Approval Committee approves mentored projects before work begins.
2. The mentor and BTC teacher monitor and assess the quality of the mentored project as the student works.
1. Students may reassess and renegotiate the goals of their mentored project as they work.

The Presentation:

1. Students practice their presentations.
1. 2. Students who are prevented by emergencies on their assigned days may make them up. If a student cannot be present on either of the presentation days, he or she must contact his or her BTC teacher and make sure a panel can be set up for them. Having to work, or a doctor’s appointment is not an emergency—the student must arrange in advance to be available on their presentation day.
1. Special needs accommodations can be made.

CHOOSING YOUR PAPER AND PROJECT:

Focusing Your Paper and Mentored Project

2. The following pages can help you decide which of your interests will make a good BTC Project. Your task is to narrow your interest into questions you will answer in your paper, and activities you will complete for your mentored project. The examples below are just a small sample of the thousands of possible BTC Projects that you could do. A good choice now will help avoid problems later.

AREA OF INTEREST	PAPER QUESTION	MENTORED PROJECT
1. Physical Science and Auto Shop	How does an internal combustion engine work?	Rebuild a carburetor or organize a WCCHS carpool program
2. Ecology and Government	How do city planners solve traffic problems?	Develop a solution for Richmond's traffic problems.
3. Drafting and Economics	How have Japanese automakers affected American designs?	Develop a presentation for factors which influence car buyers.
4. Mathematics and History	What are the origins of algebra?	Develop a math tutoring program at a nearby elementary school.
5. Spanish and Art	How did El Greco influence the world of art?	Plan a trip to the cultural centers of Spain.
6. Physics and History	What makes an airplane fly?	Enroll in a course to get a pilot's license.
7. History and P.E.	What is the history of the American Cup?	Train and crew for a yacht race.
8. Child Development and Psychology	What influences a child's development in the first three months?	Volunteer and develop care plans for a childcare center.
9. Psychology and Physiology	What are the pros and cons of abortion?	Develop a brochure for Planned Parenthood or a Pro-Life clinic.

Interest Inventory

Picking a topic for your BTC Project is one of the most important choices you will make this year. The brainstorming list below is a way to imagine every topic you might want to consider. If you are having trouble picking a topic, use the following list to jot down any interest you might have that could become a Be the Change Project.

Sports: _____

Physical training and fitness: _____

Arts and crafts: _____

Photography and graphics: _____

Architecture and design: _____

Performing arts: _____

Business and investment: _____

Travel: _____

Politics: _____

Community concerns/volunteering: _____

Consumer economics/nutrition: _____

Science: _____

Mathematics: _____

Computers: _____

Industrial Arts: _____

Writing and literature: _____

Animals: _____

Environment: _____

Other ideas: _____

Brainstorming and Narrowing

Clustering and other brainstorming techniques are excellent ways to develop ideas for your BTC

Project. Use these methods and the help of your teachers to come up with a worthwhile project for your school year.

The questions below may provide ideas for a good project. Answer them thoughtfully.

- What other hobbies or interests do you have?
- What subject have you taken that you would like to study further?
- What course(s) would you have taken at WCCHS if you had more time?
- What do you plan as a college major?
- What do you know that you could teach others?
- What do you plan as a career?
- What are you good at?

Start deciding which ideas you have will make a good BTC Project. On your brainstorming list, consider and list items that:

- Are of genuine interest to you.
- Are connected to academic work done in school.
- Have information and significant research available for your paper.
- Have experts available as interview and mentor possibilities.
- Will make an enriching mentored project.
- Will not take too much money or time.
- Will provide a challenge.
- Are related to your college or career goals.

Based on the above criteria (and discussions with friends, family and teachers), choose a paper topic and mentored project:

Paper Question: _____

Mentored Project: _____

The Mentor Letter:

The following letter should be used to contact and secure your mentor. Be sure that both you and your mentor understand the level of commitment needed for this project. Your mentor will be expected to guide you in your project, help read and critique your paper, and verify that you have completed at least 15 hours toward the project.

In some cases, an expert other than your mentor may be asked to read and critique your paper.

Two copies of the mentor letter follow. One should be given to your mentor and the other put in your portfolio after your BTC teacher has checked it.

WEST COUNTY COMMUNITY HIGH SCHOOL
777 Sonoma St.
Richmond, CA 94806
(510)230-4105



Dear Mentor:

On behalf of West County Community High School we would like to thank you for agreeing to be a mentor for a Be the Change Project. This project is a graduation requirement consisting of three parts: a research paper, a mentored project, and a presentation before a panel of judges.

Mentors are most important in helping students produce a project that applies the knowledge gained during the paper-writing phase. The project challenges them to go beyond the experiences they have had in the past. While not all mentored projects are directly tangible, students must produce actual documentation to verify their 15 hours. Shadowing alone is insufficient. While one student might rebuild an engine, another might run in the Bay-to-Breakers or stage a dance routine.

As a mentor, we ask that you do the following:

1. Review the Letter of Intent that your student will provide to describe his or her BTC Project.
2. Read, evaluate, and comment on a draft of your student's paper for accuracy and sufficient research if qualified on the topic. If not, student will need to find another reader with expertise on the topic.
3. Help your student define his or her mentored project clearly and decide at what point it will be considered complete.
4. Be certain that the mentored project requires the student to be challenged.
5. Meet with your student several times to provide help and advice to make the project a success. The mentored project must be completed by March 1, 2012.

Please keep a copy of this letter for yourself and return the other with the student. Your efforts are greatly appreciated by both the student and the West County Community High School staff. Our Be the Change program would be impossible without the help of mentors like you. If you have any questions, feel free to call the school at the number above.

Sincerely,

West County Community High School Be the Change Department

Student Name _____

Signature _____ of Mentor _____ Phone _____ Number _____

Name of Mentor (Please Print) _____Qualifications of Mentor

Expert/Mentor Critique Sheet:

The following form is to be presented to your mentor along with the first draft of your paper. This form should be filled out by your mentor and turned in with an additional copy of your paper to your Homeroom teacher by the time you do your oral presentation.

Your Expert/Mentor Critique sheet is considered a necessary part of successful completion of your mentored project. This could be filled out by someone other than your mentor who has expertise in your field.

BE THE CHANGE PROJECT: Expert/Mentor Critique Sheet

Dear Mentor,

Thank you for agreeing to critique this paper for _____ . With this form, the student should provide the most recent draft of his/her Be the Change Project paper. Please read the paper for content, keeping in mind it will be revised. You are to read to make sure that the facts and research are accurate and sufficient.

Please make comments on the margins of the draft, answer the questions on this sheet, and feel free to add any additional comments on the back. This paper is a requirement for the student's graduation, so your help is appreciated.

1. Has the writer any misinformation or has he/she made any factual errors?

yes _____ no _____

Comments:

1.

2. Can you suggest sources for additional research for this topic, suggesting material to research and persons to interview?

1.

3. What information can you give to help the student improve the content of the paper (including your own knowledge of the topic)?

4. I have read this paper and discussed my comments with the student.

2. yes _____ no _____

Additional comments:

3.

Mentor's name and qualifications: _____

Mentor's signature: _____ Phone Number: _____

Mentor Verification Form:

This form is to verify the completion of your mentored project. Be sure to share this with your mentor long before the published due date of March 1, 2012.

BE THE CHANGE PROJECT: Mentor Verification Form

Name of Student _____ Grade _____

Mentored Project _____

As a Be the Change Project mentor, your final responsibility is to verify completion of your student's work and to pass his/her project. This is due by March 1, 2012.

1. Please check if you have seen the following documents:

_____ Your student's letter of intent, explaining plans for BTC Project.

_____ A mentor information letter, explaining your responsibilities.

_____ A copy of your student's BTC Project paper.

Comments: _____

2. Please list dates you have met with student:

Date _____ Reason for Meeting _____

Date _____ Reason for Meeting _____

Date _____ Reason for Meeting _____

Additional meeting dates: _____

Comments: _____

3. How did the project stretch or challenge the student's abilities? Please assess the quality of the project:

4. Please verify that your student spent at least 15 hours (10 hours for 9th & 10th graders) on the project:

yes _____ no _____

Mentor's signature _____

Name (please print) _____

Qualifications as mentor _____

Date _____ Telephone Number _____

THANK YOU FOR YOUR ASSISTANCE!

Waiver Form

The following authorization and release to participate in the BTC Project is due by September 30, 2011. This form is required by West County Community High School. Any questions about the signing of this form should be addressed by contacting the appropriate administrator.

I am the parent or legal guardian of _____ who
(Student's Name)

has enrolled in the Be the Change (BTC) Project at West County Community High School (WCCHS). I understand that the Be the Change Project is an independent study course which requires travel off the WCCHS campus to property and places not owned or operated by WCCHS. I also understand that the BTC Project requires

_____ to schedule and travel to appointments
(Student's Name)

and to work with individuals and entities who are not employed by and are not agents of WCCHS. I further understand that when traveling to and/or attending appointments and/or touring property not owned and/or operated by WCCHS _____ will not be under (Student's Name) the immediate and direct supervision of an employee or agent of WCCHS.

I have read the material distributed by West County Community High School about the BTC Project. In accordance with my understanding, which is outlined in the paragraph above, I authorize _____ to participate in the BTC Project on
(Student's Name)

_____, and I release and hold
(State Nature of Project)

harmless WCCHS, along with its employees and agents, from any and all liability for personal injury, including physical, emotional, and pain and suffering injuries, and/or property loss and damage which I and/or _____ incurs while he/she participates in or travels to

(Student's Name) activities not held on property owned and/or operated by WCCHS and which are associated with the BTC Project.

Signature of parent/guardian

Date

Signature of Student

Date

Score-to-Grade Transfer for Presentations: (Seniors only)

Five judges will grade your presentation using the Presentation Evaluation form (see next page), but only the middle three scores will count in evaluating your grade. The total points you receive from the middle three judges will transfer to a letter grade as shown below.

103-105	=	A+
97-102	=	A
94-96	=	A-
91-93	=	B+
85-90	=	B
82-84	=	B-
79-81	=	C+
73-78	=	C
70-72	=	C-
67-69	=	D+
64-66	=	D
63	=	D-
0-62	=	F

BE THE CHANGE PROJECT PAPER: Rubric Comparisons

The following form is provided for you to react, comment, and evaluate the grades you received on your paper.

Name: _____ Period: _____

List the scores you received from each of the readers:

	Regular Teacher	Reader #1	Reader #2
Required Parts			
Content/Thought			
Research			
Style			
Language			
Total			
Grade			

Comments made by all graders:

Explanation of Differences:

Reaction(s):