

# Ashland High School Senior Project Handbook



Artwork by AHS Digital Media

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# BE A VERB, NOT A NOUN... Bill Gabriel

## VOLUNTEER

YMCA (lots of programs)—DUNN HOUSE (requires training)...AMS... WALKER...  
BELLVIEW... HELMAN... AHS... (something you want to offer, change?) TUTOR SPANISH  
SPEAKERS... MEALS ON WHEELS... HEAD START... HEADWATERS... ASANTE... CROP WALK... AFTER-SCHOOL  
PROGRAMS... ACCESS ... APD ... COMMUNITY WORKS / FAMILY FOCUS... LINDA VISTA (love your  
elders?)... WOMEN'S CENTER... COMMUNITY HELP CENTER... BOOSTER CLUB... PRESCHOOLS... HOLLYHOCK  
NURSERY... PERSONAL SAFETY CLOWNS... RECYCLING... PEACE HOUSE... SOUTHERN OREGON HISTORICAL  
SOCIETY... LITTLE LEAGUE

## CREATE

A CLUB... (both the girls' Crew Team and the International Club were senior projects)... A GOWN, A COSTUME, A  
WARDROBE (love to sew)... A PERFORMANCE (dance, music theater)... A SHOW (photography, art, sculpting,  
woodwork, pottery)

## COACH

COACH WITH PROGRAMS AT AMS or ELEMENTARY SCHOOLS or YMCA or CREATE YOUR OWN TEAM  
SOCCER... BASEBALL... BASKETBALL... TENNIS... VOLLEYBALL... SKIING... SWIMMING... BIKING

## COMPUTE

DAZZLE WITH YOUR CREATIVE COMPUTER WIZARDRY... DO A NEWSLETTER FOR A CLASS, A PROGRAM, AN  
ORGANIZATION...WRITE YOUR OWN PROGRAM... CREATE YOUR OWN GAME or WEBSITE

## GET DIRTY

ORGANIC GARDENING... GROW HERBS... BLM... FOREST SERVICE... PARKS & REC... BUILD TRAILS... PLANT  
TREES... ARBOR DAY... STREAM CLEAN-UP... EARTH TEACH FOREST PARK... NORTH MOUNTAIN PARK...  
CARS... TRUCKS...MOTORCYCLES...BICYCLES

## AND...

MASSAGE... MIDWIFERY ... ACUPUNCTURE... ACUPRESSURE ... CATERING ... LANDSCAPING ... CARTOGRAPHY...  
MARTIAL ARTS... PUBLISHING... WRITING... BUSINESS

## TYPES OF PROJECTS

COMMUNITY PROJECTS...TEACHING PROJECTS...VOCATIONAL PROJECTS... PRIMARY RESEARCH  
PROJECTS... PERFORMANCE PROJECTS... PRODUCTION PROJECTS ... CREATIVE ARTS PROJECTS...  
PERSONAL DEVELOPMENT PROJECTS

## THE SENIOR PROJECT

Attached are the forms you will need to get started. Please review the Senior Project information closely. Make sure that you have an approved proposal BEFORE you start your project. Proposals will be turned in to your CCR/Econ teacher.

The Senior Project is an opportunity for students to follow their passion. Students pick a project that offers an opportunity for personal growth and giving back to the community. Projects must be a new learning experience or a significant expansion of a previous experience. What matters are the “aha” moments, new insights, skills, and understanding gained from participation in the project. A key component is that this is a self-directed process mentored by an expert. The student is asked to solve real problems, apply emerging skills to new situations, and to take time for reflection of their new learning.

The goal of the Senior Project is to go **ABOVE AND BEYOND** anything you have done before, do something meaningful, and push yourself outside of your current experiences and comfort zone.

**Fundraising is not encouraged as a Senior Project. If it is a component of your project, you must meet with Amanda McGrew or Karl Kemper for further details.**

Successful completion of the senior project is an AHS graduation requirement.

*Students may start their project when approved by the Senior Project teacher committee (see Amanda McGrew in 206).*

### Requirements

1. Fulfill a 20-hour, self-directed, personal growth, or service-oriented project.
2. Document your project in a way that is shareable to a larger audience/community
2. Turn in complete and appropriate required documents on time.
3. Present a successful Senior Project.

## SENIOR PROJECT CHECKLIST and DUE DATES 2018-2019

	<b>Winter Pres.</b>	<b>Spring Pres.</b>
Parent/Guardian Permission Form	Fri. Sept. 21	Fri. Sept. 21
Project Proposal (Single Page)	Wed. Oct. 31	Fri. Oct. 31
Co-Presenter Agreement (if applicable)	Wed. Oct. 31	Wed. Oct. 31
Mentor Agreement	Wed. Nov. 14	Tues. Dec. 11
Learning Log w/ Mentor Initials check	Mon. Jan. 7	Fri. April 26
Mentor Evaluation	Mon. Jan. 7	Fri. April 26
Speech Outline	Tues. Jan. 8	Mon. April 29
<b><i>Senior Project Presentations</i></b>	<b><i>Wed. Jan. 9</i></b>	<b><i>Wed. May 1</i></b>

# SENIOR PROJECT PROPOSAL/AGREEMENT

***\*\*\*Must Be On File Before Project Begins\*\*\****

The Project Proposal is the form students will use to identify what their project will be and to gain approval of their plan. The proposal summarizes this plan.

Proposal Guidelines:

1. Students should pick a topic that is relevant, meaningful, and interesting.
2. The project should be linked to personal growth and benefit to the community or a wider audience.
3. Students should be able to complete their project in a minimum of 20 hours.
4. Students should consider potential mentors as they think about choice of project.
5. Students should ask themselves the following questions as they consider possible projects:
  - ❖ 1) Why am I choosing this project? 2) Why is it important to me?
  - ❖ 3) In what will I be involving myself? 4) What type of results am I looking for?
  - ❖ 5) What will be the benefit to me and/or others?

Proposal Title:

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The written Project Proposal will meet the following standards:

- ❖ Correct spelling and grammar usage
- ❖ Use single-spaced, size 12 formatting in a basic font
- ❖ Name in the top left corner of the page.
- ❖ Write your proposal in paragraph format.
- ❖ Limit to one page.
- ❖ **Attach this cover to your proposal.**

Student email: \_\_\_\_\_ Student Cell #: \_\_\_\_\_

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

Approval: Senior Seminar Teachers: \_\_\_\_\_ Date: \_\_\_\_\_

**PARENT/GUARDIAN PERMISSION**

***\*\*\*Must Be On File Before Project Begins\*\*\****

Student's name: \_\_\_\_\_

I have carefully reviewed the Senior Project Handbook online as well as my student's Project Proposal. I understand the requirements of all stages of the Senior Project. I recognize that this is a self-directed project and that the deadlines given need to be met. I acknowledge and give permission for my student to do the following as his/her/their Senior Project.

***(PLEASE PRINT)***

Project: \_\_\_\_\_

\_\_\_\_\_

Parent or guardian's name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work: \_\_\_\_\_ Cell: \_\_\_\_\_

Parent or guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_



Students do not need parent permission if over the age of 18. If over 18, please verify with your birth date: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **MENTOR AGREEMENT LETTER**

Dear Mentor:

The AHS Staff would like to thank you for expressing an interest in aiding an AHS senior in the concluding stages of their K-12 academic experience. The senior is required to:

1. Fulfill a 20-hour, self-directed, personal growth, service-oriented project.
2. Turn in complete and appropriate required documents on time.
3. Present a successful Senior Project.

The primary mentor should be the one to verify all project work. There may be some cases where there is more than one mentor per project. Verification is required that the student and mentor meet at least on three different occasions. A mentor should set goals every time they meet with the student. During the progress meetings, the mentor should do the following:

- Help the student with timing and pacing of the project
- Review completion of previous goals
- Review materials or artifacts the student gathered
- Set upcoming goals
- Suggest additional resources or contacts
- Troubleshoot potential difficulties
- Verify and sign the student's learning log at least twice during the 20-hour period

The mentor may help a student with his/her/their formal oral presentation by reviewing the content of the student's speech prior to the final presentation date. The mentor will be required to complete a Mentor Evaluation of Student Form at the completion of the project.

***Trivia: When the ancient Greek hero, Odysseus left to fight the Trojans, he left his son with his friend, Mentor, who taught and advised the young man.***



## MENTOR AGREEMENT

***\*\*\*Must Be On File Before Project Begins\*\*\****

Student's Name: \_\_\_\_\_

I have read the expectations for the Senior Project mentor, agreed with the student's Project Proposal, and I am willing to aid the above-mentioned student in the completion of their Senior Project. I will meet with this student a minimum of three times during the course of their Senior Project to advise and monitor progress.

I will meet with my student before he/she begins the personal growth or service-related project. Together we will set a reasonable time schedule so that the project is completed on time. At the initial conference, we will also schedule at least two future meetings with each other. I understand that the student may request additional meetings or contacts to request assistance. I also understand that immediate family members and anyone under the age of 21 may not act as a primary mentor.

I can be contacted at the following address and phone number:

***(PLEASE PRINT)***

Mentor's Name: \_\_\_\_\_

Mentor's Professional Position: \_\_\_\_\_

Home Address: \_\_\_\_\_

Work Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work: \_\_\_\_\_ Cell: \_\_\_\_\_

E-mail: \_\_\_\_\_

Mentor's signature: \_\_\_\_\_

**CO-PRESENTING AGREEMENT**

***\*\*\*Must Be On File Before Project Begins\*\*\****

Co-Presenters Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Co-Presenters Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Project Title: \_\_\_\_\_  
\_\_\_\_\_

Co-Presenters agree that they will equally share the responsibilities of the project and the presentation. Co-presentations typically are about 28 minutes long.

Co-Presenter's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Co-Presenter's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Senior Seminar Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## SENIOR PROJECT LEARNING LOG / JOURNAL

The Learning Log is a required part of the Senior Project and will be turned in at a designated time. When working on the project, students should record all noteworthy experiences in this journal. Examples from the Log can help provide details for the presentation.

The Log records the learning moments throughout the 20-hour Senior Project experience. Students will determine the depth and breadth of their Log. The guidelines below will help students reflect on their growth as they make entries into their Log.

### **Guidelines:**

1. Briefly record your experiences as you work on your project.
2. Have your mentor confirm his or her contributions at two separate points by signing the Log (for easy verification, write “mentor” next to the name and circle both).
3. These notes will be used to build your speech outline and presentation. Describe or explain real situations that will help your speech be more personal, authentic and interesting.
4. The following prompts will help you reflect on your growth. Explain or describe:
  - Why you picked this project.
  - What you learned about working with others.
  - What you learned about yourself.
  - Skills you improved upon and skills you discovered lacking in yourself.
  - The high and low point of the project.
  - Changes in your assumptions, perceptions, and attitudes.
  - Primary ways in which you helped others.
  - What you planned to do, but never quite pulled together.
  - What your performance on the project has to say about your fears, hopes, social skills, dreams, plans, knowledge, etc.
  - How you would do the same project differently the next time.



## MENTOR EVALUATION OF STUDENT

Student's Name: \_\_\_\_\_

Project Title: \_\_\_\_\_

Total number of hours the student spent on this project: \_\_\_\_

Attach a brief evaluation (no longer than one page) of the student's overall project/experience using the prompts below:

Approximately how much contact have you had with this student? (In person/meetings, e-mail, phone, etc.)

What specific knowledge and skills did the student learn or extend in this project?

What specific problems did this student encounter and overcome?

How relevant was the project to the student's goals? Be specific.

Assess the thoroughness of this project by considering the student's knowledge and skills.

How would you assess the student's effort put forth in this project?

What do you believe was the student's greatest accomplishment?

What successes have you seen this student achieve?

Mentor's name: \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please attach this sheet to the evaluation

## MEDIA PERMISSION SLIP

Please follow the media guidelines outlined below, if you will be using photos or images of anyone under the age of eighteen in your presentation. You will need to have this signed permission slip attached with the overview.

I, the undersigned, do hereby grant or deny permission to Ashland School District to use the image of my child, \_\_\_\_\_ as marked by my selection(s) below:

- Deny permission to use my child's image.
- Only grant permission to use my child's image in the Senior Project Presentation.
- Grant permission to use my child's image in the senior project presentation, and potentially in district sponsored printed materials such as brochures and newsletters, and use of digital images on the Ashland School District Web site.

Parent or guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

## MEDIA PERMISSION SLIP

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Parent or guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

## PRESENTATION/SPEECH OUTLINE

You must turn this in prior to your presentation!!

Be prepared to present for 20 minutes to an audience of community members and a teacher. The goal is for the student to describe, in an interesting manner, personal growth through the Senior Project experience. The speech is divided into the following four parts:

- Part 1            The Four-year Journey (7-10 Min)
- A. Academic Growth (2-3 Min)  
Using your transcript, highlight examples that demonstrate academic growth during your four-year high school career. Examples should be specific, and areas of strengths and weaknesses should be addressed.
  - B. Personal Growth (2-3 Min)  
Using your activity sheet, highlight after school and/or community-based activities in which you have been involved. Examples should be specific. Be sure to include why you chose to participate in these activities and how you have grown from these experiences.
  - C. Connection to Future (3-4 Min)  
Share how AHS has or has not prepared you for your future. Given the opportunity to experience your high school years over, what would you have done differently? Identify how your academic and personal growth can be successfully applied to your post high school plans.
- Part 2            Introduction (1-2 Min)  
The student will introduce their project by describing why he/she chose their topic and why it was important to them. In addition, the student will introduce their mentor and share why this particular person was chosen.
- Part 3            The Project (10 Min)  
The body of the speech describes the Senior Project learning experiences. The student will build the body of their speech using learning log entries. These descriptions/understandings may be described in sequence, i.e. from day one to day two, etcetera. Another choice might be to prioritize by describing most to the least valuable learning experience. In either case, the student must provide authentic reflections from their learning log.
- Part 4            Conclusion (1-2 Min)  
The student will summarize what he/she learned and comment about the worth of the project and the value of the senior project requirement.

## **SPEECH OUTLINE - GUIDELINES**

The speech outline is a required part of the Senior Project. Be prepared to turn in an outline following the guidelines listed below.

Students should:

Identify, write down, and prioritize the key points for each of the four sections of your speech.

Refer to the prompts and your responses from the Speech or Log Entry Guidelines to help identify key points you will make in your presentation.

Use simple, direct words or phrases that will “jog your memory” while creating your outline.

Try to incorporate audio/ visuals to help describe and explain the project. The audience will benefit from audio/visual aids used to enhance your presentation.

Record selected points on 3”X 5” cards and use them as reference points. You are not permitted to read your speech.

## **DRESS CODE**

Because your presentation is a model of the decorum and professionalism required in the business world, you are expected to comply with the project presentation dress code. To the best of their ability, students should wear clothing that is “business professional,” suitable for a job interview. Visible cleavage, midriiffs, chests, or underwear is unacceptable, as are shorts, casual shirts, “worn” or ripped jeans, and t-shirts. Ultimately you should look your best with the hope that you will do your best in your presentation.

***Dress for success! You are practicing for real life presentations that will help you in college or entry into the work force***



## Frequently Asked Questions

1. Can I count my 20-hour senior project as part of my 100 community service hours?  
*No, the requirement for community service hours and Senior Project hours are separate.*
2. Who can sign off on my senior project?  
*Amanda McGrew and the Senior Project teacher committee; must be done before May 31<sup>st</sup>, 2019 in order to complete over the summer.*
3. Do I have to have a mentor?  
*It is a requirement that you work with a mentor. The mentor should be an expert on whatever your project is. You will find the mentor gives perspective and focus to your project.*
4. What should I write in my Learning Log?  
*Keep track of all time spent on your project and answer the questions found under "Guidelines" on page 10 of this handbook.*
5. If I do my project over the summer, when will I present?  
*Please see the schedule on page 4 of this handbook.*
6. Do I need to have a binder and a visual aid for my presentation?  
*There is **no** binder required. Regarding visual aids for your presentation; "Props and audio/visuals make your presentation more interesting." You may decide whether or not to use visual aids when you begin to practice your presentation the month prior to your presentation date.*
7. When I present my project, how long do I stay?  
*All seniors in the assigned room are to participate as panelists during your peers' presentations. You will be in your room between 2 ½ - 3 hours.*