



SMMHS SENIOR IMPACT PROJECT HANDBOOK

TABLE OF CONTENTS

Senior Project Overview	Page 3
Senior Project Ideas	Page 4,5
Senior Project Checklist/Due Dates	Page 6
Project Proposal Form	Page 7 & 8
Partner Approval Form	Page 9
Parent Approval Form	Page 10
Mentor Letter	Page 11
Mentor Agreement Form	Page 12
Learning Log Guidelines	Page 13
Learning Log Forms	Page 14 & 15
Mentor Evaluation Form	Page 16
Project Hours Verification Form	Page 17
Project Narrative	Page 18
Presentation/Speech Outline	Page 19 & 20
Speech Presentation Tips/Dress Code	Page 21
Frequently Asked Questions	Page 22
Portfolio Rubric	Page 23
Presentation Evaluation Rubric	Page 24

Senior Impact Project Overview

Welcome to the **Senior Impact Project!** The goal of this project is for you to pursue something that is of personal interest to you and take action. This project should in some way enrich your learning or allow you to make a difference in your community. It should be new to you. You may not use something that you are currently involved in as your Impact Project. This is a chance for you to meet new people, have new experiences and find new ways to impact your community.

As you move through the Impact Project, a mentor who is directly involved in your area of interest will help guide you. Another key element of the project will be weekly Learning Logs. These will allow you to write your thoughts, feelings and reflections about your Impact Project. The logs will become a personal resource for the culminating project presentation that will be presented to peers and professionals at the end of the semester.

The Senior Impact Project will meet during the advisory block. Your senior advisory teacher will guide you through the project by approving projects, setting due dates, collecting forms and scheduling three one-on-one meetings with you to discuss progress and answer questions. The Senior Impact Project is mandated by the Tennessee Department of Education as a requirement for graduation. Meaning.....You need this to graduate!!! It is a pass/fail course.

Project Requirements

Students must have their project once it has been approved by their advisor.

1. Complete 20+ hours of a personal growth or service oriented project.
2. Complete Learning Logs
3. Complete project documents
4. Portfolio with required forms/documents
5. Present a comprehensive Multimedia Impact Project

Impact Project

Be the difference!!!

The following service and action ideas are suggestions. Students may pursue other areas of interest, if they have been approved by their advisor.

**Any costs related to the Impact Project are the responsibility of the student. Please consider possible expenses when selecting you project.

VOLUNTEER:

- Community Kitchen
- Meals on Wheels
- YMCA (tons of programs)
- Women's Centers
- Recycling Centers
- Community Organizations (tons of programs)
- Wildlife & Conservation Programs
- Head Start or After School Programs
- Special Olympics
- The Arts
- McKamey or Hamilton Co. Humane Society
- Youth Athletic Leagues
- Have another idea??? Just get it approved.

Lend a Hand:

- Organize yard clean-ups for the elderly in the community
- Take photos for someone (family, personal, senior pics)
- Organize meal trains for someone in need or community organization
- Visit a primary/elementary class and teach a skill (origami, painting, other crafts, etc.)
- Have another idea??? Just get it approved.

Learn Something New:

- Organic gardening
- Writing Code
- Automotive Repair
- Photography
- Martial Arts
- Painting/Drawing
- Basket Weaving
- Calligraphy
- Scuba Diving
- Have another idea??? Just get it approved.

Continue your Personal Project: You can continue your personal project if you can show that it can be expanded and in some way that further impacts your community or your personal growth.

****Do something uniquely you!** If you have an idea for your Impact Project, pitch it to your advisor. Chances are, you could totally do it!!

Impact Project Checklist

Assignment:	Fall Due Dates	
Project Approval Form	Aug. 17	
Parent Approval Form	Aug. 24	
Mentor Agreement Form	Aug. 31	
Learning Logs Checks	Sept. 14, Oct. 5, Oct. 26	
Single Page Narrative Draft	Nov. 9	
Speech Outline	Nov. 16	
Final Single Page Narrative	Nov. 30	
Impact Project Presentation	Dec. 3-14	

***Due dates may be changed at the discretion of the Senior Advisory Teacher.**

Senior Impact Project Proposal Form

Proposal Guidelines:

- Students should pick a new and meaningful project.
- The project should promote personal growth and/or impact their community.
- Successfully contribute 20 hours to their project.
- Secure a mentor who is directly tied to their project.

**Note: The mentor can not be related to the student.

Submit the form below to obtain approval for your project of interest.

1. What is the title of your project?

2. Why did you choose this project?

3. What will be your role in this project?

4. Who/what will benefit from this project?

5. What is the desired outcome of this project?

Student email: _____

Student Signature: _____/Date: _____

Advising Teacher Signature: _____/Date: _____

Project Partnership Approval Form

Students who volunteer at the same institution, must obtain approval in advance from Mrs. Roddy, the senior project coordinator and complete the following information.

Students may not share mentors, duplicate logs or project goals.

Each student MUST state a different project outcome and benefit.

****No more than 2 students may volunteer together at the same facility.**

Student #1: _____

Student #2: _____

Volunteer Location: _____

Senior Project Coordinator Signature

Parent/Guardian Approval Form

Student Name: : _____

I have carefully read the Project Proposal. I understand each component of the Senior Impact Project. I understand that the completion of this project is a graduation requirement. I give permission for my child to do the following senior project.

Project Title:

Parent/Guardian Name: _____

Home Address: _____

Parent/Guardian Signature: _____

Mentor Agreement Letter

Dear Mentor:

SMHS appreciates your willingness to take part in the Senior Impact Project. As a mentor, you are **volunteering** your time and expertise to help this student make an impact in their community. Your guidance and support during this process is a key component of the student's success.

During this project, the senior will be required to:

- Complete at least 20 hours toward their area of action or service
- Set-up times and dates for project hours and meetings
- Behave in a professional manner

As a student mentor, you are committed to:

- Guiding the student through the required 20 hours free of charge
- Answer questions as they arise
- Sign-off on any project forms
- Sign-off on student learning logs
- Complete the Mentor Evaluation Feedback Form

Mentor Agreement

Form must be signed and returned to advising teacher before project begins

Student's Name: _____

I have read the Mentor Agreement Letter and understand the expectations of the Senior Impact Project. I am committed to support and guide my student in the tasks and hours that are required for the completion of this project.

As a mentor, I will meet with my student prior to the beginning of their project to devise a schedule that will work for all involved parties. I will meet with my student no less than three times during the course of the project to offer guidance and feedback. I will write an evaluative summary of the student's performance during their project hours and share it with them.

My contact information is as follows:

Mentor's Name: _____

Mentor's Professional Title: _____

Email Address: _____

Cell Number: _____ Work: _____

Mentor's Signature: _____

Impact Project Learning Log

Explanation and Guidelines

The Learning Log is a required component of the Senior Impact Project. The log should be used by the student to record experiences as they progress through the project. The log will serve as a reflective tool for the final project presentation.

The Learning Log will be used by the student to record information throughout their Impact Project experience. It should include information about mentor meetings, highs and lows of your experience, “Aha” moments and personal growth.

Guidelines:

- Record your experiences as you move through the project
- Record mentor meetings by having him/her sign-off on your Learning Log (minimum of 3 mentor meetings)
- *Record personal thoughts, feelings, experiences as you move through the project*
- *Address each of the following prompts in your learning log. **Entries are not limited to just the items below. Journal as often as you like. The more you write, the more you have to draw from for the reflective portion of your project.*

Learning Log Prompts: Discuss the following topics during the course of your 20 hours.

- *Why did you choose this project*
- *How did you choose a mentor*
- *What new connections did you make*
- *What victories did you have*
- *Did you hit any roadblocks*
- *What skills did you develop*
- *Looking back, would you change how you did things*
- *What did you learn about yourself during the course of the project*

Learning Log

(Make additional copies as needed for log entries)

Date/# of hours	Reflection	Mentor Initials
Ex. 10/1 -1 hour	Met with Mrs. Brown at Nolan about teaching interpretive dance to her first grade class. We discussed the number of students she has in class. Mrs. Brown shared that two of her students have physical disabilities that may impede their mobility. She gave several suggestions about how to modify dance steps for them.	<i>DB</i>

	Learning Log	

Mentor Evaluation Form

To be completed at the end of the project hours

Student Name: _____

Project Title: _____

Total number of hours the student spent on the project: _____

Please write a brief evaluation of the student during their time working with you on the project and attach it to this form.

Possible information to include:

- How many times did you meet with the student?
- Did the student behave professionally(dress,arrive on time, conversation)?
- Did you note any skills the student developed during the experience?
- Did any problems that the student encountered during the project and steps he/she took to resolve them.
- How would you assess the effort put forth by the student?

Mentor Signature: _____/Date: _____

Impact Project Hours Verification Form for Excused Absences

-Submit this form to Mrs.Swan on the day you return from project hours in order to obtain an excused absence.

-This form does not have to be included in your portfolio.

Student Name: _____

Project Location: _____

Date: _____

Hours: _____

Example: 8:00-2:00 = 6 hours

I certify that _____ completed Senior Project hours with me at the above date and time.

Mentor's Signature

**Give this form to Mrs. Swan so she can make a copy and record an excused absence.

Single Page Project Narrative

You are required to submit a one-page narrative summary of your Senior Impact Project. The narrative will serve as a preview for the panelist who view your multimedia presentation.

The narrative should include the following information:

- Why you chose the project
- What you did during your project hours
- The results of your project
- How you or others benefitted from your project

Narrative Format:

- Name in the top right corner of the paper
- Single spaced, 12 font formatting
- Correct spelling and grammar usage
- Title of the project in the center of page in bold type

***NOTE: A narrative draft is due to the advising teacher prior to the final draft. This will ensure that the essay has been proofread before it is presented to the evaluative panel.*

THE PROJECT NARRATIVE MUST BE TURNED IN PRIOR TO THE PRESENTATION.

The Impact Project
PRESENTATION/SPEECH OUTLINE

****Must be submitted prior to presentation****

*This is a **multimedia presentation** that should be between 15-20 minutes in length. You will present to a panel of teachers, administrators and peers. The following information should be covered during your speech/presentation.*

Part 1: The Journey (5-7 min)

- *Personal/Academic:*
Your personal growth over the past four years of high school. What activities have you been involved in (school, church, community). Have you grown academically? Personally? Explain. Be sure to give specific examples.

- *Making Connections:*
Share how your time at SMMHS has prepared you for the next chapter of your life(college, job readiness, military, etc). Share examples of experiences that have helped you to be ready to tackle what comes next for you.

Part 2: The Introduction (2 min)

- *Introduction: The student will introduce their Impact Project and share why they chose the topic and why it is important to them. The student will share the name of their mentor and why he/she was the best person to guide them on this journey.*

Part 3: The Project: (5-7 min)

- *The student will explain the Impact Project learning experience. ****The learning log will serve as the main resource for this section.***

- *Sample Formats:*

- *Chronological: From day one until the end of the project*
- *Prioritize: Share the most memorable moments*

The student should share meaningful moments that occurred during the planning and implementation of the 20 hour project.

Part 4: The Conclusion: (2 min)

- *The student will provide authentic reflections from their experience. What was the most meaningful moment of your project? What would you do differently? How did it impact you as a person?*

SPEECH PRESENTATION TIPS

- *Address the 4 key sections of the speech outline*
- *Include audio/visual into your presentation to bring your project to life for the panel.*
- *Use 3x5 cards to list main points and key elements of each section*
- *Practice, Practice, Practice your speech!*

DRESS CODE

Your presentation is the final piece of your Impact Project. You should wear clothing that is business-like and professional. Please do not wear jeans, shorts, t-shirts, ripped clothing, flip-flops or any other street style clothing.

*****DRESS PROFESSIONALLY!*****

FREQUENTLY ASKED QUESTIONS

1. Can my 20 hours be at the same place that I work? *Sorry, but no. You will need to find another location to do your project hours.*
2. Who is my Senior Impact Project advisor? *Your Directed Studies teacher is your SIP advisor?*
3. Who accepts and reviews all of my SIP forms and drafts? *Your SIP advisor will accept all of the forms and drafts during Directed Studies classes.*
4. How often should I write in my learning log? *You should write in your log each time you do something that relates to your project?*
5. What should I write in my learning log? *Thoughts, feelings and experiences that occur during your 20 project hours(See pg 12 for more detailed information about learning log entries).*
6. Can I do my project hours over the summer? *Sorry, but no. The SIP is designed to be completed during the school year.*
7. If I need special equipment for my presentation, who should I ask? *Let your SIP advising teacher know what you need for your presentation*

IMPACT PROJECT PORTFOLIO RUBRIC

ITEMS INCLUDED	3-COMPLETE	2-PARTIALLY COMPLETE	1-NOT PRESENT
Table of Contents	Notebook is in order	Notebook is mostly in order	Notebook is not organized and missing some elements
Project Approval Form	Present, filled out and Signed & approved	Form is present & partially completed	No form or form is not completed
Parent Approval Form	Present, filled out and Signed	Form is present & partially completed	No form or form is not completed
Mentor Agreement Form	Present, filled out and Signed	Form is present & partially completed	No form or form is not completed
Mentor Learning Logs	Entries span the length of the project and document all 3 meetings with mentor	Entries cover most of the length of the project and include some mentor meetings	Few entries and/or documented meetings with mentor
Mentor Evaluation Form	Present, filled out and Signed	Form is present & partially completed	No form or form is not completed
Mentor Letter	Letter from mentor is present	No mentor letter, but documented attempts to obtain mentor letter	No letter or documented attempts
One Page Narrative	Narrative is presents and complete	Narrative is present but lacks information	Narrative is not present
Speech Outline	Outline is completed according to project guidelines	Outline is present, but lacks required information	Outline is not present.
Total Points in this column			

Comments:

Senior Project Presentation Evaluation

Student: _____

Date: _____ Time: _____

Please rate the student presenter using this form:

<u>Indicator</u>	W O W	N I C E	G O O D	O U C H	N O P E
	5	4	3	2	1
Appearance: Was the presenter's dress/look appropriate?					
Preparation: Was the presenter obviously prepared?					
Speaking Ability: Did the presenter use good speech habits (voice control, gestures, eye contact)?					
Knowledge: Did the presenter appear to have a good working knowledge of his/her subject matter?					
Organization: Did the speech have a clear beginning, middle, and end?					
Enthusiasm: Did you feel the presenter was enthusiastic about his/her subject?					
Technology: Did the student demonstrate sophisticated use of technology (in video or through graphics)?					
Visuals: Did the student's use of visuals enhance the presentation? (this could be through video AND/OR physical presentations)					
Impromptu: Did the presenter offer quality answers to questions after the presentation?					
Timing: Did the presenter use their time well (presentation length was appropriate)?					

Panel Comments:
