

**CHIMACUM HIGH SCHOOL  
CULMINATING PROJECT PACKET  
2014-2015**

**CHIMACUM**



**COWBOYS**

**STUDENTS ENGAGING THEIR FUTURES**

## **WHAT IS THE CULMINATING PROJECT?**

The culminating project is a Washington State graduation requirement. It is designed to give students a chance to demonstrate that they have the skills necessary to succeed after high school graduation by creating and completing a self-directed project of their choice. The project will require meaningful research, the creation of a product or event as an outgrowth of that research, sharing the product with others, and reflection on the learning process. In most cases, nearly all of the research and activity will take place outside of class time, as the ability to work independently is part of the learning goal for this project.

The State Board of Education revised Washington graduation requirements beginning with the Class of 2008. The culminating project is part of that revision and is required for graduation by state law.

This requirement reads as follows:

**Each student shall complete a culminating project for graduation.**

**The Project consists of students demonstrating both their learning competencies and preparations related to learning goals three and four.**

**Districts shall define the process to implement this graduation requirement.**

## **WHAT WILL BE EXPECTED ?**

As part of the Chimacum School District guidelines, each culminating project will consist of five components:

- 1) Project proposal;
- 2) Brief reflective paper summarizing the project and the entire process;
- 3) Presentation about the project;
- 4) Product/end-result that the student will create through the project (evidence of the product should be included with the oral presentation);
- 5) Final paper with an annotated bibliography for all research related to the project

## **Running Start, Pi, FOCUS**

All students who participate in Running Start, or other equivalent programs are required to complete all components of the Senior Project requirements. Students who participate in these programs need to plan carefully to ensure completion of the Senior Project within the deadlines. Students are responsible for keeping themselves informed of all project timelines/deadlines/benchmarks. They should reference Daily Bulletins and the high school website for information.

## **WHEN CAN I DO THE CULMINATING PROJECT?**

Students may start the culminating project during either their junior or senior year.

## **HOW CAN I DO THE CULMINATING PROJECT?**

Most students will be able to complete these projects in existing junior or senior classes or on their own time. There will be a Senior Project class providing time and guidance in project development. As part of the curriculum for that class students will formulate and complete their project. Most of the work on the project will take place outside of the school day.

## **CAN MY PROJECT REALLY BE ON ANYTHING I WANT?**

The safety of our students is paramount in determining which projects will not be allowed. The list of restrictions or prohibited projects is based on safety and liability issues. If you or your mentor feels your project falls within a gray area, you will need to meet with the building principal, the Senior Project Coordinator, and a School District Risk Manager to see if it will be allowed. A partial “No” List is included in the **Chimacum School District Risk Management Policy for Senior Projects** section of this packet.

## **WHAT IF I NEED TO CHANGE MY PROJECT AFTER I BEGIN?**

If you decide to change your project you will need to prepare another Letter of Intent. Be sure you have enough time to complete your project. **Projects cannot be changed after the first trimester without administrative approval.**

## **WHAT HAPPENS IF I DO NOT COMPLETE A PROJECT?**

If you fail to complete or meet minimum standards on this project you will not graduate. Students will have opportunities to repeat the process or re-do those components of their project that fail to meet standard in order to achieve graduation.

## **WHAT IF I AM NEW TO THE DISTRICT MY SENIOR YEAR?**

In most cases you will still need to complete the project, since state law requires it. If you are moving from another district to the Chimacum School District (CSD), chances are, you may have already started or perhaps even completed a project at your former school. You will need to meet with the Senior Project Coordinator to see where you are in the process. You may need to complete a partial project, or submit your previously completed project with any necessary Chimacum requirements. In any case, students transferring at the beginning of the year will need to complete the project in accordance with CSD requirements. Students transferring in the middle of the year will meet with the Senior Project Coordinator to see how to handle each individual situation. Consideration will be given to work already completed in another district, but each case will be unique in the expectations for that student.

### **IS IT POSSIBLE TO DO GROUP PROJECTS?**

Yes. Each student must research and present a different perspective of the same topic. Each must give their own unique Reflection Paper, unique Presentation and write their own unique Final Paper.

### **WILL THIS BE EXPENSIVE?**

There is no expectation to spend any certain amount of money. Projects need not be a financial burden. Students are strongly encouraged to spend no more than \$100.00, and realize that expense is not a substitute for quality work.

### **WHAT IF I AM A SPECIAL NEEDS STUDENT?**

By law, every student will need to complete a culminating project. However, depending on your IEP, or 504 plan, your project will be tailored to accommodate your abilities. You will work with your case manager to set up appropriate modifications of project expectations on a case-by-case basis.

## **Culminating Project Components**

### Components\*

#### Proposal –

- Letter of Intent (brief description of project)
- Parent Consent Form
- Mentor Agreement Form with Goals

#### Research Paper –

- Formal written paper following writing conventions learned in English classes.
- Must include a “Research” component that lends authority and credibility to your procedures or statements of fact and opinion.
- Gather information from a variety of sources.
- Write a paper that demonstrates critical thinking.

#### Reflection Paper-

Tells of your “journey” to date with your project. What is going well, what are some problems, how you might do things differently next time, how you have been guided by others, what you have yet to accomplish, etc.

#### Presentation & Product

- Present your Project to an audience which may include students, faculty, parents, and community members
- Show a product/evidence of your project (powerpoint, video, photos, artifacts, props)
- Dress professionally: You want to look and act your best. No revealing necklines, shorts, flip-flops, hats, etc. Avoid distracting mannerisms (such as tugging at your hair).

\*See examples in appendix

## **Culminating Senior Project Parent Consent Form**

(Must be turned in with letter of intent)

As a parent/guardian of a 2013/2014 senior at Chimacum High School, I am aware of my son/daughter's topic for the Culminating Senior Project. I understand this is a choice made by my son/daughter, and the school district is not responsible for costs incurred or liable for accidents that might occur.

Additionally, I understand the Chimacum School District will not provide supervision during the 20 or more hours the mentor and student work together, will not verify that the instruction is limited to the project approved by the Steering committee, and will not provide transportation to the learning site. I agree that my son/daughter and I are responsible for providing the necessary safe transportation and am fully aware that the Chimacum School District is not responsible for the mentor's insurance, instruction, fees or costs.

I have received a copy of the Culminating Senior Project Timeline, and I am aware of the requirements and due dates.

Parent/Guardian  
Signature

\_\_\_\_\_

Phone Number

\_\_\_\_\_

Date

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Date Received: \_\_\_\_\_

## Why Bother with Mentoring?

*Mentors can play vital and varied roles in helping to keep students in school.*

- School dropouts often cite as one of their primary reasons for leaving school the absence of a person who they feel cares about them. Dropouts' attachment to school is weak, and they often have no close social bonds with teachers or other staff.
- Mentors can relate to students in ways that parents, teachers, counselors, employers, and other adults cannot. Mentors can be friends rather than authority figures, and build the trust necessary for a true modeling relationship to occur.
- Mentors can act as advocates. With acceptance from the student, the school, and parents, mentors can be effective intermediaries, even going to bat for students when appropriate.
- Supporting academic achievement is an extremely important role. This can include tutoring, working on basic skills, developing time management habits, and assisting with special projects.
- Modeling and helping students develop employability skills is also crucial. These traits include reliability, dependability, communications skills, teamwork, and knowledge of proper attire and language.
- Mentors can help protégés set goals, make personal decisions, and resolve problems. Because a mentor is, in a sense, an outsider, a student may find it easy to open up. The mentor is seen as someone whose primary interest in the relationship is the youth's well-being and success.

*The best mentoring experience not only provides the student with an important relationship, but empowers the young person to use the experience to plan and work for the future.*

## Culminating Senior Project Mentor Approval Form

(Must be turned in with letter of intent)

I have agreed to serve as a mentor for \_\_\_\_\_  
*(Name of Senior)*

I understand I am responsible for monitoring the student's progress, meeting with him/her to discuss problems and necessary adjustments.

I have read the student's letter of intent and received a mentor information sheet about the project. We have discussed the expectations that both of us have. I understand the student's accomplishments must extend beyond his/her prior knowledge in this subject area. In addition, I understand he/she must complete a **minimum of 20 hours** work on the portion of the project I am supervising, and that all work must be satisfactorily completed and verified by me.

Below are the learning goals we have decided on, outlining what the student will accomplish with doing this project. I understand that these goals may be adjusted as we proceed.

Use specific wording, and make it a goal statement.

*Goals such as "meeting the deadlines", and "completing the paper" are not acceptable. Write learning goals that will be accomplished from working on you project. What will you learn?*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Mailing Address \_\_\_\_\_

Work Phone \_\_\_\_\_ Home Phone \_\_\_\_\_

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



## Letter of Intent Format

Your Street Address  
Chimacum, WA 98325  
DATE, 2009

Senior Project Advisory Committee  
Chimacum High School  
91 West Valley Road  
Chimacum, WA 98325

Senior Project Coordinator:

*For my senior project...this paragraph should say what your project is about, why you chose this topic and what you plan to learn about the topic. (Probably will be about 4-5 sentences)*

*My mentor will be...include whom your mentor will be and what expertise this person has regarding your project. (A mentor should not be a family member.)*

*For my project...this paragraph should tell what exactly you would be physically doing for a project. Give a brief overview of what steps or the process you will be doing. What you will plan to do and how you will go about it. Then tell what the cost will be for the project and how many hours you will be spending to complete the project.*

I appreciate you taking the time out of your schedule to read my letter. My senior project will be an accomplishment I will be proud to share with you during my presentation. *(You need to end your letter with some type of positive statement. Do not thank people, as they have not done anything for you.)*

Sincerely,

*(Your Name) Type your full name here—then sign the letter above your typed name*

*Be sure to save the letter to a disk or your student portfolio in case you have to fix it. Balance the letter so it fits the page and is not at the top of the paper. You can do that by just putting the cursor at the top before your address and hitting the enter key to move the entire letter down on the page.*



## Senior Project Topic Examples\*

Choose a topic you have a keen interest in or passion for learning more about it.

A good Senior Project topic choice:

- Engages you, and will not leave you “bored”
- Matches your personality *and* personal interests
- Leads you to seek advice from people/businesses/organizations in the field
- Produces multiple possibilities for exploration and experience
- Is not limited by the season of the year
- Prepares you for “Life After High School”

Topic	Problem/Issue	Passion/Interest
Music	In the Chimacum Schools (maybe others as well) students want to learn instruments but there are not enough instruments to go around. I want to do an instrument drive or fundraiser	I love to play music, but I need help. How can I become a better musician?  I love music and am interested in medicine. How can people use music to heal?
Dance	Obesity is a growing problem in children. How can dance be incorporated into school curricula to promote better fitness and learning?	I love hip-hop and want to understand its history, why it has been systematically oppressed in Seattle and other cities. I am a ballerina. My goal is to dance professionally. This year, I want to choreograph a production.
Drama	People are afraid to get up on stage. I want to create a new kind of theatre group— NO FEAR ACTING.	I love to act. I want to create a character and star in my own one person show. I want to direct a children’s version of A Midsummer Night’s Dream at an elementary school.
Architecture and Engineering	There are very little salmon spawning in Chimacum Creek. How are engineers working to solve this problem? Can similar projects be successful in other areas of the Puget Sound?	I am passionate about classical Greek literature and want to be an architect. I want to study the architecture of ancient buildings mentioned in classical texts such as Zeus’s temple at Olympus,

		the Heras Temple at Argos, and the Theatre of Dionysus in Athens.
Science	<p>Currently, there is not even enough housing for people with AIDS in the Seattle area. I want to organize and implement a campaign to raise awareness and funds to help alleviate this horrendous injustice.</p> <p>Scientists are experiencing censorship of innovative ideas to solve environmental problems such as global warming, alternatives to petroleum based products and fuels, and combustion engines. How can the public change this paradigm?</p>	<p>I am passionate about DNA research. How can it help people with hereditary diseases? What is science doing currently to link DNA identification with early intervention in familial disease?</p> <p>I love CSI. I want to learn about forensic science for real. I need to know what careers in criminology and science relate to this interest and what education I need.</p>
Mechanics	I was given an old 1969 Firebird that doesn't run. I want to restore the engine and the body so that I can compete for Best in Show at Seattle based car show.	I am passionate about robotics. I want to learn about how robotics can help disabled persons and improve their daily lives.

## Chimacum School District Risk Management Policy for Senior Projects

Senior Projects (SP) must be legal and safe; parent and advisor approved and in general require the students to “keep their feet on the ground”. SP proposals may be rejected for safety reasons by the student’s advisor or the school principal. Students may appeal to Chimacum School District Risk Management for an exemption; however, the district still has the right to require the student to choose an alternate project if appeal is denied. Chimacum School District is part of the Washington Schools Risk Management Pool, and therefore, subject to all their agreements with regards to safety.

### **High Risk Activities/Projects Excluded**

This list is designed to help identify topics **not acceptable** for projects. This list is not intended to be wholly exclusive or exhaustive. Project topics not listed below are still subject to rejection if the school or District determines the project to be high-risk or otherwise potentially unsafe:

1. Airplane flying, hang gliding, helicopters, bungee jumping, hot air balloons, parachuting, and skydiving or any other “feet in the air” projects.
2. Auto racing, demolition contests, motorcycle and go-cart races, stunting and tractor pulls.
3. Activities involving watercraft over 26 feet in length.
4. The use of any raft, tube, or other vessel used for navigating white water streams, and any jet ski or other similar motorized personal watercraft designed to carry two or fewer persons.
5. Water sports (canoeing, kayaking powerboat racing, water skiing, sailing, rafting, shark chumming, scuba diving, snorkeling, etc).
6. Mountain climbing, spelunking, rappelling, wilderness survival or search and rescue.
7. Horseback riding or training of horses, pack animal trips, snake handling, managing or working with uncaged wild animals.
8. Inline skating, skateboarding or bicycling (including bicycle racing).
9. Weapons (including the making of or use of weapons). This includes paintball, Air soft, archery, knives, swords, etc.
10. Chemicals (including the unsafe use of chemicals in experiments, the use of dangerous or explosive chemicals, or the use of chemicals to create an explosive device).
11. Body modification (including tattooing, piercing, branding, etc).
12. Athletics not WIAA approved such as high impact aerobics, archery, martial arts, boxing, mud or Jell-O wrestling, flag/touch football, snow boarding, or skiing.
13. Projects that include activities **not permitted** under minor labor laws. These are listed under WAC 296125030.

### **Insurance and Medical Waivers**

Any project that involves participation in an activity, camp or event must have insurance and medical waiver forms completed by all participants. This form is available from your school’s CP Coordinator. All waiver forms must be turned in prior to start of that activity, camp or event. **Participation will be denied to any individual who does not have a completed Insurance/Waiver form.**

An Insurance/Medical Waiver Form will be required for any of the following projects if they include an activity/camp or event:

- Coaching, Cheer and/or Sport Camps
- Running events (such as fun runs or other types of foot races)
- Any camp or activity requiring physical activity
- Anything where you take a group of people somewhere (regardless of participants age).
- Any event you create or promote that involves participants other than yourself (for example, a battle of the bands, or a concert for charity that involves multiple band participation).

**Watercraft Over 26 Ft. Coverage & Procedure**

The Washington Schools Risk Management Pool (WSRMP) is frequently asked about liability coverage for school district sponsored boat trips. Maritime activities are considered high risk because of their increased potential for student injury and fatality.

WSRMP is not a student medical insurance provider. We do not provide medical coverage for students who suffer bodily injury. However, WSRMP does provide our members with liability coverage for claims arising out of school sponsored activities.

The WSRMP's 06-07 Coverage Agreement Article III for General Liability states in Section E, Subsection 1, Part j:

"The Pool shall not be obliged to make any payment or defend any suit arising out of: personal injury, bodily injury or property damage arising out of the manufacture, ownership, maintenance, operation, use, loading or unloading of:

- III any owned or non-owned motorized or non-motorized watercraft over twenty-six feet in length, **EXCEPT:**
  - 1) owned watercraft over twenty-six feet in length, specifically identified and scheduled in an endorsement to this Agreement, and
  - 2) non-owned watercraft over twenty-six feet in length, where prior to the rental, lease or use of any such non-owned watercraft, the District obtains the following information:  
the name of the operator/owner's insurance carrier, a certificate of insurance, and the operator/owner's representation that the carrier has issued a minimum of \$1,000,000 Protection and Indemnity (marine liability) insurance to the operator/owner.

This Coverage Agreement provides coverage for such watercraft only if the District obtains the foregoing information prior to rental, lease or use of the watercraft.

This Coverage Agreement provides coverage for such watercraft only if the operator/owner provides a captain, operator or crew not employed by the District. No such watercraft is covered by this Article if crewed by District employees or volunteers.

This information need not be provided for the use of common carriers such as Washington State Ferries or Clipper Navigation.

Members will need to complete the WSRMP **Watercraft Use Reporting Form**, also titled "Rental, Lease or Use of any Watercraft over 26 feet Not Owned by the District" *before* signing any rental or lease agreement, and keep it on file at the district. Some questions asked in the form include, the nature and location of the boat trip and the number of students/adult supervisors on the vessel. The form is available on the WSRMP website: <https://www.wsrmp.com>, or may be requested from our staff.

**Insurance Information**

Name of the activity, camp or event:

\_\_\_\_\_  
Name of CSD student sponsoring activity, camp or event:

\_\_\_\_\_  
Participants Name: Age:

\_\_\_\_\_  
Parent/Guardian Name/Address:

\_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

In case of emergency please call:  
Name:

\_\_\_\_\_  
Phone:

\_\_\_\_\_  
Please list any health conditions, allergies, or anything we should be aware of:

\_\_\_\_\_  
\_\_\_\_\_

Primary Insurance Provider & Policy

\_\_\_\_\_

Family Physician & phone:

\_\_\_\_\_

**Medical Waiver**

Date of event: \_\_\_\_\_

I, the participant or parent/guardian of a participant in the above named camp, activity or event, hereby give my approval for a duly appointed adult supervisor to administer or seek first aid or medical attention required for the safety or well being of myself or said child while participating in any or all of

the activities of the activity, camp or event on the said date(s) listed above. I do further absolve, indemnify and hold harmless the activity, camp or event sponsor, Chimacum School District (including faculty and staff), the attending physician, hospital, or medical group involved in the emergency medical attention or first aid of myself or my child. I hereby give my approval for the participation in any and all of the activities of the said activity, camp or event during the dates noted above.

In case of emergency, if the family physician cannot be reached, I authorize

\_\_\_\_\_ to be  
(Participants name)  
treated by another physician who is available or the nearest medical facility.

\_\_\_\_\_  
Participant or parent/guardian signature

\_\_\_\_\_

## Frequently Asked Questions of Culminating Senior Projects

Question: When can I start working on my project?

Answer: Exploratory work can be done throughout high school, but project approval will not be granted until a student is at least the junior year.

Question: Will the Culminating Senior Project affect my GPA?

Answer: No. This is not a graded activity.

Question: Do I have to enroll in the Senior Project class?

Answer: The class is an option to help guide students with their project. It may be required for those students who fall behind in meeting deadlines/benchmarks.

Question: Can I choose my own topic?

Answer: One of the unique things about the Senior Project is the flexibility students have to pursue what interests them. For example, you could choose a topic in plate tectonics for your project, create and instruct a ballet class for a local youth organization for your project, design a multi-media slide show for your presentation or you may do a paper on the censorship of art and create an art exhibit for your project.

Question: What is the Mentor's responsibility?

Answer: The responsibility of the mentor is to lead and guide the student through the whole project process. The mentor will also serve as a resource of knowledge throughout the culminating project.

Question: Do I have to have a Mentor to complete my project?

Answer: Yes. Mentors should be available to guide and help where needed. Many students will want a mentor or mentors to help with certain questions during the research and the project itself.

Question: What is the minimum amount of hours needed to complete the Culminating Project?

Answer: The minimum amount of hours needed to complete the project is twenty (20). This is the minimum; there is no maximum number hours for the project. Do not cheat yourself by doing the minimum amount of hours. Your work depends on quality not quantity.

Question: Do students have to complete all of the components meeting every standard, including the Presentation, to pass the Culminating Senior Project requirement?

Answer: Yes. The Reflective Paper, Presentation, Final Paper must all be completed with at least meeting the "Standard".

Question: My GPA is high. Do I still have to do the Culminating Senior Project to graduate?



Answer: Yes, all students in the Chimacum Schools must meet the District standard on all the components of the Senior Project to graduate. The Senior Project is an opportunity to advance your learning in an area of value to you.

Question: What happens if I don't meet the requirements of the Senior Project?

Answer: You do not graduate yet. You will be able to enroll in the following trimester and receive support.

Question: Can I start my project now?

Answer: Yes, if you are at least in your junior year. You must follow the process of writing your proposal and having it approved before you begin the Senior Project itself.

Question: What if I don't understand what to do?

Answer: You should first review the examples of various components of the Senior Project and re-examine the standards for presentation and the final paper. Next, you should talk to the Senior Project Coordinator. If you are away from school and need help, you can go to the resources and models online. If you have exhausted these resources never forget your school's counselor or administrators. They are very well connected to get all kinds of support to help you.

Question: How do I keep informed about what to do and when to do it?

Answer: It is the student's responsibility to keep informed of timelines, deadlines, benchmarks. Read the Daily Bulletins and visit the school website for updated information.

Question: Can I participate in my school's commencement exercise if I have passed all my required classes but have not completed all the requirements for the Senior Project?

**Answer: No. The Senior Project is a graduation requirement. All graduation requirements must be met before a student can participate in a commencement ceremony in Chimacum Schools.**

## **Examples of Senior Project Documents**

**Letter of Intent (Project Proposal Letter)**

**Reflection Paper**

**Oral Presentation Guidelines**

**Oral Presentation Evaluation Form**

**Research Paper Rubric**

**Final Research Paper example**

10/02/07

Port Hadlock, WA 98339  
October 1, 2007

Senior Project Advisory Committee  
Chimacum High School  
91 West Valley Road  
Chimacum, WA 98325

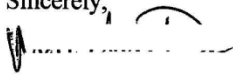
Ladies and Gentlemen:

After finding out that I would need to complete a senior project to graduate, I quickly got to thinking about project ideas and how worth while each of them would be for my future. I came up with several different ideas. Yet only one stood out to me as being the most beneficial to me and the community. I have decided to plan and carry out a book drive to raise over one thousand books to donate to schools in the Philippines. I have chosen this topic over all the others because I know that it will leave a lasting impression upon me and many young lives. Through this project I hope that I can come to better understand the importance of education and how blessed I am to live in a country that has connections to free schooling.

The mentor for my project will be Ryan. n. After spending two years serving as a missionary in the Philippines, Ryan has seen first hand the conditions education there. He describes a typical school in the Philippines as being a square room with absolutely nothing. They have no form of curriculum or any sort of school supplies.

For my project I will first create flyers to hand out to community leaders and businesses explaining exactly what my project is all about. Secondly, I will make boxes or containers to be used at the schools and businesses. I will then begin contacting the Chimacum School District principals and local businesses and seeing if it is possible for me to set up "drop off" boxes for people in the community to donate their new or used books. I will also ask if the schools have any surplus books that they wouldn't mind donating. Finally, I will contact East Jefferson Rotary Club asking for their support with the book drive. After collecting all of these books I will have them delivered to a school on the coast of the Philippines.

I very much appreciate you taking the time out of your busy schedule to read my letter. My senior project will be an accomplishment I will be proud to share with you during my presentation. I know that this will be a project that I will remember for the rest of my life and surly will be one to leave many children with a better opportunity to learn and grow.

Sincerely,  


## Senior Project Reflection Paper

For my senior project, I chose to combine the two things that I felt I could put my whole heart into- gymnastics and community service. As a gymnastics coach I felt confident that I could provide an experience in gymnastics that would be fun, exciting and engaging for children who might not otherwise get the opportunity to participate in what can be an expensive sport. I put in at least 50 hours of preparation and 50 hours of actual volunteer time into it, but it was definitely worth it. Not only did the gymnasts have a blast, but I think that I can speak for all the coaches as well, in saying that we had just as much fun as they did. The camp went from August 27<sup>th</sup> to August 31<sup>st</sup>, from 9 am to 3:30 pm each day. There were 4 coaches; myself and 2 recreational class coaches as well as an experienced gymnast. I had a couple of goals in creating the camp because more than teaching them gymnastics, I hoped to instill confidence, teach everyone to be part of a team, and mostly let them have fun! Most of these kids will never do gymnastics again, so building skill level was not a goal that we had. Who cares if they can do a cartwheel properly if they are having fun doing back flips into a pit of soft foam. Our job as coaches then, is of course different than it normally would be. In a team or class setting, the goal is to build the foundation before attempting to build skills, and one would not spot large skills just for the sake of letting the kid do them. But in a camp setting we got to flip the kids and let them do things that a kid who was actually training to be a gymnast would not do until they were ready to do them by themselves.

In this way, the camp focused around having fun, learning gymnastics (though not in the traditional way), working in a team and building self-confidence. We sang a lot of songs, took trips to the park and beach, and put on a performance at the end of the week.

Our thought was to have the performance at the beach, where the kids could play in the water and on the beach, then perform for the parents in a field nearby. Unfortunately, the weather did not agree... If I could give only one tip for anyone planning to do the camp again (which I hope will happen)- it would be to make the trip to the beach a “there and back” trip and then perform at the gym. It would save the trouble of hauling mats to the beach and if the weather doesn’t behave, you can stay at the gym- no big deal. We ended up having fun at the bunkers, but it was a bit of a pain to perform in the rain.

But the rewards for the camp by far overshot what I had ever imagined. With only 5 kids, it was almost a one to one ratio of coaches to kids, and although I had hoped to enroll more kids, it did have the instant effect of making us more like friends than coaches and students, which was exactly as I intended the camp to be like. Every child got the personal attention and friendship they deserved. Each day, some time was set aside for team building activities, such as a compliment web, friendship bracelets, skits, trust walks and card making. At the end of camp each child got a card and a friendship bracelet from their secret friend. They also received certificates and awards, one serious and one funny. For example Brieya was given the “Best Attitude” Award, as well as the “fastest walker with the shortest legs” Award. Of course these little awards may mean nothing to someone who wasn’t at the camp, but to us they represent the beautiful memories- memories of Brieya practically running to keep up with Wendy and her long strides, or memories of Madeline (who got “most flexible”) flopping down into the splits looking like she could fall asleep in them they were so comfortable. I hope the girls will remember these memories for a long time so that they remember what they learned about how to be a part of a team, how to have fun, and how to believe in themselves.

## Senior Project Reflection Paper

My senior project has been a new and unique experience. Last summer, I decided I would like to build a boat. I didn't really consider it as a senior project at first. In September I realized that I could fulfill both my summer daydreams and my educational requirements at the same time. As I began searching for plans, I found very little that suited my tastes.

My search for plans led to many drastically different designs. I found that the overwhelming majority of plans were for plywood boats sheathed in fiberglass and soaked with epoxy. This did not fit my lifestyle at all. I started looking for a boat that would be very traditional and minimalistic. I did not want to use many power tools, or any sort of modern chemical goop. I then discovered a website hosted in Sweden, selling plans for traditional small boats of that region. These plans were not original works, but lines taken off of old boats.

I eventually chose a type of boat called Blekingseka. This is a combination of the region Blekinge and the Swedish word for small boat. I chose the design Blekingseka #76 for a few reasons. The first and most important detail, was that the boat was just under 16 feet long. This avoids a number of Coast Guard regulations for safety equipment and also negates the need to license the vessel. Also the boat had a full keel, which is similar to the longboats used in Puget Sound Explorers. I have always preferred this to having a large centerboard or dagger board to deal with. It also keeps the boat clear of obstructions, making a small space even smaller.

Blekingseka is a lapstrake design. This means that the planking, or strakes, overlap. Beyond the objective aesthetic appeal, this creates a very light and strong boat. The overlapped strakes give the strength of a full length stringer down the hull. This also means that there are fewer frames, which is more appealing to me. At the waterline, the boat is double ended, but it does have a small transom in the stern. This is very unusual for Scandinavian small craft; it adds to the overall appeal for me.

I talked to Jon about building a boat while working with him in the Wooden Boat Festival early last September. I wasn't quite set on the idea yet, but I learned a bit about what I could expect in the process. A few weeks later, I talked to him again more seriously and he agreed to be my mentor throughout this project. I then ordered plans; Upon arrival, I made a copy for Jon to take home. Things slowly started to take place. We spent several days going out into the woods on Jon's property, looking for a suitable cedar tree for planking the boat. We selected one, then spent several more days setting it up to cut using a portable bandsaw mill. As we began milling the tree, we discovered that it had a few defects that would make it unsuitable for boatbuilding.

As winter began to set in, we focused on the plans, and the process of expanding the 1/10th scale drawings to full size patterns. I learned how to accurately draw grids on both the plans and a plywood doorskin. I then learned how to use these grids as a reference to accurately draw out the full sized pattern. We went through the whole process of drawing, cutting the pattern out and then fairing the pattern on a belt sander. I began learning how to see a fair curve and how to use the sander to correct any unfairness in the drawn line.

We then entered winter break. I was preoccupied with family gatherings and the general commotion of the holiday season. So of course, no work occurred. After New Years I returned to school, and met Jon to discuss what would happen next. I then found out that his holiday had not been quite so uneventful as mine. Without going into the details of his personal life, he became unable to actively work with me for a few months. I continued working on the patterns and also focused my energy on other areas of the project. I worked with Marci and MB to create a budget and list of needed purchases for the boat. I also worked with my brother, Dale, to find a trailer for the boat. I found and purchased a trailer. Once the boat is built we will modify it to fit more appropriately. I also discussed the sail plan with Wayne. He has found a set of sails made by a class from the Northwest School of Wooden Boatbuilding several years ago that may suit my boat.

Now that winter is beginning to recede and the days are a bit longer, Jon and I are once again preparing to collect lumber for the boat. He has selected a cedar at his property in Coil and we are also taking down some locust trees in Irondale to use for everything but the planking. Once we have the lumber, we will move it all into the garage at ICE in Port Townsend. I will then begin building the boat, and will be spending a good deal of energy and time to finish it before summer, if all goes well. If it takes longer, I have gained a great deal of patience so far and I am prepared to take as long as necessary to finish this boat. Of course, that doesn't mean I am going to drag things out. I am building this boat to use it and that means I will finish it before the sailing season ends.

## Senior Project Presentation

The Senior Culminating Project board presentation is an eight to ten minute presentation before a panel of school faculty, students, and community members. You should be well prepared to present your research, final product, and learning experience. Remember to dress professionally and use public speaking skills

**INTRODUCTION** Using an anecdote, scenario, or other attention-getting device, you should introduce the general topic and identify yourself. You should then briefly describe the topic of your presentation and explain why that topic was chosen and what did you hope to accomplish.

Time: 1 minute

**PAPER** You should explain the main points of your research in one or more of the following ways:

- Explanation of two or three main points or highlights
- Description of breadth and depth of the research
- Identification of unique or significant aspects of the research

Time: 3 minutes

**PROJECT** You should discuss your project or field work experience, including the following elements:

- Description of the project
- Statement of time and resource
- Introduction of audio or visual aids, and /or the product itself

For example:

Explain the process you experienced in completing this project. Begin by describing your initial planning strategies/efforts, and then explain the steps in sequence that led to the completion of your project. Highlight or emphasize any particular challenges you encountered along the way to completing the actual project. At this point, if you have created any kind of simulation (film/video, model, etc); present your simulation (actual product or facsimile). Perhaps, if you have a demonstration of a particular aspect of your project, present the demonstration at this time.

Time: 3 minutes

**CONCLUSION** You should reflect on the gain of self-knowledge, and discuss struggles and how you overcame them. You mention how this project was important to the world around you, such as making an impact upon yourself or the community. Perhaps you might explain the “benefits to self” in doing this project. Did you you’re your expectations? Why or why not? How do you feel about this particular discipline as a career interest ort profession? Would you do anything different if starting this project from the beginning? Any suggestions for someone who may want to carry on with the project idea or spin offs that may be of interest to pursue? Finally, you end with special insights or an original perspective on the topic, describing your learning experience.

Time: 3 minutes



**Question and  
Answer**

You will respond to questions posed by the board. Please note that this time is NOT INCLUDED IN THE REQUIRED 8 TO 10 MINUTE PRESENTATION.

Time: 3-5 minutes

**Note: times are suggested and may vary as long as required information is included and the specific time requirements of 8 to 10 minutes are met.**

**IF you have particular equipment needs for your presentation be sure to list them such as access to a computer, internet, CD or DVD player, overhead, monitor, VCR, extension cords, cables and adaptors, easel, white board, projector, document camera, etc. Submit the list at least a week in advance of your presentation.**

## Senior Project Oral Presentation Board Evaluation Rubric

Student \_\_\_\_\_

Date \_\_\_\_\_

Project Topic \_\_\_\_\_

Start Time: \_\_\_\_\_ Stop Time: \_\_\_\_\_

<b>Content</b>	<b>Description</b>	<b>Points</b>
<b>Objective</b>	Includes clear objective that explains significance and purpose of project	
<b>Theme/Central Idea/Organization</b>	Clearly communicates unifying theme & uses it to relay important knowledge/skills gained by completing the project; organizes ideas in logical and cohesive manner	
<b>Depth of Inquiry</b>	Demonstrates deep understanding of topic & answers question "what are the most important things learned from the project?"	
<b>Knowledgeable</b>	Demonstrates insight and adds new information to clarify project	
<b>Responsive</b>	Makes strong connection between questions and responses w/clear evidence and/or examples	
<b>Physical Product</b>	Clear/neat physical evidence supporting/demonstrating outcome of project may include PowerPoint, handouts, posters/display boards, artifacts	
<b>Presentation Skills</b>		
<b>Volume</b>	Always speaks audibly for room size and where audience is sitting	
<b>Pace</b>	Varies pace to enhance presentation	
<b>Attire</b>	Professionally dressed for public presentation	
<b>Poise</b>	Presence shows poise throughout; displays confidence and competence	
<b>Word Choice (3 points)</b>	Uses sophisticated language appropriate for mixed audience	
<b>Grammar (3 points)</b>	Makes virtually no grammatical errors	
<b>Fillers (uh, um, like) (3 points)</b>	Rarely uses meaningless "filler" expressions	
<b>Within time frame (5 points) (8-10 minutes w/o Q&amp;A)</b>	Presentation 8-10 minutes long excluding Q&A	

**Comments/Notes**

**Total**

## SENIOR PROJECT RESEARCH PAPER RUBRIC

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

Score \_\_\_\_\_

	<b>EXCEPTIONAL (4)</b>	<b>COMMENDABLE (3)</b>	<b>ACCEPTABLE (2)</b>	<b>UNACCEPTABLE (1)</b>
<b><u>ORGANIZATION</u></b> <b>Introduction</b>	HIGHLY ENGAGING introduction provides THOUGHTFUL background	ENGAGING introduction provides RELEVANT background information	Introduction provides SOME relevant background information. FORMULAIC.	Introduction provides LIMITED and/or IRRELEVANT background information. TOO BRIEF.
<b>Body</b>	ALL body paragraphs develop a single topic, have topic sentences and CLEAR transitions allowing the paper to FLOW LOGICALLY. FOCUSED and CONTROLLED.	MOST body paragraphs develop a single topic, have topic sentences and transitions allowing the paper to FLOW LOGICALLY, FOCUSED AND COTROLLED.	MOST body paragraphs develop a single topic, have topic sentences, but information appears as UNCONNECTED CHUNKS. Paragraphs still have a sense of logical order.	MANY body paragraphs LACK topic sentences or topic sentences and body content do not always match. MANY body paragraphs develop more than one topic. Paragraphs DO NOT follow a LOGICAL order. Poorly organized.
<b>Conclusion</b>	INSIGHTFUL conclusion revisits thesis and main points. CONVINCINGLY PERSUASIVE.	Conclusion revisits thesis and main points. PERSUASIVE.	Conclusion revisits thesis and main points. It does what it has to—FORMULAIC but PERSUASIVE.	POOR conclusion does not revisit thesis, and main points and/or conclusion are omitted.
<b><u>CONTENT</u></b> <b>Thesis</b>	INTRIGUING AND FOCUSED Thesis CLEARLY shapes purpose of paper and matches the content. Conveys an ATTITUDE. Thesis is PROVEN.	FOCUSED thesis shapes purpose of paper and matches content. Conveys an ATTITUDE. Thesis is PROVEN.	Thesis ADEQUATELY shapes purpose of paper and matches content but is only a list. BEGINS to convey an ATTITUDE. Thesis is PROVEN.	Thesis FAILS to shape purpose of paper and/or does not match the content of the paper. Thesis is CONFUSED or FACTUAL or is NOT PROVEN.
<b>Research</b>	Multiple sources SKILLFULLY interwoven in body paragraphs demonstrating RELEVANT, THOROUGH, and SOPHISTICATED support of thesis. Writer manages information well and avoids redundancy and reliance on direct quotes.	Multiple sources CONSISTENTLY interwoven in body paragraphs demonstrating RELEVANT and THOROUGH support of thesis. Writer manages the information and avoids redundancy and reliance on direct quotes.	MOST information supports the thesis by using a SINGLE source per body paragraph. Info. is STACKED, LISTED, REDUNDANT, or CONTINUALLY PARAPHRASED. Some reliance on direct quotes.	SOME information supports the thesis, but information is LIMITED, IRRELEVANT, REDUNDANT, WEAK or INACCURATE. Paper exhibits information dumping. Heavy reliance on direct quotes.
<b>Voice</b>	Paragraphs show SKILLFUL integration of student's own words with researched info. ELOQUENT word choice and transitions. ALL body paragraphs end with student's observation or conclusion. Shows a CLEAR understanding of the topic	Paragraphs show BALANCE between student voice and researched info. Body paragraphs end with student's observations or conclusion. Analysis of info shows and understanding of the topic.	There is SOME student voice integrated with researched info. Analysis of info shows SOME understanding of the topic.	Paragraph conclusions are quotes or are missing. No student interpretation is evident. Analysis of info. shows a LACK of understanding of the topic. Much of the paper is written in "I," "YOU," or "WE."
<b><u>Mechanics</u></b>	Grammar, word usage, spelling, punctuation, and sentence structure errors RARELY occur, but DO NOT OBSCURE MEANING.	Grammar, word usage, spelling, punctuation, and sentence structure errors SELDOM occur, but DO NOT OBSCURE MEANING.	Grammar, word usage, spelling, punctuation, and sentence structure errors OCCASIONALLY occur, but DON'T OBSCURE MEANING	Grammar, word usage, spelling, punctuation, and sentence structure errors FREQUENTLY occur and OBSCURE MEANING.

# **CULMINATING PROJECT RESEARCH PAPER**

## **The Building of a Self Confident & Supportive Child**

It was my goal that my senior project, a week-long gymnastics camp, would give needy children not only a chance to experience gymnastics, but also instill in them the quality of self esteem, the ability to be a supportive member of a community, and teach them how to build strong friendships. It is my belief that the activities and techniques used in my senior project gymnastics camp helped to instill these important qualities and ethics in the campers. In initially exploring the options for a senior project, I naturally turned to gymnastics because it has been my passion for so many years, both as a gymnast and a coach. After considering many different options I decided that my camp would have the most impact if it could offer a low-cost option for underprivileged children. The price of gymnastics across the nation has been steadily rising for the past few years, according to the October 2007 issue of *Technique* magazine. "Most vital and profitable clubs have pushed the pricing envelope", says Jeff Metzger of the USA gymnastics business department. [1] This has meant that children from families in greater financial need have less opportunities to experience the sport of gymnastics than families that come from more financially secure backgrounds. I wanted my camp to provide an opportunity for children who might not otherwise be able to participate in gymnastics.

Once I knew whom the camp would be geared for, I had to figure out what valuable skills the camp would be focused around. According to Nan Geer's *Model for Effective Leadership*, if you are a good leader, you have a "mission... You know why you're a leader and where you're going." [2] So where was my camp going? The experience of gymnastics was of course important, but how many kids would go on to continue with the sport? For many young children gymnastics is simply "another stop on the way between

cheerleading and piano” says Dr. Robyn J.A. Silverman, an expert on student retention. [3] With the price tag on gymnastics, it is easy to see why. I wanted the campers to love gymnastics more than any other sport, but I also knew that realistically, it was probably unlikely that most of the children attending camp would be able to afford continuing with gymnastics. (Currently two of the five original campers are enrolled in gymnastics classes according to Twisters Gymnastics manager Krystal McCain.) So I determined the qualities that I felt were most important in any situation in life; self esteem and teamwork.

“A great teacher is one that can put it all together”, says Dan Ulrich of Funtastics Gymnastics in Spokane, Washington. He is speaking of a leader. Before I could go attempt to “instill” any qualities in students, I had to make sure that myself and the other volunteer coaches knew how to be a true coaches, which, according to Ulrich are nothing more than exceptional mentors and role models that help an athlete “succeed more than they would’ve by themselves”. [4] Because an exemplary teacher is one that is alive with “positive energy” they motivate their students to come alive with excitement as well. [5] And so I reasoned that in order for camp to be successful, we, the instructors had to act as leaders. What does leadership entail? According to the Goldmine Youth Leadership School, the three most important qualities of leadership are trusting yourself; empowering yourself and others; and celebrating your strengths. [2] In a nutshell, self confidence. This is why, in my volunteer information packet, I included a section on ‘Suggestions for a Great Camp’, which made the comment “Be confident in yourself, you are only a leader if you act like one.”

Self confidence is not only important for us as leaders, but it is important for children as well. As far as gymnastics goes, “most gymnasts will say that 90-95%... of their sport is mental” reports sport psychologist Chris Carr. Furthermore, lack of self esteem is one of the top 3 reasons that students quit trying, not just in gymnastics, but other areas as well, including academics and other sports. [6] Sheila Lehner, in a report on mental toughness went so far as to say that “[Self Esteem] means success in competitions, relationships and life in general”. [7] It is our job as coaches to build self esteem. It is common for coaches to give corrections in the form of a direct instruction such as “point your toes”, but many USAG reports have recently shown that a more effective method is the so called, compliment sandwich. [8] In this form, a correction is sandwiched between two compliments. For example, one might say “Nice job squeezing your legs, point your toes next time, overall that was better than last time”. In this way, you catch the student’s attention with a positive note and leave them feeling confident, but at the same time give them something to work on. This is important in building a child’s self esteem, they must recognize that you see their good qualities.

In my senior project, we tried to recognize qualities that made each individual child unique and special by giving out stickers for positive things they did. Each child kept a sticker chart where they could see how many amazing things they had done during the camp. According to Linda Thorberg, and specialist in recreational gymnastics and child development, studies have shown that kids have more confidence in themselves when they have a visual representation of their improvement. [9] It was evident to us that the

sticker charts were working on the second day of camp when the kids decided to make sticker charts for the coaches. The campers had gone from wanting stickers for themselves to wanting to give stickers to us. Not only was this a sign of their growth in self confidence, but also a step towards building a community based on friendship and affirmation of one another.

In trying to teach our students the importance of team work and community support, we began first by creating a caring community within the camp. We followed Denny Rydberg's *Five Steps to Building Community* [2] starting with step one, Bond Building. Everyday we scheduled a team building activity. The first activity we recognized, needed to "break down the barriers" that "naturally exist between people" [2], so we started with the typical icebreakers and name games, gradually easing into activities that required participants to relate to one another, and open up about non-threatening aspects of their life. This is step two: opening up. As the week progressed we gradually phased in the other 3 steps of community building; affirmation, stretching, and deeper goal setting and sharing. I believe that affirmation, as a step in building self-esteem, is one of the most important steps in community building, and so we encouraged it through activities such as a compliment web, 'car wash' (affirmation activity involving written notes) and cheers. One of my personal favorite affirmation activities is the cheer of "Hey gymnasts how do you feel?" with which the gymnasts respond, "I feel good, ooh I feel so good, uh! Double uh, uh! Triple uh, uh, uh!" As the week progressed the campers began to ask each other, as a way of affirming that each one of them should feel great, because they are great.



After affirmation comes stretching, but not in the literal sense, though we did a lot of that too. “Mental stretching” is just as important as physical stretching, emphasizes Sheila Lehner, and it can be even more important in shaping character. [7] A stretching experience is a “naturally occurring difficult situation”, in which the participants are asked to respond to, using the bonds they’ve been building. [2] It was on the fourth day, during our hike that I felt that the group stretched to meet each individual’s need. As some of the kids offered piggy back rides to the others I felt that they had come a long way in learning how to help each other. And last but not least comes deeper sharing. On the last day of camp each student gave another student a friendship bracelet, along with a ‘compliment note’. I truly felt that a community had been formed by the time we were left to say goodbye.

To conclude, the camp was more of a success than I could ever have hoped for. The children left the camp with a feeling of happiness and pride in their accomplishments and the knowledge that they can do a lot of things if they believe in themselves and have the support of friends who cheer them on. They learned that to gain the support of a community, they must be a part of the team. And they gained insight into how to be part of that team, how to be a good friend, and how to support one another. Both the coaches and the students left the camp with the knowledge that they are unique, they are special, and with kindness and positive thinking they can accomplish more than ever before.

## SOURCES:

- [1] *More on Pricing Decision* by Jeff Metzger (2007)
- [2] *Goldmine Youth Leadership School Handbook* compiled by Samaya Oakley, Dean of the school (2007).
- [3] *Steps for Retaining your Students* by Dr. Robyn J.A. Silverman (2007)
- [4] *Building Athletes and dealing with Everyday Problems in Smaller Communities*, Presented by Dan Ulch, 2007 USAG Regional Conference, Spokane, Wa.
- [5] *Ten Tips for Truly Terrific Teaching* by David Holcomb (2007)
- [6] *Mental Recipe* by Chris Carr, PH.D. (2007)
- [7] *Building a Fearless Gymnast*, presented by Sheila Lehner, 2006 USAG Regional Conference, Portland, OR.
- [8] USAG website: <http://www.usa-gymnastics.org>
- [9] *Preschool Gymnastics; How to Teach to the Gymnast*, presented by Linda Thorberg, 2006 USAG Regional Conference, Portland, OR.