SOUTH EUGENE HIGH SCHOOL

SENIOR PROJECT
CLASS OF 2018

Packet #1

Overview: At various times throughout the four years of high school at South Eugene, the educational focus turns to career exploration and possible futures that students might envision for themselves. As students approach the end of the high school experience they are asked to delve somewhat deeper into a career area that is of interest to them. The South Eugene *Senior Project* is one of two ways in which this meaningful exploration of a career can happen for Classic South students. [The other way is through a *Career Aligned Mastery* (or *CAM*)].

In the *Senior Project*, students explore and complete a community or work experience in which they demonstrate career related knowledge and skills, explore and answer a focus question, and compile a portfolio evaluating and demonstrating their experience, culminating in a formal presentation. Students explore areas of interest in the real world of work and/or service learning. They do an extensive 15 to 20 hour experience through internship, work-study, or service learning.

The *Senior Project*, in combination with successful completion of the *Junior Project* (through South's Career Center) and *Junior and Senior Interviews* with the student's counselor, meets the standard for *Personalized Learning* set by the *Oregon Department of Education* as a requirement for earning an Oregon High School Diploma.

Support: Each student at SEHS has a counselor as their go-to person for completing all the requirements of high school. For the Senior Project requirement, South has a designated advisor -- **Mary Taylor (taylor_m@4j.lane.edu)** -- who is charged with teaching the Senior Seminar class in which these requirements are fulfilled. She is glad to answer related questions, anytime.

South Eugene High School • senior project

Instructions for Packet #1:

This is the first of two packets of materials that contain most of what you need to successfully complete the *Senior Project*. Packet #1 contains materials to help you explore possible placements, find a mentor, research the career area chosen, and develop a Focus Question. Packet #2, which you will receive after your proposed experience and Focus Question have been approved, will contain all the remaining materials you will need during and after your placement experience as well as guidelines for how different aspects of your project will be evaluated. Packet #1 contains:

The **Project Brainstorming Worksheet** is designed to get you thinking about your career interests and possible businesses, agencies, or professionals in our local community with whom you might like to do your placement experience.

The **Placement Ideas Worksheet** provides some examples of agencies, businesses, and career areas that may be helpful as you explore possible placements.

The **Finding a Mentor Worksheet** provides you with some ideas about how to find a mentor with whom you might do your career exploration placement. Included are scripts to help you call or e-mail possible mentors.

The **Background Research Worksheet** will help you to discover more general information about the career area you choose and about agencies, business or individuals in general that work in that area.

Choosing a suitable Focus Question for your project is a very important task in this planning stage before you start the placement experience itself. The two pages titled, **About Focus Questions**, will help you to understand what a Focus Question is and provide good examples of Focus Questions that you can use as models as you develop your own Focus Question for your project. Ideally your Focus Question should be uniquely yours, reflecting your curiosity and particular interest in the career area.

Finally, once you have decided on a career area, found a mentor and decided on a Focus Question, there are two forms that you will need to **fill out carefully and receive the necessary signatures** -- **Senior Project Proposal**, which asks for a summary of your proposed *Senior Project* and the **Community Placement Agreement**, which has you list details of your proposed placement site and mentor (and serves purposes related to liability and worker's comp). It requires the signatures of your mentor, one of your parents/guardians and your self.

If you need some additional help with the tasks outlined in this first packet, some useful resources include the *Career Center* and your high school counselor, as well as the Senior Project Advisor. Many of your teachers would also be very helpful.

Remember that this is a very important task that is a requirement for graduation. The school recommends that students complete the 15 to 20 hour placement in the community during summer vacation before senior year starts. In any case, you will need to **complete and submit your entire Packet #1 to receive approval for your project BEFORE** you will receive Packet #2 and be permitted to do your project. Good luck!

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Project Brainstorming **Name:** _____

To help you know what to do for your Senior Project experience, you can brainstorm some ideas here. Ask yourself some of the questions below; put down as many ideas as possible, whether they are realistic or not. You can evaluate them later.

Remember, your Senior Project experience should be of personal interest to you and tied to plans for your future career and education.

- What career interests did you discover from doing career sorts on the computer during your Sophomore and Junior Projects?

  _____

  _____

- What are your interests or hobbies? How do they connect with things you learn in school?

  _____

  _____

- Is there a question or idea you would like to explore by doing an experiment or other kind of research?

  _____

  _____

- Are there persons/positions in the community you admire and from whom you would like to learn?

  _____

  _____

- What are some community agencies that provide services or promote ideals in which you are interested?

  _____

  _____

- Is there a product or service you think would benefit the community? Can you think of an organization or location where you might learn about how a product or service is made?

  _____

  _____

- What are you passionate about?

  _____

  _____

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Placement Ideas   **Name:** _____

Write <u>3-5</u> ideas you have about places in the community where you might be interested in doing your 15 to 20 hour experience. These places could have to do with a career interest, or a community issue/agency, or a personal interest or passion.

1. _____

2. _____

3. _____

4. _____

5. _____

- -

Examples:

Journalism: Register Guard; Eugene Weekly; Skipping Stones magazine

Environmental issues; Bring Recycling; NextStep Computer Reuse/Recycle

Law & legal issues: Lawyers' offices; courts; legal aid

Restaurants, cooking or management

Construction/support of needy: Habitat for Humanity

University research labs and departments

Medical/dental: Doctors' clinics; hospitals; radiology; physical therapy; orthodontia offices

Animal health: Veterinary clinics; Greenhill Humane Society

Law enforcement: police; sheriff

Science and research: UO or research companies such as OSLC

Hair styling: hair/beauty salons

Architecture: private firms

Accounting and financial planning firms

Retail businesses

Public health: HIV Alliance; Planned Parenthood; Lane County Health; Volunteers in Medicine

Work with alter-abled people: Special Olympics, CDRC, Agencies

Art: graphic artist; art galleries; Jordan Schnitzer Art Museum

Manufacturing or product design companies

Politics- city, state, national: elected officials' offices; campaign offices

Wildlife issues: Raptor Center

Firefighting / paramedic: Fire Department

Teaching: elementary or middle schools; preschools; summer school; Relief Nursery; EC Cares; Parenting Now

Health practitioners: chiropractic; massage therapy; naturopathy; acupuncture practices

Nursing homes and care centers

Technology & computers: software or computer companies; NextStep Recycling

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1. Finding a Mentor

"Networking" – Use friends, relatives, and acquaintances to help you find someone in a particular area of interest. [For example, your friend's aunt, your parent's co-worker, a teacher's friend or colleague, etc.] People you know, know people who know other people.

"Two Foot Rule" – Tell anyone and everyone within two feet of you what you need, and you will eventually find what you're looking for.

"Coldcalling" – Use the phonebook and the internet to find people in organizations you are interested in. This involves calling or writing to someone you don't know.

2. Communicating With a Potential Mentor

Communicating by phone: *To help you with recruiting a Senior Project mentor, consider personalizing this telephone script. You can add to the script, but be sure you at least communicate the information included below.*

<u>Note</u>: *If the person you are trying to reach is not available leave a message with your name, the name of your school, and the reason you called. Explain that you will call back another time and/or, if you feel comfortable, leave your number. People are busy – you may need to follow-up!*

Phone script:

❑ Hello, may I speak with _____, please?

  o *(When the person comes to the phone, say):*

❑ Hello, my name is _____, and I am a student at South Eugene High School. I am preparing to do my Senior Project. My topic is_____, and my goal(s) is(are) _____.

❑ One of the requirements of Senior Project is that each student work closely with an adult in the community who is willing to serve as a mentor.

❑ _____ (area/topic) is interesting to me because _____ _____.

❑ I thought you would be a good mentor for my project because _____ _____.

❑ Do you think you might be interested in working with me?   *(If yes,)* I would like to schedule a time to meet with you to talk about the project. When would be a convenient time for you?

❑ Thanks for your time. I look forward to meeting you.

Be prepared to answer:
The person may want to ask you some questions about the structure and requirements of the project: time- 15 to 20 hours, when and how often; the nature of how you will be there (shadowing, helping, taking on a small project, or volunteer work, depending on how they would see you fitting into their organization).

Communicating by E-Mail: *If you choose to contact your prospective mentor/supervisor by e-mail follow the message model below. You can add other information, but try to keep the message as short and to the point as possible.*

E-mail script:

Mr. / Ms. (name of your potential mentor):

My name is _____ and I am a student at South Eugene High School. I am preparing to do my Senior Project. My topic is _____. The goal(s) of my project is(are) to _____.

_____(area/topic) is interesting to me because _____
_____.

One of the requirements of Senior Project is to work closely with an adult in the community who serves as a mentor. I thought you would be a good mentor for my project because
_____.

If you think you might be willing to work with me, or to talk further about the possibility please reply with some possible times to meet.

If you are not able to be my mentor, I would appreciate any referrals to other professionals in your field.

I appreciate your consideration,   ***or***   Thank you for your time,

(Your first and last name)

Remember: *When sending an e-mail, follow basic rules of e-mail etiquette, including attention to correct English usage, capitalization, punctuation, and spelling. Be sure to include a meaningful Subject. Please read your e-mail over carefully before clicking on Send.*

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Background Research   Name: _____

Learning about the practices & principles of your area of focus

Before beginning your experience you need to research the practices, principles, operation, and philosophy of your type of business or organization. Not only does this information prepare you with a base knowledge as you interact with your Mentor/Supervisor in your experience, it will also help you write a better Reflective Essay.

Conducting research into the field that you have chosen has three primary **benefits**:

1. **Understanding the underlying concepts and general knowledge within your chosen field** will help you to comprehend what is going on within the organization, and also to know what questions to ask relevant to your Focus Question.

2. Organizations and businesses have missions/visions and products/services that differ from one another. Understanding those services, products, or value to community and consumers will help you **understand the organizational culture**. This background will familiarize you with the organization and help you develop questions to ask during your experience.

3. Your Reflective Essay will show the degree of learning that occurs during your experience. An essential element will be to acquire knowledge that operates within the particular field. Your pre-experience research will help you understand the concepts, and **connect the theory and practice**.

Appropriate resources for this background research include educational texts on the subject matter, articles in professional and educational periodicals, and information on the websites of professional organizations. Other resources include:

www.oregoncis.uoregon.edu/webcis	www.bls.gov/ooh
occupations.careers.org	www.careerexplorer.net
www.onetonline.org	South's Career Center also has good resources.

Questions you should be researching in regards to your focus question area are:

What is the *focus* of organizations/businesses of this type? (Include whether it is for-profit or non-profit and how it funds its mission.)

_____

_____

_____

_____

Background Research (continued)

Describe the *services* that are typically offered in agencies/organizations of this type. Who are the consumers of products or services produced by the organization/agency?

_____

_____

_____

Are there any social or environmental *impacts* produced by the industry/business? Are there any general, regulatory, or legislative *protocols* that operate within this industry?

_____

_____

_____

What are the general *skills* needed to be effective in this field? Are the skills used in this field specialized or general? Are there any *degrees*, *certifications*, or *licenses* required to practice in this field?

_____

_____

_____

_____

How do businesses/agencies of this type typically *operate*?

_____

_____

_____

What are key *issues* for this type of organization/business?

_____

_____

_____

_____

_____

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About Focus Questions

- A Focus Question **is not** "What is this career or job like?" or "What are the skills and tasks in this job or career?" or "Is this career for me?" or "What does it take to be a ___?" It <u>is</u> about *specific content* **within the work**.

- A Focus Question should inquire about an aspect, a process, a mission, or the manner and detail of providing service or product in an organization or community. It can delve into the standards, operations, and interactions in an industry or organization and the community it serves.

- Answering a Focus Question comes from learning over time. You <u>discover and investigate the question</u> through your observation and immersion in the environment. Think of it as an investigation.

- A Focus Question <u>cannot be answered by asking</u> someone (like an expert), <u>nor by looking it up</u> on the internet or in books.

- A Focus Question <u>requires critical thinking</u> and <u>stimulates the curiosity</u> of the audience.

Levels of Thinking *(based on Costa, Bloom)*

Level 3
Evaluating
Integrating
Synthesizing
Problem-Solving
Predicting

Level 2
Analyzing
Experimenting
Comparing
Organizing
Designing

Level 1
Fact collecting
Describing
Observing
Defining

= getting the facts

= using the facts

= applying the facts

SENIOR PROJECT FOCUS QUESTIONS
SHOULD INVOLVE Levels 2 & 3
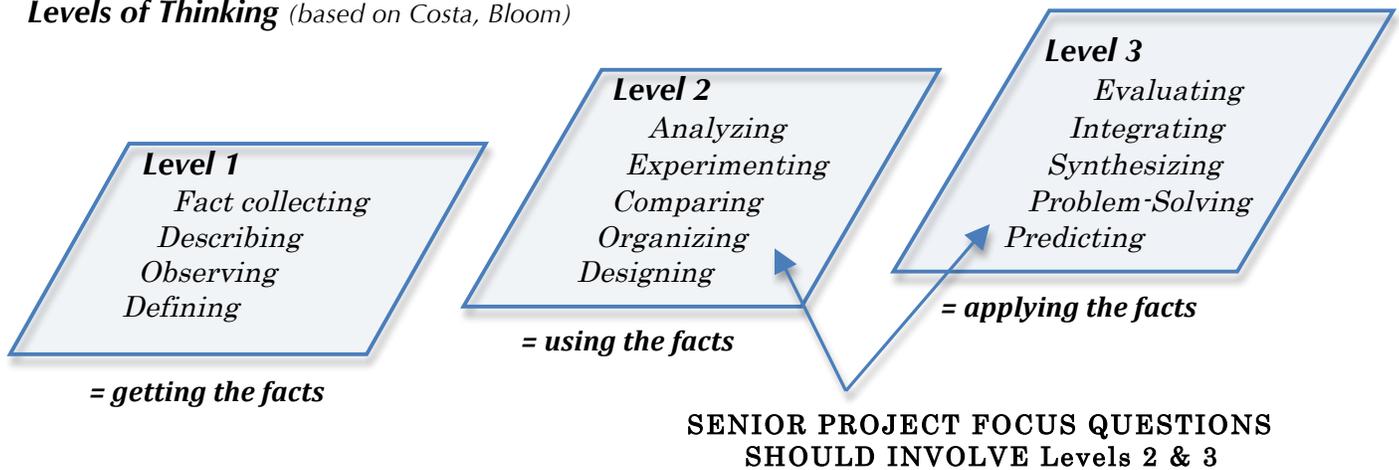
Sample Focus Questions:

What is the role of massage therapy in the healing of a serious medical problem?

What are the steps for rebuilding and updating computers for a non-profit organization to prepare for reuse? (NextStep Recycling)

What social, economic, and engineering challenges are associated with the design and marketing of hybrid car engines?

How severe is the problem of poverty in the Eugene-Springfield area and what is being done to address it?

How can fMRI's help to refine the mapping of motor and sensory control in individual body parts, and in what ways can this help amputees? (UO Center for Neuroimaging)

How do you provide the necessary supports for children in the foster care system due to the many transitions they go through?

How does an advertising business design and produce the most effective advertisements/products?

How can music be used to enhance learning of academic subjects in elementary school?

What are avenues for a political activist/individual to lead efforts for societal change?

How does museum curation adapt to changing technology and public interest with regards to storage of specimens, documenting information, and displays? (Museum of Natural & Cultural History @ UO)

How can I design buildings and houses that will be practical and functional but still use my artistic creative skills?

What are the best current methods of communicating with an Alzheimer's patient and how does music play a part in stimulating memory? (memory care facility)

What are effective methods to raise political awareness and motivate people to vote?

What dangers do patients face under heavy sedation & how have these dangers been limited? (nurse/anesthetist)

How do creative recycling techniques affect community recycling efforts? (BRING)

What works to reduce juvenile delinquency? (Lane County Department of Human Services)

What medical techniques are needed (doctor patient interactions, technology, etc.) to provide health care in developing countries? (Tanzania)

How does a hair stylist keep up with changing styles; and how does the stylist influence those styles?

What strategies would be most effective in retaining teenage part-time workers in the service industry and reducing turnover?

How would one run an experiment to: immobilize cyanobacteria in silica to produce hydrogen as an alternative energy; and build a most efficient super conductor? (UO Chemistry Dep't)

How much of a role does censorship play in journalism?

How do non-profits get people to care about and support a cause that doesn't directly affect them? (HIV Alliance)

How can art be used to help children with the grieving process? (Courageous Kids)

What are the steps in creating an anti-tobacco, alcohol and drug curriculum that will effectively motivate teens in the community to change their ways?

How can Native American culture be brought to more children? (Natives Program)

What are the most common injuries seen by an athletic trainer, and what can be done to prevent them?

What is the process involved in locating a fault that may be lifting the nearby (Alaska) hills? (UO Geology Dep't)

What are the shortcomings of democracy and how can they be solved? (Oregon House of Representatives)

How can a high school student contribute to examining and improving the nutrition content in school lunches, vending machines, and snack carts of a school district?

What are the key issues to preparing for and running a well executed sports talk show? (KPNW Radio)

How can a business retool its marketing to appeal to a younger demographic? (ClaySpace)

How is an effective set of lesson plans designed, created and implemented for a class of third graders? (4J Summer School)

_____ , _____
<div align="right">Last Name   First Name</div>

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Senior Project Proposal

> **IMPORTANT: You may _not_ begin your placement hours until your placement and Focus Question have been approved.**

Whatever you decide, your experience and topic should be interesting to you and:

- be new learning

- be connected to your Career and Education Plan

- involve an <u>unrelated</u> adult mentor/supervisor from the community

1. The **career I will explore** in my Senior Project is: _____

_____

_____

2. What is your **Focus Question** for your Senior Project? _____

_____

_____

_____

_____

3. Why did you choose this topic? _____

_____

_____

_____

4. What would you like to learn or explore while involved in your Senior Project?

_____

_____

_____

_____

5. How does your project relate to your Career & Education Plan (what you want to do after leaving high school)? _____

_____

_____

6. With what organization/agency/business will you choose to do your 15 to 20 hour experience?

_____

_____

7. Who will be your mentor/supervisor for this experience? **Keep in mind that family members or friends of the family may not serve in this role**.

_____

_____

   8. What might you collect for evidence of your experience and learning?

_____

_____

_____

* *

* *

Your project hours may not begin until your placement and Focus Question have been approved.

* *

For office use only:

Reviewed and approved by,

    SEHS Approval: _____   _____
                                              Signature   Date

SOUTH EUGENE HIGH SCHOOL • SENIOR PROJECT
Community Placement Agreement

Name of Student: _____ Date: _____

Name of Business/Organization: _____

Business Address: _____

_____

Name of Mentor: _____

Mentor Phone: _____

Mentor E-mail: _____

Proposed Start Date: _____ End Date: _____

The above parties have agreed to develop a relationship in which South Eugene High School students can participate in career/work exploration experiences. Duration of the experience will be for at least 15 hours and at most 20 hours on site, in at least three sessions. This agreement outlines general roles and responsibilities of the parties.

Community Mentor/Supervisor Responsibilities

- **Mentor/supervise the student towards having a meaningful Senior Project experience.**
- **Maintain safe environment and train student on proper use of equipment.**
- **Follow all laws and statutes that may apply.**
- **Sign-off on hours log and complete a short evaluation form for the student.**

Eugene School District 4J Responsibilities

- **Agrees to maintain general liability insurance during the scope of this placement, covering the student and district staff for unintentional bodily injury or property damage to a third party.**
- **Will maintain workers' compensation insurance covering injury to the student (if in non-paid experience) for injuries incurred during the scope of this placement, but that time-loss payments are not applicable and the student is not entitled to time-loss payments.**

Student/Parent Responsibilities

- **Be responsible for having this placement agreement form filled out and signed by the appropriate people <u>before working</u>.**
- **KEEP ALL SENIOR PROJECT PAPERWORK, in good order.**
- **Not terminate or increase placement hours without the school's approval.**
- **Arrange transportation to and from the agency/business/organization site.**
- **Accept liability and responsibility for the student's travel to and from the agency/business/organization site.**
- **Accept responsibility for any negligent actions on the part of the student.**
- **Indemnify and hold harmless the mentor/supervisor, South Eugene High School, Eugene School District 4J, its officers, agents, and employees from any and all claims, loss, actions, liability or costs including attorney's fees and other costs of defense brought by the student and arising out of in any way related to this experience and/or placement.**
- **Authorize any emergency medical are and/or procedures deemed necessary.**
- **Assume all related medical and/or emergency costs.**

_____   _____

Student name (print)   **Student signature**   **Date**

_____   _____

Parent/Guardian name (print)   **Parent/Guardian signature**   **Date**

_____   _____

Mentor/Supervisor name (print)   **Mentor/Supervisor signature**   **Date**

"District 4J prohibits discrimination in all its programs and activities for students on the basis of disability, race, color, gender, national origin, ethnicity, sexual orientation, age, religion, marital status, socioeconomic status, cultural background, familial status, physical characteristics, or linguistic characteristics of a national origin group. District 4J is an equal opportunity affirmative action employer committed to workforce diversity and compliance with the Americans with Disabilities Act."