

CAPSTONE SERVICE PROJECT



International Community School
BANGKOK, THAILAND



Dear ICS Parents,

As your child approaches the end of his or her school career, we believe it's essential that we determine how well ICS has prepared him/her for the world that lies ahead. We also believe strongly in offering your child the best education possible here at ICS. Our goals are to foster the following traits (ESLRs) within your children.

We believe that it is vital that ICS students demonstrate how well they have attained the above traits before they graduate. We believe the following will put a "capstone" on their educational career and give them a chance to prove all the ways they have grown throughout their time at ICS.

Therefore, each student will be required to complete a Capstone Service Project (CSP) on a topic of their choosing. This will consist of a project proposal, completion of a research-based community service project, a reflective paper and a final presentation at the Capstone Service Project Fair. This is an individual project and therefore, all research, writing, and project completion must be done by your child alone. This activity will allow your child the opportunity to demonstrate how they have acquired each of the ESLRs above. We believe that this will become a wonderful learning experience for the whole community.

In order to ensure that your child remains on task throughout the next couple of years, we need your assistance. Please read this packet very carefully and sign the parent form enclosed to ensure that you understand your responsibility in this endeavor. This manual will help guide you through the process that your child will need to embark on throughout the next two years. Successful completion of this Capstone Service Project is a graduation requirement for all students. Please be sure to review this manual with your child.

Sincerely,
Mr. Darren Gentry

**Expected Schoolwide Learning Results (ESLRs)
The ICS Student is becoming...**

Lifelong Learners Who:

1. Use goal setting processes to monitor their own learning progress
2. Show enthusiastic curiosity about the unknown

Discerning Thinkers Who:

1. Understand core content of each subject
2. Value truth and accuracy
3. Support arguments with evidence
4. Resolve conflicting views in source documents
5. Solve problems that appear to have no obvious solutions

Competent Communicators Who:

1. Listen and read carefully to understand others
2. Speak and write effectively for others' benefit
3. Select media that best carry the message to the intended audience

Quality Producers Who:

1. Create intellectual, artistic, practical, and physical products
2. Aim for high standards (take pride in their work)
3. Use technology meaningfully

Team Player Who:

1. Develop teamwork skills
2. Relate positively with people of varied cultures in diverse settings
3. Establish and accomplish goals mutually

Responsible Citizens Who:

1. Respect and submit to proper authority
2. Know what's going on in our world
3. Use time, energies, and talents to help others

Followers of Christ Who:

1. Understand a Biblical perspective
2. Imitate Christ's character
3. Submit to Christ's Lordship (voluntary)

The Capstone Service Project

This document is intended to introduce and assist you in the process of completing your CSP. It describes the key elements and tasks you must complete. This document also includes some information about how to complete your CSP. The document does not contain all of the specific requirements or tools for completing the project.

If you have any questions, please do not hesitate to meet with the SLC or send the SLC an e-mail.

The SLC will also provide you with other supplemental materials, reminders, hints, and worksheets. Please do your best to follow the SLC's electronic communications

As a student of ICS you are EXPECTED to check and use the email account provided for you by ICS.

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Why the CSP?

Belief in Students

First and foremost ICS believes in students. We believe that you have the ability and capacity to influence and shape our world.

We believe the future is yours. This world is filled with challenges and suffering. Change will happen as you act justly and love mercy. You will initiate and implement your solution.

We believe God has both called you and equipped you to impact our world. It is through His strength that true and lasting change will happen.

We believe our students are extremely talented. Their talents should not be limited to personal pleasure or selfish gain but shared and used for the betterment of our community.

ICS Mission

“Based on the Bible, in partnership with parents, we teach the whole student to know and apply wisdom for the good of our world and the glory of God.” Students at ICS have a unique opportunity to learn to serve others. To serve others, one must understand others. Hands-on helping of others equips our students to love their neighbors as themselves, in Thailand and the world at large.

Demonstration of the ESLRs

We believe that while at ICS, students learn not just about reading, writing, science, math and other subjects but are in the process of being transformed. The Expected School Wide Learning Results (ESLRs) represent 7 essential traits that are developed in and define our students. Students will thus apply the 7 ESLRs through the Action phase of the CSP.

University Application

Colleges and Universities desire not only for students to excel academically but to actively serve their community. One recent university representative on campus told students to include a description of their CSP in their essay or in their supplemental addition on their application. The CSP stand out to Universities.

Graduation Requirement

The CSP is similar to expectations held by other programs. The IB-DP, AP, AMD, and many national schools in our region include service as a part of their graduation requirement. The CSP is however specifically designed to highlight ICS students’ talents as they give back to their community.

Reflection

Central to the learning process is personal reflection. Students are expected to reflect throughout their project. This can be done through journaling, keeping a video blog, or other methods. What is important is recording your thoughts and feelings throughout the entire project. We want to know what you learned.

Partner Organizations

We value organizations and those working in them. Everyday, organizational workers are helping to alleviate social problems here in Bangkok and around Thailand. They are “in the trenches.” We honor their expertise, experience, skills, time, and ongoing work. We recognize that 15 hours of service is very little compared to the commitment they give every day. We expect students to be humble and approach their service with a learning heart and mind. We also know that the catalyst of innovation often happens by those with a fresh new perspective.



What is the CSP?

A **student community service and research project**, which demonstrates a student's knowledge and application of the **Expected Schoolwide Learning Results** by:

- Identifying a real social problem
 - Implementing a personal authentic solution
 - Communicating action research of their impact
-



IDENTIFY

Process: Students identify a real social problem
Students consider people, problems, or passions



RESEARCH

Process: Students research the problem they identified
Students investigate the issue by completing a needs assessment, learning about the global and local issue, and identify research based solutions



PLAN

Process: Students develop an action plan
Students work with organizational partners to consider strategies timetable, and process for solving their problem.



ACTION

Process: Students implement their plan
Students spend time with a community, solving the problem.



MEASURE

Process: Students measure the success of their action
Students compare data from the needs assessment and the result of their action plan



SHARE

Process: Students share their story
Students share and reflect about their experience through a paper and presentation





IDENTIFY

Process: Students identify a real social problem

Often students consider people, problems, or passions:

- **People:** Who are the vulnerable people in our community?
- **Problems:** What issues are important for our society to change?
- **Passions:** What gifts and talents can you leverage to help others?

Start your project considering People, Problems, and Passions. Ideally, you will find a project that touches the lives of people you care about, problems you feel are important to solve, and leverage your passions to help others. There are tools available to assist you in this brainstorming process.

Choosing your real social problem (See Worksheet)	Is there a group of people whom you would like to help? - What are their needs that you can meet?
	Is there a problem that you feel passionate about? - How can you impact that problem?
	What are your gifts, talents, passions, skills, future pursuits? - How can you use these to benefit others?

Often students can identify a problem they are interested in but face roadblocks. It can be challenging to narrow the global social issue to something that they can solve within the scope of CSP. Sometimes equally challenging is identifying a community within which the problem exists.

Narrowing the problem: Once you have an idea of the Global/Thai social issue you need to narrow the problem. For example, you may be interested in the Digital Divide in Thailand – not everyone has the same access or opportunity to learn and use technology resulting in a growing divide within Thailand. Unfortunately, the problem is beyond the scope of your CSP to help provide a standard level of technology access to every student in Thailand. Instead, the problem could be narrowed to focus on 1 group of students at 1 school. Dream big, act small.

Identifying a community: We seek real social problems. Not every problem exists in every community. You don't want to force your project and "solution" where the problem doesn't exist. For example, "diarrheal diseases constitutes a critical, global, public-health problem, being a major cause of illness and death among infants and young children." This doesn't mean it is an issue at every orphanage nor that a lack of hand washing is the problem.

***Suggestion – make people your priority. Find a group of people you would like to help. After you identify a community (could be a location, age, or other demographic) spend time with them to identify their needs. Check out the next section for more information.*

In the Community: The ICS school community is an extremely blessed community. We desire for students to share this blessing with others in our community. Projects and issues should focus on a group outside of our campus.

Short list of possible real social problems:

- Asylum Seekers in Thailand
- International labor and migration
- Illegal Immigration
- Affordable Health Care
- Poverty/Slums
- Drug Abuse
- Minimum Wage Workers
- Human Trafficking
- Political Corruption
- Flooding Issues in Thailand
- Natural Disaster Prevention & Mitigation
- Medical Care
- Pollution
- Lack of Public Parks in Thailand
- Divide between Rich and Poor
- Bangkok Housing Situation
- Road Issues in Bangkok
- Equal Education
- Gambling Issues
- Single Parent Homes
- Alcoholism
- Child Abuse
- Physical and Mental Handicaps
- Mental Illness
- Overcrowded Prisons
- Civil Rights
- Overburdened Judicial Systems
- Orphans
- Abortion
- Ethnic and Religious Conflict
- Family Relational Health
- Genocide
- Care of the Aged
- Clean Water
- Conservation
- Distribution of Natural Resources
- AIDS & HIV
- Global infectious diseases
- Depletion of Natural Resources
- Unemployment
- Terrorism
- Domestic Violence
- Peacekeeping
- Conflict Prevention
- Digital Divide
- Climate Change
- Biodiversity and Ecosystem Loss
- Fisheries Depletion
- Water Deficits
- Maritime Safety and Pollution
- Education for All
- Reinventing Taxation
- Biotechnology Rules
- Global Financial Architecture
- Trade, investment, & competition
- Intellectual property rights
- E-commerce rules
- Local farmers access to markets
- Healthy Eating Habits Among Youth



Investigate

Process: Students learn the problem they identified

In-depth investigation includes:

- **Learn** about the issues by completing a **Needs Assessments** from 1st-hand knowledge (Interviews, Observations)
- Research the **global** issue and how it's presented **locally**
- Identifying successful **research-based solutions**
- Evaluating **feasibility** of potential solutions
- Start with the end in mind! State what success will look like in the end. **Collect information** that can be compared before and after your project is complete.

Investigate: Students need to solve a real need. Identifying the need will require students to learn about people and problems they face. This is an investigative and inquiry based process where students could interview community members and make observations from their time visiting the community. Students are required to spend time completing a **needs assessment**. They will need to be able to provide evidence of the need, how they identified the issue, and able to describe the impact of the problem on people's lives. The **Sustainability Compass Tool** is a great option to structure a needs assessment. Resources and information are provided from the SLC.

Humility: We desire to honor people and protect their dignity. The CSP will challenge your assumptions. "Poor people" are not a problem that needs to be fixed. When seeking to identify a problem, ask questions – seek first to understand before being understood. From your perspective, you will likely have different values. Take a humble, learning approach. You are not a savior but a friend and partner. You must make a site visit, talking to the people you wish to serve. Learn about them and from them before developing a plan and action.

Organizational Partners: Working with an organization is not required. However, most students receive help from organizational partners. These partners often provide access to a community and some support in the student's project. Students need to be a competent communicator when establishing expectations with their partners. It is encouraged to write down expectations so that both the student and partner are in alignment. Little steps at the beginning of the process can be very helpful in avoiding conflict later.

Research: For some projects, additional research may help to clarify the scope of the issue or root causes. Students will gain a greater understanding of how the issue occurs globally and is presented locally. Students should learn about solutions that are being used in other places to leverage other's success or modify the process of others for their context.

Feasibility: Students may also need to question the feasibility of the project and potential solution. They are encouraged to use the feasibility tool provided to consider and prepare for opportunities or challenges and evaluate the strength of their project.

Comparative Data: Key to the CSP is providing evidence of successful impact and change. The question is "how do you know you were successful." The primary way to do this is through comparison. Students must collect "data" at the beginning of their CSP to compare with the results at the end. **DON'T MISS THIS!!**

Qualitative and Quantitative Data: Either Qualitative or Quantitative data can be presented as evidence as a change and thus success. Collecting data can be difficult. Check out the information in the "Measure" section and other information from the SLC.



PLAN

Process: Students develop an action plan

- Working with organizational **partners**, students consider strategies and a timetable for solving their problem.
- Students use **tools** such as Smart Goals, Action Plans, Work Breakdowns, Gantt Charts, and Planning Arrows to plan for successful implementation.



The planning process should not be underemphasized. There is a regular correlation between students who take time to plan and produce fantastic projects. As well, the planners are often significantly less stressed through the process. Please take time to develop both short-term and long-term goals. The SLC has tools available to assist students in this process.

Schedule: The CSP is a significant project. ICS students are busy and the CSP occurs during a challenging season. Students need to work with organizational partners and their parents to develop an appropriate schedule for completing their project.

Project Time Table: Check out the project timetable in the “Additional CSP Info” section, which outlines the expectations for students.



Service Learning Coordinator

The Service Learning Coordinator (SLC) will oversee the CSP. The SLC will advise and assist students as they work their way through the many steps of the project. The SLC will have a list of service organizations that may help students find resources/people to get in touch with in order to complete the project. The SLC isn't there to offer solutions but guidance so that the student can meet the various deadlines of the project. Within the school calendar, there will be designated times throughout the students' junior and senior year to meet with the SLC. However, it will also be the responsibility of the student to schedule individual consultations.



ACTION

Process: Students implement their plan

- This is the **fun** part and where we begin to see all the work come together!
- Some students' action can be completed over a weekend, while others require consistent, **intentional** participation for months.
- Students log their progress and adjust their plans as needed.

Action: Now is the time to implement your plan. Change rarely occurs quickly. It often requires consistent and intentional participation. Develop relationships and build trust among those you are partnering with and serving.

Sustainability: We recognize that the social problems you are tackling are huge issues. They often require the buy-in from many stakeholders as well as the community to solve. Many of the issues you will consider are issues that have been a problem for hundreds if not thousands of years. Consider the sustainability of your solution. How will your problem continue to be solved after your 15 hours and project are completed? Who can help you to continue the impact you began? If your project relies on you and your involvement, is it really solved?

Fundraising: There are many ways to give. The intent of the CSP is that you give with your time and talents before your pockets. Many projects do require some supplies or a budget to fully implement the solution. We encourage students and parents to discuss the students project and resources available. While we are not excluding CSP from fundraising on campus, we would like to encourage other locations or methods of meeting needs related to your project. Engaging other stakeholders has the potential to expand the impact of your project. Student Council has established a grant. If a student is interested in applying for this grant, contact your class representative or a Student Council Officer.

Team Projects: The CSP is an individual project, where students implement a personal authentic solution. While collaboration is highly valued at ICS and in the "real world," the CSP is designed to assess each individual's knowledge and application of the ESLRs. All proposals, final papers, projects, and final presentations must be done individually. That said, if a few students choose to pick a similar organization or group to serve, their research may be similar but their specific problems and personal action needs to be unique. An example of this would be the following:

4 students target water quality in the same slum. Each addresses a slightly different aspect of the problem, each with unique solutions.

Student A targets public health education about toileting practices.

Student B targets in-home cheap toilets for low-income families.

Student C targets community-wide sewage flow systems

Student D targets klong water plants and other natural "cleansers"

Leading Other Students: We encourage CSP students to engage other ICS students in your project and with your focus community or organization. You are still responsible for completing all aspects of your project. Other students can receive community service hours through your project. Note: they must complete the appropriate community service paperwork.

Hours: A Student's CSP will require a minimum of 15 hour. These are included in the total 40 hour Community Service requirement. The student is responsible to record the time they spent in the timetable found at the back of the Community Service Packet. Additionally students should document their work with pictures and/or videos. Make sure to include the contact number of your direct supervisor. Questions regarding what "counts" as hours should be directed to the SLC.



MEASURE

Process: Students measure the success of their action

- It's essential to the CSP to collect data as evidence for a solved project.
- How did the data collected at the end **compare** with the needs assessment data you collected before the project began?
- **Qualitative or Quantitative data** must be recorded to support success.

The Question and Answer: The important question students need to ask here is “How do you know you made a difference?” This is most easily answered as a comparison between the need before you started your project and the result of your project.

Impact: Big or Small, students need to describe the impact made in the lives of others. Why was your project impactful? For example, if a student renovated a classroom, it does look better and it would be easy to see how that is different. Student needs to be able to describe why the classroom renovation was impactful. What did it change?

Keeping the End In Mind: When a student starts their project, they need to consider this step. What does success look like? How will I know that I have met the needs of the community I am helping? Know what you are aiming for from the beginning. If you want to increase a desire to go to school, and you determine that renovating a classroom is the best way to accomplish this, collect data that helps you determine if students have changed their desire to go to school. Track your progress over time.

Qualitative and Quantitative Data: Either Qualitative or Quantitative data can be presented as evidence as a change and thus success. Collecting data can be difficult. Qualitative data relies on descriptions. Often this is collected through interviews, stories, anecdotes, photos, videos, and observations. The key is in the specific details. Quantitative data relies on numbers. Often this is collected through surveys, measurements, percentages, pre/post tests. The key is to present the information clearly in a way that “proves” your point. Check out additional information describing these from the SLC.

More than Smiles: We all want people's lives to be better. Often people express their appreciation through smiles or other non-verbal communication. As a CSP student, you must collect better data than this. “Now the kids I helped are smiling,” does not meet the expectations for measurable data and a demonstration of impact.



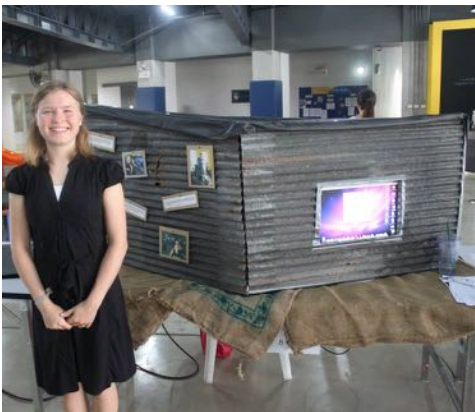


SHARE

Process: Students share their story

- A **paper** is written describing the project. It includes identifying the issue, telling their story, and reflecting on what they learned.
- **Presentations** are given highlighting the project. An assessment board made up of community members evaluates and critiques the project.
- Students should **inspire** other students, teachers, parents, and other community members towards action!

Papers: The paper serves several purposes in the CSP. Students are given an opportunity to demonstrate their highest quality of writing. This paper must meet or exceed what others would expect from an ICS graduate. A focus on the 6 writing traits is essential. The paper is broken into 3 separate pieces and written as a part of English classes. Before a student can submit their final paper, it should meet the expectations in writing and content. If a student is not in an English class, the student needs to maintain the same deadlines as those in class. Additional requirements for the paper are provided through English class and from the SLC.



provided by the SLC.

Presentation: Students are also required to showcase their CSP through a presentation. Presentations are evaluated by a carefully selected team of ICS partners. Assessment board members may include ICS school board members, administration, teachers, local business leaders, parents, NGO leaders, and alumni. Special attention should be given to the preparation of the presentation space. Expectations are high, requiring the student to be creative and plan ahead. The student should seek to bring the experience of their project to the space. The best presentation spaces draw in others and help connect them to the deeper emotional aspects of the project. Additional information about the presentation will be

Power point: Power point is a great tool. It is just that, a tool. Similarly, not every tool is best for every job. Using power point for your presentation may or may not be helpful. It can be difficult to see and can take away from the quality that you are presenting.

Pictures: When considering pictures, think about what you are trying to communicate. Many small images that are hard to see are not nearly as effective as a few well-chosen large photos. What makes a photo great? How can your photo support the emotions that you want to communicate to others?

Capstone Fair: On the day which students present their CSP, other community members and ICS students will be invited to view the projects. Students should be prepared to engage parents and kindergarteners in an age appropriate manner. The purpose is to raise awareness of your issue and inspire others by your work.



Additional CSP INFO



What CSP is NOT:

The CSP is **not volunteer hours**. The focus of the CSP is to develop a personal authentic solution to a real social problem. While supporting an organization and serving to meet their needs is admirable, it is different than the scope of this project. That said, many students will partner with an organization and serve alongside them to impact a social issue.

The CSP is **not Fundraising or Donations**. We believe that money is not the solution to social problems. While many problems can be temporarily alleviated through donations, gifts are rarely sustainable and limit peoples' self-worth and dignity. Instead is encourages an "arms-length" attitude and superiority. Don't Donate-and-Dump.

3 Examples of Challenging projects (you want to avoid)

1. Awareness

While creating awareness about an issue is important and has a place, it can be quite difficult to accomplish within the scope of a CSP. The CSP requires that you identify a group of people who are unaware of your issue and measurably move them to a place of awareness. This is not impossible but challenging.

2. Teaching (English/Thai/Chinese...)

There is no doubt that learning another language is important and can significantly open doors for people to access better jobs and opportunities for themselves and their families. Teaching a language is very challenging to accomplish in 15 hours. The CSP requires measurable improvement to demonstrate success. If you are considering this option, you will need to have very specific and clear objectives.

3. Feeling Oriented change

Students are often able to acknowledge the feelings experienced by children and adults found in difficult circumstances. Feelings of loneliness and abandonment are often issues faced as a result of abuse and neglect. While noble and just in desiring to help others change their perspective on life, solutions too often rely upon the CSP student. This is very difficult to sustain. In an attempt to help others we need to recognize our own potential to abandon and use others.

Assessment: The student assessment focuses heavily on student's ability to articulate their story and personal learning. The ESLRs provide a framework for key aspects of this reflection.

Outcomes: There are 3 possible outcomes at the completion of the CSP: Pass with Excellence, Pass, and Fail. Students who complete all aspects of their projects at an exceptional degree are eligible to receive a "Pass with Excellence" and will be recognized publicly. If a student does not pass the project, they will have an opportunity to fix their project and present it again. The student must pass it that 2nd time in order to graduate.

Junior Year		Senior Year	
Semester 1	Semester 2	Semester 1	Semester 2
1) Identify project 2) Research - (Needs Assessment) 3) Proposal 4) Paper #1	Implement Project Plan (Minimum 15 hours)	1) Paper #2 2) Paper #3 - (ESLR Reflection)	Present Project

Examples of Great Projects

A **student community service and research project**, which demonstrates a student's knowledge and application of the **Expected Schoolwide Learning Results** by:

- Identifying a real social problem
 - Implementing a personal authentic solution
 - Communicating action research of their impact
-

Example #1: The Klong Gap



IDENTIFY: Students identify a real social problem.

Student considers...

People: Students (HS); Community near his dad's factory

Problems: Trash, Soi dogs

Passions: History



INVESTIGATE: Students research the problem they identified

Student goes to the community near his father's factory intending to identify a problem related to waste management. While interviewing residence and making observations he identifies a different problem – a dangerous gap between the newly constructed klong wall and the neighborhood buildings. The student proceeds to research the scope and reasons behind the problem.



PLAN: Students develop an action plan

The student works with his father and neighborhood leaders to develop a plan for filling in the gap. Through this process the student determines that the feasibility of using dirt will not work. Instead, using available wood, the student and community can build a wooden cover.



ACTION: Students put their plan into action

The student meets community members and works together to build the cover for the gap. As well, the student purchase plants to be placed on certain areas of the cover.



MEASURE: Students measure the success of their action

The student takes photos of the completed project. As well, he interviews the community to learn about their impressions of the new cover. Overall the community is grateful and appreciative of the cover. There is some concern for the sustainability of a wooden structure. The student compiles these interviews and compares them with the interviews he collected during his needs assessment.



SHARE: Students share their story

The student does a phenomenal job writing his paper. As well he deigns a 3 dimensional display which enables him to effectively share his story. The student reflects on his project and lessons he learned in the process. As he shares his story with younger students, they ask many questions and are interested in solving this problem around their own homes.

Example #2: The Digital Divide

IDENTIFY: Students identify a real social problem. Student considers...
People: Students (Rural); Rural Communities
Problems: Poverty, Education
Passions: Computer Games, Anything technology.



INVESTIGATE: Students research the problem they identified
 The student visits a school in a neighboring province where a relative lives. He meets with the principal of the elementary school and 2 of the teachers. He also hangs out with the kids at recess. Through this he learns that the school does not have a computer lab and that about half of the students play games on their parents phones or tablets. A few older students also go to a nearby internet café to play games. When the student returns home he learns more about the lack of access to meaningful technology for rural Thai students and the widening gap created. As well, along with the principal they decide to start a tablet lab rather than computer lab.



PLAN: Students develop an action plan
 The student contacts the principal and develops a plan for creating a computer lab at the school. They determine the location, curriculum, systems and process for students to meaningfully use of technology.
 Also, the student considers different businesses and partners to ask about donating money to sponsor the tablets. He creates a schedule with benchmark goals to have all of the tablets before spring break.



ACTION: Students put their plan into action
 The student makes another trip to the school to work with the teachers to develop the curriculum for the tablets. He maintains his schedule to meet with potential sponsors for the tablets. Unfortunately, this has proven more difficult than anticipated. He adjusts his proposal and adds more potential partners to the list. Though it was difficult, he doubled his meetings in the week leading up to spring break and was able to meet his goal for 20 tablets before spring break!
 Over spring break, he delivered the tablets and worked with the teacher to implement the new curriculum and system.



MEASURE: Students measure the success of their action
 The student takes videos of the students using the tablet lab. He also interviewed several students and teachers about the new access to technology focusing on how the tablets would be used to further the education of the students. He also compared the access these students now had with the technology with that of the data regarding average rural students in Thailand.



SHARE: Students share their story
 The student did a good job writing his paper. It was very helpful when he asked his math teacher to help him with his grammar and other 6 traits. For his presentation, the student set up a little mini lab with 4 tablets and manikins. While presenting he showed other pictures of the students using the lab on his own tablet. The assessors appreciated that he didn't just make an effort to donate tablets but also he helped to develop the curriculum and system for students to access the lab. When he shared his story at the fair, he helped others see that we all take technology for granted and instead it should be considered a privilege.

Example #3: Orphans and Dental Care



IDENTIFY: Students identify a real social problem. Student considers...

People: Orphans

Problems: Orphans

Passions: Wants to study medicine



INVESTIGATE: Students research the problem they identified

The student finds an orphanage that is near her home. While visiting she meets with a couple of the older students as well as 2 of the staff. She uses the Sustainability Compass as a tool to determine the present needs and deeper issues causing the problems. She is able to identify 5 needs and selects dental hygiene to pursue. As well she believes there are multiple factors affecting this problem and seeks to address each of these. In order to do so, she researches strategies that others have been successful implementing to overcome the factors.



PLAN: Students develop an action plan

Working with the caretakers at the orphanage, they develop strategies to address each of primary factors related to dental hygiene. 1) she plans to find corporate sponsors for personal products, 2) she works with a local dentist to provide inexpensive dental care, 3) she schedules a time to train the staff 4) she leverages the Power of Habit to develop a teeth brushing habit



ACTION: Students put their plan into action

1) The student visits 3 business who agree to adopt the orphanage to assist with the cost of dental care (personal products for 3 years, transportation to the dentist) 2) The student meets with a dentist and schedules 2 days for dental checkups this year and discusses the potential for future checkups. 3) In the staff training she addresses the staff value and importance of dental hygiene, teaches about the results poor diet on teeth, as well as provides information regarding government programs and how to access them 4) she works with the kids and staff to develop system for good dental hygiene habits (cue, action, reward).



MEASURE: Students measure the success of their action

The student compares what she learned about the need for dental care when she started with the system in place now. After 1 month, she returns to see if the kids and staff are continuing to use the system and develop good habits – they are!! As well, all but 1 of the students have been able to receive a cleaning.



SHARE: Students share their story

The student didn't procrastinate when writing her papers. They were well thought out and communicated her story well. She reflected well on what she learned. Inspired by her own project, she shifted from pre-med to a dental program. For her presentation, she constructed a gigantic mouth with half of the teeth dirty and half clean. As well, she included 14x30in pictures of the kids and staff brushing their teeth and at the dentist. When younger students came by, she had them play a little game that raised awareness of the issue. As well, students played her game to "win" toothbrushes for another orphanage. The student at the fair received a magnet of the student who will receive the toothbrush.

Example #4: Building Bricks to Break Poverty

IDENTIFY: Students identify a real social problem. Student considers...

People: Rural Thai Kids

Problems: Opportunities

Passions: Wants to study business, sports



INVESTIGATE: Students research the problem they identified

A family friend helps the student connect with and visit a rural school. While there, the student learns that the school also has a small special education program. The student interviews the principal about the school, special programs, and needs. The student proposes an idea to teach a group of students how to make bricks. He visits shops near the school to purchase the supplies and contacts a business to donate 4 brick forms.



PLAN: Students develop an action plan

The student works with the principal to schedule a time to teach the local students how to make bricks. They also develop a plan for the process to sell the bricks, costs involved, purchasing the supplies, and other details for the long-term success of the program. Under the direction of the principal, it is decided that a group of special needs students will be a part of the brick making class.



ACTION: Students put their plan into action

The student visits the local school and over 4 days teaches the local students how to make bricks. They learn from some initial mistakes until a successful system is in place.



MEASURE: Students measure the success of their action

The student interviews the principal upon the completion of the project. She is very excited about the new project. The student exceeded her expectations and wants to formalize the brick making as a permanent aspect of the school's curriculum. The student interviews some of the local students as well and compares these interviews with the investigation done during his first visit to the school. The school is able to make and sell bricks according to the plan established.



SHARE: Students share their story

Writing the paper was relatively easily for the student because he kept a journal and vlog through his process. For example, finding evidence to demonstrate the ESLRs just meant reformatting what he had already wrote or said. For his presentation, he set up a brickmaking station along with 2 pull-up banner signs of pictures from the school. When other community came to check out his project, he gave them the opportunity to try making bricks. He explained how through education, local students can develop business skills. These skills can help lift them out of the cycle of poverty.