***Create Project***

**Name:** Student 1 **WKU ID#:** 800XXXXXX

**Date:** Spring 2014 **Lesson Grade Level:** 8th grade

**Subject:** Language Arts **Authentic Topic:** Solution to a School Problem

**Lesson Title:** Do Something Challenge

**Objectives/Standards:**

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| **Objective** | **Standards** |
| Content Objective:  After thoroughly researching any school problem or issue, 8th grade students will create a detailed plan for solving that problem. | **8.1** Write arguments to support claims with clear reasons and relevant evidence.  **8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| Technology Objective:  8th grade students will create a 3-5 minute video to promote their solution. | **8.6** Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas effectively as well as to interact and collaborate with others. |

**Resources:**

* Freeplaymusic.com
  + This is a very good source for free music for your video.
* Classroom Clip Art
  + This is a good source for free graphics for your video: <http://classroomclipart.com>
* iMovie
  + This is a very user-friendly Mac software program to create your video.
* Windows Movie Maker
  + This is a PC Windows software program to create your video.
* iMovie Tutorial
  + This is a detailed tutorial to use iMovie to create your video: <http://tinyurl.com/lxmmtf5>
* Window Movie Maker Tutorial
  + This is a detailed tutorial to use Windows Movie Maker to create your video: <http://tinyurl.com/ltwz7dq>
* 8 Steps to Creating a Great Storyboard
  + This is a great way to plan your video: <http://tinyurl.com/pynckeh>

**The Do Something Challenge**

**Scenario:**

Like most schools, your school has its share of problems or issues. Your school has a new principal that wants to make this a more student-friendly campus. The principal has asked students to identify issues or problems and propose solutions to these problems. You and your group will choose one problem in your school, design a plan for solving that problem, create a promotional video to “sell” your idea to your principal, and obtain permission, then put your plan into action.

**Lesson Tasks (directions):**

Once you and your group have identified your problem, follow these steps to complete this assignment:

1. Carefully research that problem until you fully understand it. This should involve interviewing key people in the school who understand the problem, and doing online research that will supply you with any facts to help you get a clearer picture of the problem. Take notes as you do your research, and get all the necessary information to provide APA- or MLA-style references at the end of your video (whichever your teacher prefers). You should research until you can:
   1. Clearly explain what the problem is.
   2. Identify the root cause(s) of the problem
   3. The impact this problem has on students, teachers, administrators, school staff, or community members.
   4. Fully describe your proposed solution to this problem.
2. Write a script for a video presentation to present your solution to your school principal. The script will be scored according to the rubric on the following page and must receive a “3” before you have permission to create your video.
3. Use Windows Movie Maker, iMovie, or another program to produce a video to go with the sound file created in step 5.
   1. Tutorials:
      1. Detailed directions for using iMovie: <http://tinyurl.com/lxmmtf5>
      2. Detailed directions for using Windows Movie Maker: <http://tinyurl.com/ltwz7dq>
   2. Storyboard your video. Use <http://tinyurl.com/pynckeh> as a resource.
   3. Create your video.
   4. Add music and narration to your video. See the resources for ideas for music and graphics.
   5. Save your project file and export your video file.
4. When your movie is complete, upload it to YouTube and send the link to your teacher.
5. Schedule a presentation with your school principal to give your presentation to convince him/her that your solution is the best for your school problem.
6. After your group has gotten approval and funding from the administration, you may begin implementing your solution.

Scoring Rubric:

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| --- | --- | --- | --- |
| Content Objective:  After thoroughly researching any school problem or issue, 8th grade students will create a detailed plan for solving that problem. (Video Script) | | | |
| 1  Significant Revision Needed | 2  Some Revision Needed | 3  Proficient | 4  Exceeds Expectation |
| * Ineffective or missing lead or closing statement. * Problem, cause, and impact are unclear and/or have minimal development. * Solution is unclear or is not *sustainable*, does not *build capacity*, or does not demonstrate *partnership*. * Description of solution and/or timetable have many lapses in clarity. * Claim lacks sufficient or relevant support. * Opposing claims are not adequately addressed or refuted. * Description of how success will be measured is unclear, or inadequately measures the factors described in the original problem. * 1 or no resources listed at the end. Source formatting is incorrect. Personal interview, if included, does not provide support for claim. * Errors in spelling, usage, capitalization or punctuation interfere with the message. | * Lead or closing are unclear or off-message. * Some aspects of problem, cause, and impact are unclear or underdeveloped. * Solution is somewhat unclear or is either not *sustainable*, does not *build capacity*, or does not demonstrate *partnership*. * Description of solution and/or timetable have some lapses in clarity. * Claim is supported with reasoning and/or evidence; more support is needed. * Opposing claims are somewhat addressed and refuted. * Description of how success will be measured is somewhat unclear, or incompletely measures the factors described in the original problem. * 2 resources listed at the end. Source formatting is inconsistent or incorrect. Personal interview, if included, does not provide strong support for claim. * Some errors in spelling, usage, capitalization or punctuation. | * Lead establishes clear purpose; clear closing statement. * Problem, cause, and impact are presented and developed with sufficient facts, definitions, concrete details, or quotations. * Clear claim is made proposing a solution that is *sustainable* (can be maintained even after the work is done), *builds capacity* (helps recipients become self-sufficient), and demonstrates *partnership* (shows that you have consulted with those affected). * Solution is clearly described, including a clear timetable of events. * Claim is supported with logical reasoning and/or evidence. * Opposing claims are addressed and refuted. * Clear description of how success will be measured, which directly addresses the original problem. * 3 or more resources listed at the end in APA or MLA style. At least one is an interview with a real person with connections to the problem. * Minimal errors in spelling, usage, capitalization or punctuation. | * Captivating lead and powerful closing statement. * Problem, cause, and impact are thoroughly explained and developed with well-chosen facts, definitions, concrete details, and quotations. * Clear claim is made proposing a solution that is strong in *sustainability*, *capacity building*, and *partnership*. * Solution is thoroughly described, including a detailed timetable of events. * Claim is supported with logical reasoning and powerful evidence. * Opposing claims are effectively addressed and refuted. * Thorough description of how success will be measured, which clearly and thoughtfully addresses all aspects of the problem. * 4 or more resources listed at the end in APA or MLA style. At least two are interviews with real people with strong connections to the problem. * Control of spelling, usage, capitalization and punctuation. |

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| Technology Objective:  8th grade students will create a 3-5 minute video to promote their solution. (Video Design) | | | |
| 1  Significant Revision Needed | 2  Some Revision Needed | 3  Proficient | 4  Exceeds Expectation |
| * Many visuals off-topic, do not fit overall message, or are low-quality. * Ineffective layout of visual elements. Animation is ineffective or not used. * Inconsistencies in colors and/or fonts are distracting and convey a lack of professionalism. * Uses no music, non-royalty-free music, or music that is inappropriate to audience or message. * Volume of music and voice-over are inconsistent and ineffective. * Narration is hard to understand and adds minimal information or ideas. * Problems with navigation, animations, transitions, sound or final product delivery system create a poor user experience and interfere with the message. | * Some visuals off-topic, do not fit overall message, or are low-quality. * Some visual clutter or ineffective layout choices. Animation does little to enhance visual impact. * Some inconsistencies in colors and/or fonts. * Incorporates royalty-free music that is somewhat effective for the audience or message. * Some inconsistencies in volume of music and voice-over. * Narration is sometimes unclear; adds some new information or ideas. * Some problems with navigation, animations, transitions, sound or final product delivery system. | * Good quality visuals that add information and fit the message. * Balanced, attractive layout of visual elements. Animation enhances visual impact. * Style of colors and fonts are harmonious throughout video. * Incorporates royalty-free music that enhances message and is audience-appropriate. * Music and voice-over are set at an appropriate volume. * Includes clear narration that adds new information or ideas. * Navigation, animations, transitions, and sound are smooth and well-timed. * Final product delivery system functions properly. | * High-quality visuals that add information and enhance the message. * Exceptionally effective visual layout. Advanced use of animation enhances visual impact. * Sophisticated use of colors and fonts, resulting in a professional feel. * Royalty-free music is exceptionally well-chosen and placed to motivate viewer. * Music and voice-over are set at an appropriate volume. * Narration is effective and captivating, and adds significant new information or ideas. * Navigation, animations, transitions, sound, and final product delivery system provide a highly satisfying user experience. |

**Sample Student Work**

To address the problem of poor eating habits in the student population, 8th graders at Main Street Middle School launched “The Veggie Games,” a 2-part competition that includes a recipe contest and a contest between classes to eat more fruits and vegetables at lunch time.

(Technology objective work): The promotional video can be viewed at this link: [**http://youtu.be/aTWkqxfZMoo**](http://youtu.be/aTWkqxfZMoo)

Video Script (content objective work):

*The Veggie Games: Fighting for Our Health*

Teenagers are not the healthiest eaters. The USDA guidelines for healthy eating tell us that half of our plate at every meal should be filled with fruits and veggies. But according to the Centers for Disease Control, adolescents are not getting nearly that much.

And Main Street Middle Schoolers are no better. Our team spent three days studying typical lunches of the 8th graders at MSMS. What we discovered is that most 8th graders here eat very little fruit and almost no veggies. Half of the people who brought a packed lunch had some kind of fruit, but most of the time that was canned fruit or a fruit juice, rather than fresh fruit, which is much healthier. And the people who bought lunch? Well, even though our cafeteria provides lots of fruit and vegetable choices, about half of students in our study didn’t even take a vegetable from the line, and many more of those threw them away untouched. Sharon Crosby, the cafeteria manager, has noticed this problem for years. “We keep telling them to pick a fruit or pick a vegetable, but most of the kids just don’t want it.” In three days, we watched as students threw away 173 whole apples, 416 baby carrots, 244 cups of untouched cooked vegetables, and 150 grape tomatoes. And that was just during 8th grade lunch.

Apart from this horrible waste of food, we need these nutrients! A poor diet can cause all kinds of problems, such as obesity, type 2 diabetes, iron deficiency, dental issues, impaired brain development, and poor school performance. (Cali, CDC)

But because we are young, many of us don’t think much about the future. So even though the school lunch is healthy, we still aren’t eating healthy. Why aren’t MSMS 8th graders eating more fruits and veggies? Jane Wilson said, “I just don’t like the taste of most vegetables.” Petey Travis added, “They’re nasty. Bananas are alright, but everything else is nasty.” When asked what it would take to get her to eat more fruits and vegetables, Mackenzie Cattrell said, “I guess just make them taste better.”

So here’s what we’re going to do about it.

*Part 1: The “Make it Taste Better” Competition*

First, to address the “bad taste” problem, we are going to start by holding a contest to see who can come up with the best new recipes for school lunch veggies. Home cooks, pay attention! If you have a way of making fruits or vegetables taste better, write up your recipe, and submit it – more details on that will be posted outside Mr. Jackson’s room. The cafeteria staff will read the recipes, choose the 6 best ones, and cook them for “Make it Taste Better” day, when the 8th grade will try the samples and vote for their favorites. The top 3 recipes will be incorporated into our regular school menu, and will be featured on our local tv midday program, where the cooks will demonstrate how to prepare their recipes.

*Part 2: The “Just Eat More” Competition*

Sometimes, to get more fruits and veggies into your diet, you just have to eat more. We know that nothing motivates people like a challenge, so we’re going to set up a competition between all 8th grade fifth period classes. Since 5th period is when we go to lunch, this is the group we sit with in the cafeteria. 5th period classes will compete to be the class that eats the most total servings of fresh fruits and veggies. Every day, a pair of student monitors will tally the total number of fruit and veggie servings eaten, minus the servings that are thrown away. And don’t worry about cheating: The student monitors will watch a different class from their own! After two weeks, the class with the greatest average servings per students will win a gourmet vegetarian lunch prepared for them, generously donated and catered by Lanie’s Garden Bistro.

During this time, to help motivate students, we will also offer 1-minute tips on the MSMS morning news to help students get more fruits and vegetables into their daily diet.

*Won’t all this veggie and fruit eating cause rowdy lunchtime behavior?*

We have already recruited enough teacher volunteers to serve as table monitors for the two-week competition. They will keep track of servings eaten and make sure no one gets too crazy with the spirit of competition.

*How will you know if this makes a difference?*

We have established a few criteria to measure whether this will really have an impact on the health of student diets:

1. On three different secret days before announcing the Veggie Games, we will tally the number of fruit and vegetable servings actually put on students’ trays or that comes from their packed lunches, subtract the number that is thrown away, and end up with a total number of fruit and veggie servings eaten.
2. Several weeks after the Games are over, we will repeat this activity. If the total number of servings eaten has gone up, we’ll know we have succeeded.

*Will it cause the students running the project to miss class?*

The project coordinators and student monitors will need to be excused from some of 5th period on some days in order to eat their own lunches, because the work of measuring our project’s success will make us miss our own eating time. Fifth period teachers have already agreed to either dismiss these students for 15 minutes on these days, or allow them to eat lunch in class.

It’s a student solution for a student problem. We know we can get MSMS on track for healthier eating. Let the games begin!!