Guidelines to the Exhibition Process

1. Choose a Topic

Choose an area of personal interest. You may choose any area of interest, however, final approval must come from the Exhibition teacher or PBGR Coordinator. Please choose wisely so that you are excited throughout the process of researching and presenting your project.

As you consider what topic is right for you, your responses to the following questions may help to spark some ideas:

- What are your plans after high school?
- What part-time job(s) have you had?
- What careers interest you?
- What other course work at LHS has been of particular interest to you?
- What community issues concern you?
- What extracurricular activities interest you?
- What civic issues interest you?
- What school, city, or state policies do you believe are beneficial to society?
- What policy changes would you propose to school, city, or state officials?
- What global cultures and/or issues interest you?
- Where do you see yourself five years from now?
- What opportunities does your community provide for you to succeed?
- What factors motivate you to succeed?
- What aspects of your education have especially impacted you?
- What would you like to learn more about?
- What life experiences have shaped you as an individual?
- What academic projects have you especially enjoyed in the past?
- What skills would you like to improve upon?
- What details of family or local history especially interest you?
- To what extent does social media shape your identity?
- What specific things do you do to demonstrate active citizenship?

2. Create a Project Learning Goal

Develop a clearly stated Project Learning Goal. The Project Learning Goal: 1) should lead the student to a learning stretch whereby problem solving skills must be utilized and 2) allow the student to demonstrate the learning stretch through an application of learning

3. Find a Mentor

Find a "Mentor" that has some expertise and background in the student's chosen field of study to assist and provide insight throughout the process. The student must log 7 contact hours with the mentor before the final Exhibition binder is due. ***IF YOUR MENTOR IS A NOT EMPLOYED BY THE LINCOLN SCHOOL DISTRICT, THEY MUST SUBMIT A CRIMINAL BACKGROUND CHECK (BCI FORM) FROM THEIR LOCAL POLICE DEPT.***

4. Research the Topic

Conduct research to generate knowledge of your topic and a plan of action to achieve your Project Learning Goal. Only authoritative and reliable sources should be used. Students should also utilize a variety of sources (print, digital, etc). with an emphasis on scholarly, primary sources.

When using surveys as resources, students must adhere to the following guidelines:

- Surveys must have a minimum of 100 participants.
- Surveys must be completed in pen, not pencil.
- All completed surveys must be included in your Exhibition Binder.
- Survey must be a minimum of FIVE questions that are clear, concise, unbiased, and appropriate to your purpose.
- **All surveys must be approved by an Administrator before they are given to participants**

5. Achieving the Project Learning Goal/Application of Learning

The foundation of the Project Learning Goal is the student's learning stretch. An exemplary Project Learning Goal will center around an unfamiliar topic or process, leading the student to actively engage in problem solving throughout the task of achieving the stated goal. Students will demonstrate the achievement of the Project Learning Goal and learning stretch through an application of learning. The application of learning can be exhibited in the following forms:

A. Planning and Hosting an Event

Examples:

- fundraiser for non-profit organization
- art exhibit
- musical performance
- educational forum
- fashion show
- beach clean-up
- outdoor field day activities
- recycling drive for specific products

Guiding Questions:

- How has your research helped you to plan your project? (cite specific details)
- Who is your target audience?
- What is the date, time and location of your event?
- What paperwork do you have to confirm the above details?
- Do you have written permission to use school facilities?
- Do you have written permission to use local/town facilities?
- Does your event require that you contact police/fire officials?
- Do you need adult chaperones?
- How will you advertise or promote your event?
- Is this an outdoor event? Is weather a factor? If so, what is your contingency plan?
- What materials or supplies will you need for this project?
- How and when will you get those materials or supplies?
- Is your event a fundraiser? If yes, you must provide detailed contact information.
- Does your event provide an answer/solution to your core question?
- What is your anticipated learning stretch?

B. Designing and/or Creating a Physical Product

Examples:

- item of clothing
- canoe, kayak, wooden boat, skateboard, guitar, wind turbine, go-cart
- article of furniture, compost bin
- a children's book
- work of fiction or collection of poetry
- musical composition
- mural

Guiding Questions:

- How has your research helped you to plan your project? (cite specific details)
- What is the purpose or goal in creating the product?
- Who is your target audience?
- Is this a single product or something you plan to duplicate or mass produce?
- How will you distribute or display the product?
- When will you distribute or display the product?
- Where will you distribute or display the product?
- Do you have the necessary permission to distribute or display your product?
- What materials or supplies do you need to create this product?
- Does your physical product provide an answer/solution to your core question?
- What is your anticipated learning stretch?

C. Acquiring a New Skill

Examples:

- Playing an instrument
- Dancing
- Acting
- Singing
- Painting/Sculpting
- Learning a new language (Italian, Arabic, Chinese, Sign, etc.)
- Sports related (throw a knuckleball)
- Investing in the stock market (simulated)
- Farming/Gardening
- Fly-fishing/tying flies

Guiding Questions:

- How has your research helped you to plan your project? (cite specific details)
- What is the purpose or goal in learning your new skill?
- What is your plan of action to acquire the new skill?
- Will I have to purchase certain items to acquire the new skill?
- Should I see someone regarding lessons to help in acquiring the new skill?
- How will I demonstrate the new skill?
- Does your skill demonstration provide an answer/solution to your core question?
- What is your anticipated learning stretch?

D. Formulating an Intellectual Product

Examples:

- Recommendations made to change policy and/or procedure. These recommendations could be targeted for private industry or public entities (foreign policy, fiscal policy, school policy, etc.)

Guiding Questions:

- How has your research helped you to plan your project? (cite specific details)
- What is the purpose or goal in creating the product?
- Who is your target audience?
- Does your intellectual product provide an answer/solution to your core question?
- What is your anticipated learning stretch?

E. Improving a System

Examples:

- make a home more energy-efficient
- organize a children's library for a community in need
- propose policy changes to an existing organization
- build a structure for an organization in need
- start a sustainable recycling program

Guiding Questions:

- How has your research helped you to plan your project? (cite specific details)
- What system will you improve, and how?
- What evidence do you have to show that this system needs improvement?
- What formal permission, if any, do you need in order to perform this work?
- What materials or supplies do you need in order to complete your project?
- How long will it take you to complete your planned improvements?
- What is your schedule for completing the improvements?
- Does your project involve working outdoors? If so, is weather a factor?
- How will you determine the effectiveness of your improvements to the system?
- Do your improvements provide an answer/solution to your core question?
- What is your anticipated learning stretch?

F. Providing a Service

Examples:

- tutoring sessions at local K-8 schools
- teach skills to K-8 population (music, art, dance, world languages)
- working with the elderly/senior center/nursing home
- organize an after-school enrichment program

Guiding Questions:

- How has your research helped you to plan your project? (cite specific details)
- Who is your target audience?
- What evidence do you have that there is a need for the service you plan to provide?
- When will you provide this service?
- Where will you provide this service?
- At what date, time and location will you provide this service?
- What materials or supplies, if any, do you need in order to provide this service?
- What is your plan for acquiring those materials or supplies?
- What is your plan for collecting feedback regarding the service you provide?
- Does your service provide an answer/solution to your core question?
- What is your anticipated learning stretch?