

Guidelines for District Project Scholarships

Teacher Sponsors: Please share these guidelines with your students.

Summary of Rules

1. Candidate must meet all graduation requirements.
2. Candidate must be a Canadian citizen or landed immigrant.
3. Candidate may compete for **both** written Provincial Scholarships and District Project Scholarship.
4. Candidate must work with a sponsor teacher.
5. The completed project must be career/leisure oriented and must demonstrate specific skills.
6. The project must be presented for display and judging on a specified day.
7. Student work must demonstrate that the preparation period has been from Nov to April.
8. Student must be registered in a minimum of 6 courses overall with at least one course being similar to their project. (ie: student presenting a drama related project must be registered in a drama course at school)
9. Performances (drama, music, readings etc.) will take place at the Performing Arts Center or designated host venue. They will be no longer than 20 minutes in duration, with 10 minutes to strike and take down.

What is Involved?

The Project

- should be of a difficulty reflecting "scholarship" work and should represent the best of your skills
- objectives of the project would "stretch" the student but not be out of reach
- project should reflect 50+ hours of work beyond "regular" class time.

The Journal

- a detailed, chronological record of the student's work: step by step progress, record of hours invested, methods used costs, frustrations, successes, lessons learned etc.
- must be available for the adjudication process
- should include historical context of project and demonstrate candidates knowledge and skill
- should also indicate future use of the skill for career or leisure purposes
- should record any changes in objective and reasons for changes
- should probably be presented in a loose leaf binder with a table of contents with each page clearly labeled
- should be an extension of the project
- should be started from the first day of planning
- should be checked regularly to ensure it is being attended to

Planning

- set timelines for completion of the project and objectives to be met
- inspect the work on the project at agreed upon intervals to encourage progress
- keep all plans and revisions for part of the display
- encourage student to record project stages in picture format
- there is no time limit but the project should represent a minimum of 50-100 hours

Display or Presentation

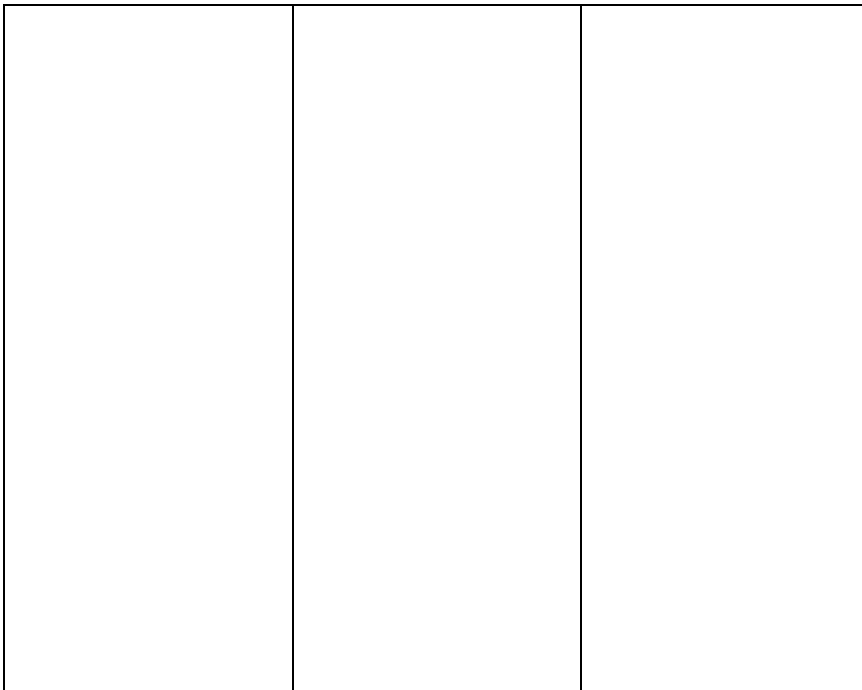
- student must be the primary participant in designing and setting up the display or presentation
- purpose is to present the project to the best advantage for judging and
- to display the candidates journal and to show that the objectives have been met
- be prepared for an interview from each judge adjudicating your project
- performances can be up to 20 minutes in length with 10 minutes to strike and take down
- all performances will be held at the host school
- students must be in good standing with their schools

The Role of a Sponsor Teacher

- A Mentor** to assist in the selection of the project which best displays the student's skills
to help establish appropriate time lines and valid objectives
- A Guide** to point out potential pit falls and problem areas
to monitor the quality of the project
- A Cheer Leader** to encourage progress when times are tough
to motivate and to keep the student on task
- A Taskmaster** to ensure time lines are met by inspecting the project
to keep long range goals in mind
to ensure objectives are met
- Judgement Day** to provide moral support in preparations
to help ensure preparations are completed on time
to check with your student during the day to see how things are progressing

Display Plan

Diagram your display to plan and visualize it's aesthetic effectiveness.



You will have access to sheets of plywood on which to present your display.

The backdrops are assembled with metal clips that are attached to the top and bottom of each sheet.

Use duct tape to hold the backs in line.

Plan on covering the boards with paper or cloth. You may use stapes but they must be removed at the end of the display.

You cannot damage the display boards in any way so if you want to cut or paint them, you should supply your own wood.

Draw your display plan. You may even wish to build a model to help visualize its impact.



Student Planning

Journal	<ul style="list-style-type: none">• objectives of your project• keep a regular record of your progress• make regular contact with your sponsor teacher• history or background of your project or skill	keep it simple evaluate your progress respond to the criticism of sponsor teacher research – document everything
Reason for selecting this project	<ul style="list-style-type: none">• How does this project or skill relate to your future?• Is it original?	job, education, hobby Is it creative, interesting, innovative, challenging
Self Evaluation of Progress	<ul style="list-style-type: none">• special skills needed• special equipment• technical problems• changes in plans or timelines	don't be afraid to take a risk start preparing early be prepared to change or adapt discuss progress with sponsor
Timeline	<ul style="list-style-type: none">• amount of time spent on project• establish critical dates and work towards them• effective use of your time• how much time was spent on each area of the project	keep a record use your action plan monitor to keep on track document your progress
Display	<ul style="list-style-type: none">• plan ahead• diagram your display• tools that you will need <p>(duct tape, stapler, masking tape, hammer and nails, felt pens backing to cover display boards, paper, cloth)</p> <p>Remember you cannot damage the display board – nails and staples must be removed when finished. Plan your lighting, electrical needs, extension cords and audio-visual requirements.</p>	anticipate possible problems make a model
Judging	<ul style="list-style-type: none">• What area of expertise to you want your judge to have?• Rehearse your interviews with the judges.• physical set - up of booth or display• How will you spend your day?• Invite your friends and relatives.	One judge will be an expert in your field. visualize success Wednesday for set - up Cheering section (friends) Wednesday evening is open to the public
Research	<ul style="list-style-type: none">• history of project• Post Secondary Education• job / career search	current trends College/Vocational School Is there a practical application out there?

Evaluation Criteria for the District Project Scholarships

The following suggestions are intended to help clarify the evaluation process for the adjudicators of the displays and presentations.

CATEGORY 1 (40%) PRESENTATION OF PROJECT

Rate the aesthetic aspect of the display or performance.

Has the display been set up and arranged in the most effective way?
Do all aspects of the display support the project being presented?
Is there a strong sense of organization and purpose to the display?
Is there an imaginative use of display or presentation techniques?

CATEGORY 2 (30%) TECHNICAL SKILL

Has the student displayed a high degree of skill?
Does the project appear to be completely finished?

CATEGORY 3 (15%) BACKGROUND KNOWLEDGE

This category is based on the printed material prepared by the candidate and by the interview. The intention is to determine the depth of understanding that the candidate has of the particular field in which the project has been prepared.

Has the student done a career search relating to this project?
Has the student done a relating post secondary school search?
Where would one get further training in this field?
What are some associated employment possibilities?
What research was done on the subject?
Where would one find an expert in this field?
What are the current trends in this career?

CATEGORY 4 (15%) JOURNAL

This category is based on the written journal of the candidate.

Has the candidate kept the journal up to date?
Does the journal reflect the time spent on the project?
Does the journal include a description of the project?
How has the student dealt with problems encountered along the way?
Does the journal show special insight into the project?
Has the student shown personal initiative during the project?
Does the journal reflect the candidate's view on life / philosophy?