



# “True to You” Project

## Project Outline & Criteria

### Introduction

There is no subject more fundamental to our well-being and survival than health. When students leave Skyline and enter the “real world”, it seems logical they should be equipped with the tools necessary to maintain good health throughout their life time. Often, the best way of learning is by doing. That is where the “True to You” Project comes into play! This project has students “look in the mirror” to identify deficits in their physical, mental/emotional, spiritual and/or social health to improve upon. Your finalized project is **due Thursday, June 11, 2020**, no exceptions, and is worth 100pts total (20% of overall course grade).

### Project Components

Documents to be included in your “True to You” Project (*in the following order*):

#### General Project Documents

- 1) **Score Guide** (completed prior to final submission of project)
- 2) **Project Cover Page**
  - a) Title of your choosing (be creative!)
  - b) Student name (first and last)
  - c) Period
  - d) Pictures reflecting your project (clipart or photographs)
  - e) Title page is neat, organized and “eye-catching”...it draws a viewer’s attention (in color)
- 3) **Project Planning Calendar** (indicating dates of pre-/post-assessments, planned trips/vacations, appointments, etc.)
- 4) **Goal Setting Worksheet**



#### Individual Health Goal Documents

- 5) **Spiritual Health** (required category for all students)
  - a. **Category Title Page** (used to separate goals from one another)
  - b. **Planning Worksheet** (thoroughly completed and signed by mentor)
  - c. **Measures and Records** (physical evidence of you working towards your goal)
    - i) **Pre- and Post- Assessment Data** (required)
    - ii) **Pictures of Student** (required)
    - iii) 2-page Research Paper (required for *Spiritual Health* only)
    - iv) Spiritual Health Practice Log (required for *Spiritual Health* only)
    - v) **Other Evidence** (outside of required evidence; optional *but* very much encouraged)
    - vi) **MLA Resources** (if applicable)
  - d. **Mentor Verification Form** (hand-written in pen and completed/signed by the same mentor as indicated on the planning sheet *only*; the student is responsible for making sure the mentor thoroughly completes the form to avoid penalty)
  - e. **Reflection Form**
  - f. **Drafts** (any documentation completed/created prior to final submission, as applicable)

Plus, the same documents (**a-f**) for one of the following categories:

- 6) Physical Health
- 7) Mental/Emotional Health or
- 8) Social Health

### General Project Guidelines

- 1) Students will set goals for TWO of the following health categories: Spiritual Health\* and Physical Health, Mental/Emotional Health or Social Health.

\*Spiritual Health is required for all students. You will choose one goal from the remaining categories for a total of 2 goals.

- 2) Project grade is not dependent on the degree of improvement in each category of health, but rather, the genuine effort and time spent attempting to improve one's health and the documentation/records/evidence of said effort.
- 3) The progression for meeting the requirements of each goal should generally follow these steps:

### **Prep Work**

**Step One**—Reflect on and identify potential health “deficits” you may have in a health category.

- What needs improving?
- What do you want to change and why?
- What could the repercussions be if you don't make a change?

**Step Two**—Using the “True to You” Goal Worksheet and the SMARTER goal article provided in class, write three thorough goals for your physical, mental/emotional and social health. While you will only be using one of the three goals for your project, all three should be completed so the other two may act as “backups” should you find you're not capable of completing your chosen goal.

**Step Three**—Gather resources and do some research on how to go about working towards your goal.

- Resources may include textbooks, teachers, medical professionals, websites, etc.
- Get a feel for what it is going to take to work on your health goal.
- Brainstorm who you think would make good mentors to support you through your project...best to identify them ASAP so they can help you with Step 5!
- Ask mentors how *they* might approach achieving your goal.

**Step Four**—Establish a timeframe for your project using the Planning Calendar.

- Having an idea of what you'd like to accomplish by when will help hold you accountable to completing your project.
- Try to foresee things that might act as hurdles to you completing your project thoroughly and on time.
- Your Planning Calendar may also work as a convenient means of recording some of your measures until you can put your data in a formal document.

**Step Five**—Complete a Project Planning Worksheet for each of your goals.

- You need a “map” of what you're going to do...that's what the planning worksheets are!
- Use the information gathered in Steps 3 and 4 to help you complete the planning worksheets.
- It's okay if you need to make changes later!
- Ask your mentor to review your plan so that they may offer suggestions and sign off on your plan.
- Each Planning Worksheet has a unique due date, so check your Planning Calendar/website for details.

**Step Six**—Provide your mentors with a Mentor Evaluation Form so they are aware of what they'll be evaluating you on at the conclusion of your work.

- On the back of the Mentor Form you will find guidelines for mentors should you and/or your mentor be confused about how mentors may assist with your project; mentor guidelines are also provided below.
- Only mentors should write on/complete the evaluation forms; mentor signatures should match those on planning worksheets.

### **Take Action!**

**Step Seven**—Conduct a pre-assessment.

- Before you can see how far you've come, you have got to know where you're starting!
- In your Planning Worksheet you should have identified some “measures” that could reflect your state of health in a given category. To determine your “starting point” or “baseline”, you will need to assess these measures *before* changing/modifying your behavior(s).
- The average of 7 days' worth of data for each measure will constitute your pre-assessment or “baseline”.

**Step Eight**—Now, implement the changes you need to, to achieve your goal!

- Changes in behavior should be maintained for a *minimum* of 30 days.
- Collect data as you go and don't forget NUMEROUS pictures of you working towards your goals are required.

**Step Nine**—After a minimum of 30 days working towards your goal, conduct a post-assessment.

- Perform your post-assessment measures exactly as you did your pre-assessment measures...do them at the same time of day with the same person (if you needed assistance) in the same clothes and so on. This will allow for better congruence between your pre- and post- assessment data by eliminating variables.
- The average of 7 days' worth of data for each measure will constitute your post-assessment.

### **Analysis and Conclusion**

**Step Ten**—Review your results and evidence with your mentor and collect their evaluation of your work.

- Politely remind your mentors to complete the Mentor Evaluation Form and ask they review it with you; their input and feedback may be of benefit in completing Step 11.
- Share with them the evidence you have put together and what you have accomplished!

**Step Eleven**—Complete a Reflection Form for each goal.

- Reflect deeply on your performance and results. Dialogue your thoughts and learnings through this document.
- Use the evidence you have collected to support your reflections.

**Step Twelve**—Finally, put it all together!

- Complete any remaining paperwork and place your documents in the order outlined above and/or on the score guide.
- Projects should NOT be contained in a binder or page projectors, but simply clipped together in the upper left hand corner (clips will be provided if you do not have one). Please do not staple any pages either.
- Don't forget to submit your completed project no later than **June 11<sup>th</sup>**. **No exceptions are made for late projects (including excused absences) and it is exempt from the use of Universal Passes.**

**Types of Records/Evidence** (not an all-inclusive list):

- ✓ **Numerous pictures of you** (your face, not just hands, feet, back, etc...I've got to be able to identify you) working towards each of your goals WITH captions describing what the picture represents or how it is pertinent to your project. Videos may also be submitted to supplement your documentation, but are not required.
- ✓ **Mentor forms** completed and signed by the supervising adult mentors *in the mentors' handwriting in pen* for each category. Students are not to fill in the form and simply have the supervising adult mentor sign it.
- ✓ **Data** should be present for each experiment/activity. Presentation options/formats may include data tables, graphs, journaling, logs, reflections, etc.
  - Whenever data is numeric in nature (i.e. sleep logs, Likert scales, body measures like heart rate, blood pressure, flexibility, etc.), data tables and/or graphs should be used to illustrate the data
  - All research oriented documents should include a list of sources in MLA format, following the typed research (sources need not be on a separate sheet of paper)
  - Please do not print off copies of articles read/referenced as evidence. Your summary of the article, how it pertains to your experiment and its MLA citation are adequate.
  - Diaries/journals of a sensitive/private nature do not need to be submitted/shared as evidence, however, a summary of your experiences with keeping a diary/journal would be appropriate. It would also be beneficial to include pictures of you journaling as evidence of you having done so.
- ✓ **Artifacts** including, but not limited to:
  - Letters or statements from friends/family/teachers regarding their participation with or observation of you doing your experiment/activity
  - Print outs from apps used to collect data
  - Family tree diagrams reflecting genealogy researched
  - Transcriptions of interviews conducted, including questions asked and interviewee's responses
- ✓ **Handwritten notes** or **rough drafts** of documents, information, data, etc. created over the course of your project; keep *everything* you use to work towards your goal.

**Mentor Guidelines** (additional information may be found on Mentor Evaluation Form)

- ✓ Mentor's roles and responsibilities may include, but are not limited to:
  - Working with you to create your "plan of attack" for an experiment/activity, particularly if it is one in which the mentor has professional training, education and/or experience (i.e. working with a dietitian to improve your meals).
  - Taking measurements for your pre- and post- assessments (i.e. a PE teacher could perform physical fitness tests measuring endurance, flexibility, strength, etc.; a medical professional could perform various medical diagnostic tests)
  - Holding you accountable to recording your data and following through with your activity...acting as a motivator and a reminder
  - Acting as a "sounding board" for your questions/ideas, providing feedback/insight regarding your experiment/activity and your documentation (i.e. Do they see improvement in the area of health you're working on? Do they have an opinion or suggestions about how you're going about your activity? Can they show you how to use Excel, Publisher and/or other programs to develop organized/attractive documents?)
  - Participating along with you for a particular activity...it's not just your health that could be improved through this project!

- ✓ Choose mentors who will be able to genuinely help and support you as you work toward your goals.
- ✓ Mentors must be 21 years of age or older.
- ✓ A different mentor should be chosen for each health category.
- ✓ Examples of mentors may include, but are not limited to, medical professionals, personal trainers, other teachers, coaches, coworkers, etc. **A family member may be used as a mentor for the Spiritual Health goal only. Friends/peers are NOT permitted to act as mentors for either goal.**
- ✓ Mentors should complete the Mentor Form by hand, in pen, and sign/date at the conclusion of the student's work towards their goal. The Planning Worksheet's signature and Mentor Form's signature should match.

## Documentation Specifications

- ✓ Only teacher provided original blue "True to You" documents used for the Goals Worksheet, Planning Calendar, Planning Worksheets, Mentor Forms, Reflection Forms and Score Guide.
- ✓ Research papers should be typed using no larger than a **12pt font**, is **1.5 spaced** and has **1 inch margins** (top/bottom and left/right).
- ✓ Pictures/tables/graphs are created/organized using Excel, Word, Publisher, etc.; no hand-written documents for data tables, research/review papers and other student generated documents. **Colored printing is required;** see instructor if this is going to be problematic so other arrangements can be made well in advance of the project deadline.
- ✓ Project components are clipped together in the upper left hand corner. **No binders or covers of any kind, please.** Clips will be provided for those students who do not have one.
- ✓ Documentation is free of spelling and grammatical errors. Have *someone else* proofread your work!
- ✓ Print front-and-back to save paper; instructor can teach you how to do so with ANY printer if you do not know how.
- ✓ Overall project is organized, thorough and **reflects dedication, time and effort** were put into it. Be creative and have some fun with your project's presentation so that it is appealing to those who may review it!