

DEEPEN YOUR VOICES

Background: Last year you completed the Passion Project, during which you were required to manage a long-term independent project. The skills you used included proposal writing, scheduling/time management, resource management, networking, problem solving, public speaking, and effective communication. At the same time, you explored a variety of service opportunities including the serving at the soup kitchen, Springmoor Retirement Community, your school, and your home. This year, these two spheres will merge as you create your own personal servant’s journey. Who do you want to be? How do you want to support your community? Where does your heart and skillset lead you?

Objectives:

- You will identify your interests and develop a project to complete this year.
- You will create a guided proposal to persuade Julie to approve your project.
- You will independently (but with guidance and frequent check-ins) complete a yearlong pursuit of your service passion.
- You will showcase your work with a visual display and verbal presentation at our end of the year DEEPEN Project Fair.

Process:

1. Complete a *Who am I?* brainstorm. Share and brainstorm together. Discuss teachers’ various service passions.
2. Write a guided proposal to propose your year-long pursuit.
3. Brainstorm questions and resources to accomplish your goals.
4. Develop a schedule for your work.
5. Complete your project both in class and outside of school. During this time, you will evaluate options, troubleshoot obstacles, collaborate, collect background information, manage your schedule, and create resources. Reflection will be a key part of our process this year.
6. Create a presentation to share your work with your classmates.
7. Write a guided reflection.

Notes:

- Pay careful attention to which parts of this project may be worked on outside of class.
- Due dates are not set in advance for class projects, since we work on them together and stay together as a group. Periodic “status of class” checks will help you realize if you’re falling behind.
- Please see the rubric and use it to guide your work during this project.

Assessment: Assessments will be in the form of dialogue with Julie and grades on individual project components. Please see the rubric for details to guide you during your work.

DEEPEN Project

	Exceptional (9-10)	Proficient (8)	Developing (7)	Beginning (0-6)	SELF	Julie
Proposal and Reflections	The student's proposal and reflections are thorough and thoughtful, demonstrating a profound and passionate engagement with the assignment. They are error-free and thought-provoking.	The student's proposal and reflections are thorough, and demonstrate appropriate engagement with the assignment. They are nearly error-free.	The student's proposal and reflections are not entirely fleshed out. Thoughts may be unclear or incomplete. The student attempted to engage with the assignment. There may be some errors.	The student's proposal and reflections are incomplete, inappropriate, sloppy, or rushed. Thoughts are unclear or incomplete. The student does not appear to have sincerely engaged with the project.		
Responsibility for Learning	Student assumed full responsibility for learning. He or she was a leader in troubleshooting and seeking out resources, showing strong self-advocacy, and was driven to succeed of their own accord.	Student assumed some responsibility for learning. He or she participated in troubleshooting and seeking out resources, showing some self-advocacy, and seemed driven to succeed.	Student assumed some responsibility for learning. He or she relied on heavy assistance troubleshooting and seeking out resources, showing little self-advocacy, and/or seeming uninterested in success.	Student assumed little to no responsibility for learning. He or she relied on heavy assistance troubleshooting and could not independently seek out resources. He or she did not self-advocate, and/or seemed uninterested in success.		
Organization and Time Management	The student carefully maintained all resources associated with the DEEPEN Project. He or she completed an exceptional amount of quality work during independent work times and used class time wisely.	The student maintained resources associated with the DEEPEN Project. He or she completed an appropriate amount of work during independent work times and used class time wisely.	The student may have sometimes seemed unprepared for work on the project. He or she completed some work during independent work times and used class time somewhat wisely.	The student often seemed unprepared for work on the project. He or she did not complete an appropriate amount of work during independent work times and did not consistently use class time wisely.		
Pursuit of Service Passion	The student energetically and sincerely pursued his or her passion in a way that informed and/or improved their school or broader community. His or her presentation beautifully showcased his or her work.	The student pursued his or her passion in a way that informed and/or improved their school or broader community. His or her presentation showcased his or her work.	The student attempted to pursue his or her passion in a way that informed and/or improved their school or broader community. His or her presentation less than adequately showcased his or her work.	The student only half-heartedly attempted to pursue his or her passion in a way that informed and/or improved their school or broader community. The attempts may have been incomplete. His or her presentation did not adequately showcase his or her work.		

DEEPEN Facilitators

Wondering how to get started? Start by connecting with the faculty member who is closest to your service passion. They can help you dream big, make connections, and plan. Here are some of your teachers' service passions.

ROSE

Rose uses her knitting and crafts to make prayer shawls for people in need of comfort. She also works with Project Linus, making blankets for children who are seriously ill, traumatized, or otherwise in need. Ask her about using a love of sewing, knitting, and quilting to pursue your service passion.

LINDA

Linda is heavily involved in service to Haiti since the devastating earthquake in 2010. She has been instrumental in creating a school there and partners with them to provide for the students. She is also interested in forming a local partnership with Passage Home, an organization that seeks to disrupt the cycle of poverty. Specifically, she hopes to help with after-school tutoring for English language learners. This is a great place to use and hone your Spanish skills.

SUBHASH

Subhash is passionate about mitigating hunger in North Carolina. He works with the local soup kitchen and food banks. If you're passionate about helping with local hunger and poverty, he's a great resource.

MIKE

Mike has been involved with the Big Brother / Big Sister program and is passionate about mentoring and tutoring younger children in the community. If you're passionate about teaching, mentoring, and forming role model relationships with younger kids, he's an excellent resource.

JULIE

Julie is passionate about animal welfare and animal rescue in particular. She works with a local animal rescue, All Breeds Animal Rescue of the Carolinas (ABARC) to host adoption fairs, transport animals, and manage their social media. If you want to help with rescue animals, she's a great connection.

WHO ELSE?

Don't stop here. Think about the other people in your life and ask them about their service passions. What about your parents? Your friends' parents? Your other teachers? Your friends? Your neighbors? Start chatting and learning who serves where (and how!) to think about what you might want to be involved in. Start asking the question, "How could I be involved?"