



PowerPoint/Google Slides Presentation Template



This can be used for presenting information learned from "Walk a Mile in their Shoes" or "Does Science Improve the Quality of Life?" or any other research activity.

Your Presentation must have the following headers which represents each slide.

1. Introduction/Opening Slide

(Project Title and Student Name(s))

2. Topic Category/Problem Statement Slide

Type your question here. (This is the question that your research explores)

Ex: What are the positives and negatives of getting and using stem cells for research?

Ex: What are the basic living conditions in Afghanistan?

3. Project Overview Slide

Type a brief summary (short and concise narrative) of your project here. Why did this topic or country interest you? (4-6 sentences long)

4. Research Slide

(What sources did you use for your research? Internet, books, magazines, articles, etc.) Summarize your research here in **three to five bullet points (minimum) is (3):**

- CIF Factbook (example)
- Science World Magazine
- Library of Congress

5. If researching positives/ negatives of research, use these topic slides:

Positives

- Make bullet points of all of the positives regarding this research

Negatives

- Make bullet points for each negative issue concerning this research.

Or, if researching a country, use these topic slides:

- Food
- Housing
- Health care
- Education
- Employment
- Political Decision making
- Challenges

6. Conclusion

If researching scientific research, conclude by recapping the following:

- How has this advancement improved life?
- Were there any ethical implications during and after the research stage?
- What are some possible concerns that people still have?

Or, if researching a country, conclude with a discussion on the following:

Overall, what are the basic living conditions like in this country? How can people around the world help by showing compassion?

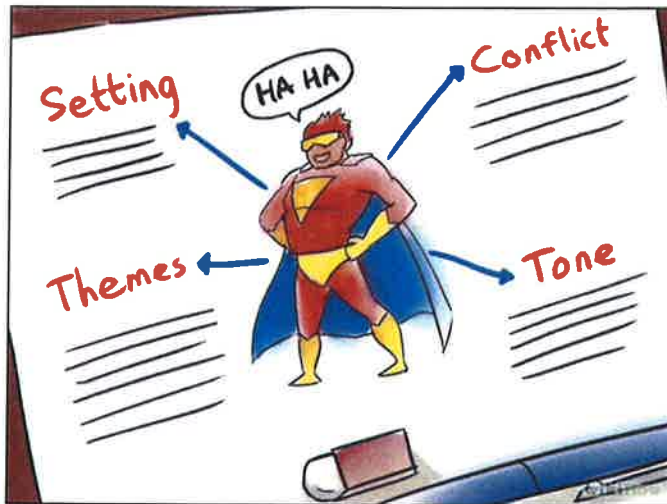
Slide Design

- Choose a layout template for presentation.
- Choose background colors and font color that are easy to read. If your slides are in color, use only light colors, such as white and yellow, on a dark background, such as dark blue. Do not use colors such as red or purple. If your slides are black and white, white on a black background shows up better than black on a white background.
- Keep your font simple. Use Times New Roman, Arial or a similar font.
- Use large, legible letters.
- Do not crowd the slide
- Each slide should illustrate a single point or idea
- Slides should contain no more than 7 lines with 7 or fewer words per line.
- Add photos or clip art to illustrate your topic. Remember to caption your photos.

Your presentation may be about 15 slides. You will have up to 4 minutes to present.

PRACTICE, PRACTICE, PRACTICE!!!

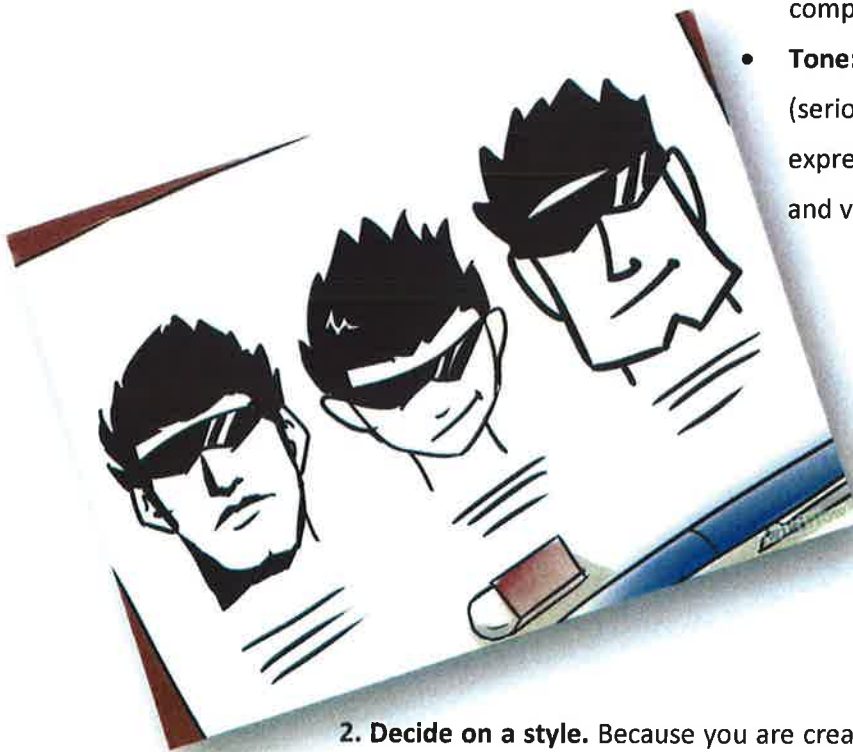
Heroes of Compassion Comic Strip or Book



1. Write Down the Basics

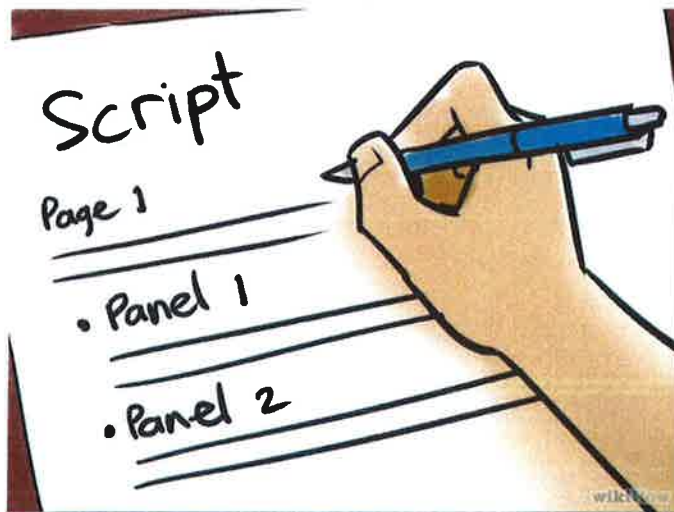
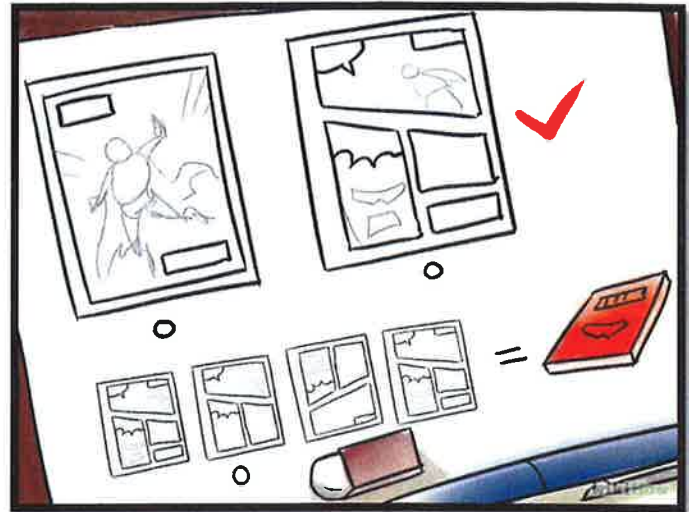
A comic is a story told through images called frames or panels.

- **Setting:** Every story is set somewhere. The setting is the backdrop for the actions of your characters.
- **Characters:** You need actors for your story. Your characters move the action, they speak the dialogue, and they are who the reader connects with.
- **Conflict:** Every story needs a conflict to drive it. This is the basis of the story, the “why” of what your characters are doing. This can be as simple as checking the mail or as complex as saving the universe.
- **Theme:** The importance of showing compassion.
- **Tone:** This is the feeling of your comic (serious, funny, or scary) Your tone will be expressed through dialogue, narrative text, and visuals.



2. Decide on a style. Because you are creating a comic, your visual style will be the first aspect of your comic that the reader encounters. Choose a style that matches both the tone of your story and the image you have in your head.

3. Pick a format: There is no set rule for format. However, comics typically fall into three categories: Single frame, Strip, and Page length (comic book).



4. Write a script: The length and detail of the script will vary. A single frame comic may only have a line or two.

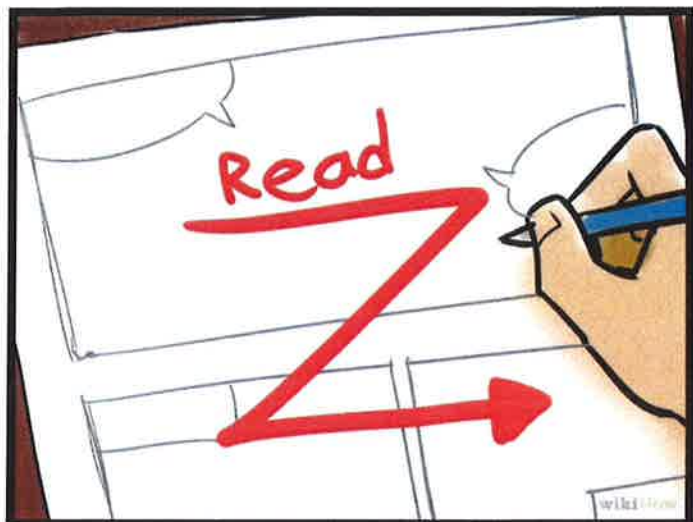
1. Write your script as a sequence of frames. Treat each frame as a separate scene to help you manage the flow of the story.
2. Make sure that the dialogue does not dominate the frame. Comics are a visual medium, and so a lot of your action and implied meaning will be coming through in the illustrations. Don't let the text overpower the images.

5. Sketch out the frames: Don't worry about accurate sizes, details, or quality. You will be creating storyboard thumbnails.

Focus on how characters will be placed in the frame, where the action is occurring, and how the dialogue will fit in the drawing.

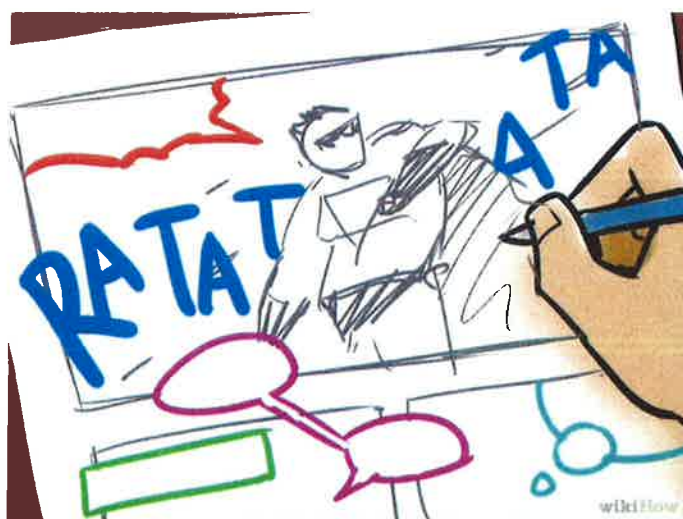
Once your thumbnails are drawn, you can try swapping their order or making adjustments to change the impact of the strip.





6. Make sure your panel layout makes sense.

The layout should guide the reader's eyes naturally through the panels. Always remember that readers will move from left to right, and top to bottom. Use different sizes and shapes for panels to help guide the reader.



7. Experiment with different uses for text.

Text can be used in many different ways.

These include:

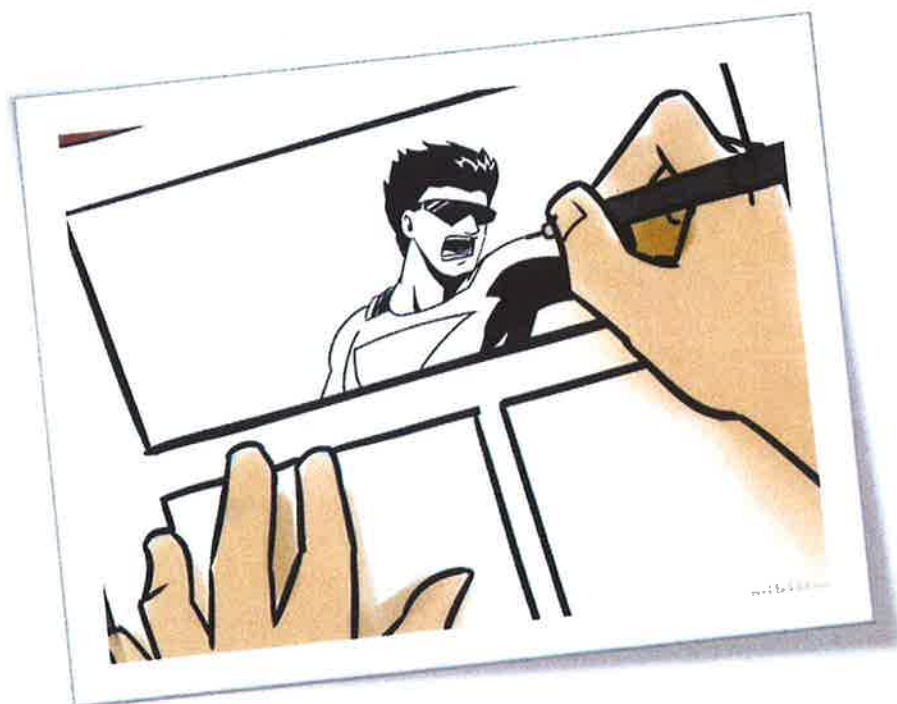
- Thought bubbles for a character's inner thoughts
- Narration boxes allow a narrator to set up a scene or describe some aspect of the story.
- Sound can be displayed through the use of sound effect words.
- Exclamations can occur outside of regular speech bubbles to add extra impact.



8. Start adding content to your frames.

Draw in light pencil so that you can easily erase and make adjustments. Continue adjusting your drawing until you have the outline for your final ink.

Make sure to take the space needed for your dialogue into account. Leave blank space to include dialogue bubbles, thought bubbles, narration boxes, exclamations, and sound effect words.



9. **Draw your final lines.** Many comic artists go over the pencil lines with ink. This allows the artist to erase the remaining pencil lines after inking is finished. Take time to make sure the final lines are neat.

Add dialogue now. Make any final revisions to the dialogue and text as you add it to the page.

Superhero Comic Strip

Grade: 3-8

Brief Description: Students create a new superhero and write a comic strip about the superhero!

Complete this activity in three lessons.

Lesson 1

1. Begin the lesson with these questions: Who are your favorite superheroes? Why? Describe them. What is the difference between a superhero and a hero?
2. Tell students to imagine that they have been asked to create a new superhero for a comic strip. He or she should be a hero of compassion. Spiderman always looks out for those who are in need. Superman protects folks and saves the world. Captain America is concerned with doing the right thing for all and supporting the helpless.
3. What would that superhero look like? What special powers might he or she have?
4. Organize students into small groups. Tell students to work together to create their superhero and write a four- to five-panel comic strip for their new superhero.

Lesson 2

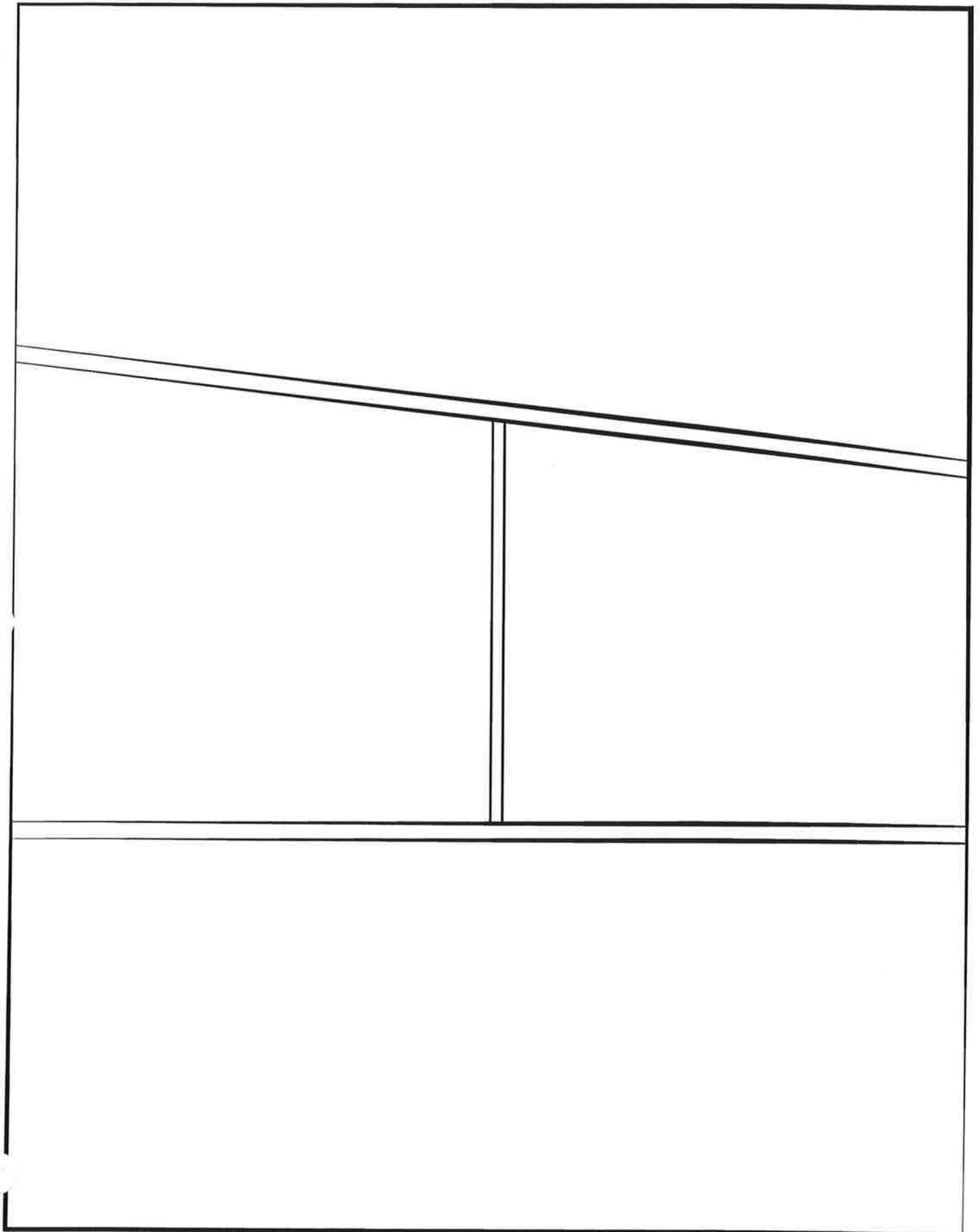
Let students work together to develop their superhero and comic strip. Let students bring in superhero comics for reference. If Internet access is available, you might have students consult the Superhero Cartoon Database <http://superhero.pazsaz.com/> and The Superhero Dictionary <http://shdictionary.tripod.com/> for visual references and background information.

Optional: Have each kid fold a large piece of paper into six sections. Explain how the kids can use "thought bubbles" to have the characters talk to each other. Next have them put the strips in order according to the sequence of their story.

Lesson 3

Have students share their superhero comic strips in class.

Extension: As a culminating activity, have students create a comic book from their comic strip. See the culminating activity entitled "Heroes of Compassion Comic Strip or Book."





Performance

Grades: K-8



This activity will allow students to create their own skit or present a Readers' Theater. Compassion must be demonstrated within the presentation.

Preparation: Ask students about their theater experiences. How many have seen a stage play? Have any ever acted in one? Discuss the three major elements of a play: script, actors, and staging (including sets, props, and costumes).

Grades K-2

Students can act out any folktale/story about compassion. Better yet, use the following Reader's Theater activities: "Poetry Yuck," "Lucky the Firehouse Dog," or "Many Helping Hands."

Grades 3-8

Students will write their own skit. Discuss possible characters and scenarios for plays. Remind students that compelling stories address a problem.

Set up/Tips:

- Ask families to donate clean, safe craft items such as large brown grocery bags, and fabric.
- Keep project simple. Allow flexibility in play length and number of actors. Encourage children's sense of humor.

Time: Four to five 30 minute sessions

Write Script:

1. Explore possible scenarios. Choose a story line and develop a beginning, middle, and end. Include a role for each student in the group.
2. Draft characters' lines. Use different colors to help distinguish among the speaking parts.
3. Rehearse dialog and stage movements. Do improvisational exercises to prepare for the performance.

Time: Three to four hours (time may vary)

Create sets and props:

1. Use recycled items such as cardboard boxes, fabric, and foam core to create simple backdrops and stage props.
2. Paint backdrop and scenery on craft paper, boxes, and other items to illustrate the play's settings.

Time: Three hours (time may vary)

Create Costumes:

1. Transform found materials into imaginative clothing, wigs, hats, masks, and headdresses. Use construction paper, glue, and decorative craft items to embellish costumes.
2. To make simple masks, cut head shapes from posterboard. Cut eye holes wide enough so actors' vision is not impaired. Draw and/or paint features.

Family Night

Practice several times before the Family Night presentation. Write and design programs that include credits for all involved and short biographies of each participant.

Service Learning Primer

Service learning is a form of project based learning in which academic goals are accomplished through community service. Service learning develops citizenship and good character, and provides a rich context for academic instruction and student learning.

This primer is intended to provide guidance for those who wish to engage their students in service learning projects, but aren't sure exactly what to do or how to do it.

In a nutshell, a good service learning project should:

- satisfy specific curriculum objectives
- be selected by the students (with appropriate group leader guidance)
- involve the students in preparation, implementation (action), and reflection
- be documented

In a properly implemented service learning program the role of the group leader is more supportive and supervisory than directive. The group leader helps the students select an appropriate project, integrates the project into the curriculum, and guides the students through the necessary steps to completion. The group leader assures that activities are structured in ways that promote learning, monitors student activities, and facilitates students' reflection and analysis of their experiences. However, all adult functions should be performed in a manner that is appropriate for the age of the children, and should, as much as possible, encourage student autonomy and creativity.

WHY SERVICE LEARNING?

It is a powerful approach to teaching that provides kids with authentic learning experiences in which they learn academic content in a real-life, real-world context. There are many advantages to this approach, including:

- The kids love doing it.
- It's engaging, inspiring, and motivates them to learn.
- It develops the students' communication skills by requiring them to read, write, listen, and speak.
- In addition to academic content, students learn a range of valuable practical skills including: problem solving, organizing, collaborating, project management, research, dealing with obstacles and setbacks, etc.
- It develops character virtues and interpersonal habits such as respect, responsibility, empathy, cooperation, citizenship, initiative, and persistence.
- It empowers the kids with the realization that they can make a difference.
- It makes a positive contribution to the community.
- All kids can actively participate and make a meaningful contribution regardless of their talents or their deficits.

WHAT KINDS OF SERVICE?

There are many different kinds of service learning projects for all age levels. A lot of them deal with community needs related to health, poverty, social issues, or the environment. Another popular kind of community-based activity involves the students in documenting local history or culture through interviews, archival research, and photography. Projects like these connect the students more deeply to their communities and help the community at large to maintain a sense of history and identity. Other good service learning activities involve students helping other students through student mentoring and peer or cross-age tutoring.

Some activities, such as student mentoring or peer tutoring, can take place within your own school building. Others require getting the kids out into the larger community. Some may be one-time activities, while others occupy the whole school year or longer.

HOW TO DO IT

Popular wisdom says that the important attributes of service-learning are:

- **genuine community need**
- **community partnerships**
- **preparation**
- **structured reflection**
- **clear connection to the curriculum**
- **student voice**

Your project should be structured to include all of these attributes. With that in mind, let's consider how to go about it.

Generally speaking, there are three stages to a successful service learning project. They are:

1. **Preparation**
2. **Action**
3. **Reflection**

PREPARATION

Preparation begins with planting the seed, cultivating your students' interest in a problem or a need, stimulating the kids to want to do something about it. This can involve a study or an investigation, or simply a discussion that captures their imaginations. Of course there are those magical moments when somebody walks into the classroom upset or inspired about something he/she saw in the newspaper or on television and feels a call to action. But more often it starts with a teacher who brings up a subject in class, gets the kids percolating on it, and then suggests that they do something about it. This is especially true in the elementary grades.

Here are some good ideas for getting started. Please keep in mind that the steps given here assume you are starting from zero; you may not need to do all these things. What's important is to mobilize your students. Do what works.

a) **What needs or opportunities exist?** Hold a class brainstorming session to identify needs within the community or opportunities to do something beneficial. Challenge the students to think of as many

ideas as possible. Encourage them to build on each other's ideas, to be spontaneous, to take risks, to think creatively. Then have them try to identify the causes behind each need, as well as some possible interventions.

b) **What are some solutions?** Start generating workable solutions (what can realistically be done?). This is where project ideas start to take shape. Ask the students to tell what they like about each proposed idea, and to share their questions and concerns.

c) **What resources are available?** At this point some preliminary research may need to be done before a final decision is made. You might need to identify resources available to help or support the project if any are needed. This could include a grant proposal, a business or organization in the community, or parent volunteers. It may be helpful to invite an individual with expertise in the area of interest in order to provide relevant information before a final decision is made.

d) **Decide on the project.** When making the final decision, try to assure that all the students:

- have adequate input
- understand the proposed decision
- are willing to support and implement the decision.

Engaging the students in this kind of a process helps them learn how to **analyze** and creatively **solve problems** and enhances their **decision-making skills**. It also makes them stakeholders in the eventual outcome.

ACTION

a) Plan It

Help the students organize the project themselves. This is good training in **planning, collaborating, and taking responsibility**. Develop a work plan. Brainstorm a list of tasks and determine their most logical sequence. Determine the initial action steps to begin the work. Lay out a realistic timeline for getting the work done, and set milestones for intermediate goals. The timeline should show when the class expects to finish each step, as well as when they will accomplish the major goals.

This phase of the project often involves forming ties with people or organizations in the community.

If you foresee any problems or obstacles, strategize ways to manage or eliminate them. Plan how the class will track the progress or measure the results of the work along the way.

Define the roles of each student and group of students. Allow the students to share the leadership of the project. Decide how the work will be distributed fairly and appropriately among the students, as well as what outside resources will be needed. Discuss and agree on how the students will support and coordinate with each other's efforts to attain the common goals of the project (e.g. who will depend on whom to carry out the work?). This will deepen the students' sense of responsibility and commitment to the project. Emphasize the principles of collective responsibility and collaboration, which are critical for the success of the project.

b) Do It

This usually involves a good deal of collaboration and sharing of responsibilities. During the project, students should **reflect** on their experiences (see the section on reflection, next page). Documenting

their activities is a good way to do that. It gives the students practice in **describing** and **summarizing** various aspects of the project, and in **thinking critically** about what and how they are doing. They might keep journals, write articles, make a video or digital photo report, or connect their "in the field" learning to readings and other in-class activities.

It's important to hold discussions during this "action" phase of the project in order to get feedback from the students and to discuss and solve problems. Ask the students how the work plan could be improved. This is an opportunity to share information, insights, make recommendations, and develop a continued work plan. Students should be encouraged to voice concerns, speak their mind and to challenge others in a mutually respectful environment where there are no negative consequences for differences of approach or opinion. Constructive feedback from the teacher can provide a lot of encouragement and motivation. Acknowledge the efforts of the students. Recognize both incremental progress on the part of one or more students and the major accomplishments of the class. Then identify and agree on what actions to take next. This process gives students experience in **active listening, questioning, and problem solving** which will expand their **thinking** while maintaining their focus on what they need to accomplish together.

REFLECTION

Much of what we learn in life comes from reflecting on our experiences. Here is where we find probably the biggest difference between service learning and community service. Service learning requires that we provide structured time for students to **think, talk, and write** about what they did and observed during the service activity. Without reflection, we lose a great opportunity to maximize student learning.

Types of Reflection

There are several types of reflection that are useful to engage your students in:

- **Cognitive** reflection examines the new knowledge and skills the students gain from their service experience. This includes the kind of learning that is addressed in the curriculum (math, science, writing, social studies, etc.).
- **Affective** reflection looks at what students feel as a result of their experience. How has this experience changed their attitudes or opinions or sensitivities?
- **Process** reflection considers what students learn from the process, itself. This includes things like how to work with others, and understanding the consequences of actions.

By engaging the students in all these different kinds of reflection, you can optimize the learning part of the service learning