

BERMUDIAN SPRINGS HIGH SCHOOL
York Springs, Pennsylvania 17372-0501

GRADUATION PROJECT TEACHER PACKET
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BERMUDIAN SPRINGS HIGH SCHOOL
York Springs, Pennsylvania 17372-0501

Dear Student,

The Pennsylvania Department of Education and The Bermudian Springs School District have deemed a graduation project mandatory in order to receive a high school diploma. A successful graduation project should exemplify the numerous disciplines in high school. The purpose of the project is to demonstrate that each student is able to apply, analyze, and evaluate information and then have the ability to communicate these skills in both written and oral expression.

The Bermudian Springs High School Administration and Staff have dedicated many hours to design a system that is both understandable and expedient. The Graduation Project Student Handbook has been created and revised several times to provide you with a functional document to help you through each and every step.

It is my hope that the graduation project will be both challenging and rewarding. Every year countless students express the positive educational value of our graduation projects and I am confident that you too, will experience the same sense of accomplishment as our graduating seniors have in the past. Best of luck!

Russell E. Greenholt
Principal

GRADUATION PROJECT STUDENT EXPECTATIONS

As a sophomore, each student will choose or be assigned a faculty adviser. This adviser will monitor the student's progress and evaluate the various components of the project. The adviser will be accompanied by a fellow faculty adviser to evaluate the final presentation.

In November of the student's junior year, a proposal must be submitted to the faculty adviser. The adviser will assist the student in determining if the proposed project will meet the requirements of the graduation project. Adjustments will be made to assure that the student can successfully accomplish the proposed activity.

Each student must invest an appropriate amount of time in the project. Any activity related to the project should be recorded in the journal/time log. These activities would include writing the proposal, consulting with the adviser, researching, purchasing materials, constructing the project product, etc. The journal/time log should correspond with the time line submitted in January of the student's junior year. The faculty adviser will monitor the student's progress periodically by checking the time line.

Each student will research a topic related to the project and prepare a formal written component that will be evaluated by the adviser in December of the student's senior year.

The culmination of the project will be the project product. This will be that which the student actually produces (a photo display of a community service activity, the depiction of the growth of a dairy cow, an entertainment center, etc.). The product will be presented to the adviser and a faculty partner in May of the student's senior year.

Additionally, the student must deliver a formal speech that discusses the activities involved in this project.

It is recommended that each student generate a file in which to collect all papers related to the project.

GRADUATION PROJECT REQUIREMENT

“In order to graduate from the Bermudian Springs School District, a student shall complete a project in one or more areas of concentrated study while under the guidance of the high school faculty. The purpose of the project, which may include research, writing, or some other appropriate form of demonstration, is to insure that the student is able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding. Projects may be undertaken by individual students...”

GRADUATION PROJECT OVERVIEW

All projects will contain the following:

1. a completed project proposal
2. a completed time line for the project
3. a written component appropriate to the project: e.g., written research paper, reflective log, portfolio
4. an eight-minute to ten-minute oral presentation
5. a final product

Each of the four required parts will be assessed using the assessment guide. A satisfactory must be received in each of the four components above to complete this project successfully. If a community service project has been approved, a minimum of 50 hours must be completed.

GRADUATION PROJECT CHARACTERISTICS

1. Communication skills
2. Creativity
3. Depth of knowledge
4. Critical thinking
5. Integration of disciplines
6. Curriculum connections
7. Higher order thinking skills
8. Evidence of planning
9. Topic that capitalizes on student strengths
10. Opportunities for research
11. Student self-direction and student reflection

GRADUATION PROJECT GUIDE

I. DEVELOP A PROJECT PROPOSAL

- A. Making a decision on a project proposal
 - 1. Who will you be helping or working with?
 - 2. Who will you need to assist you?
 - 3. What research will be required?
 - 4. What materials will you need?
 - 5. Where will you get your materials?
 - 6. Where will you do your research, and work?
 - 7. When will you work on your project?
 - 8. When will you begin to gather materials?
- B. Due date will be the last Wednesday in November of the student's junior year.
- C. Format will include the following:
 - 1. Cover page - See Exhibit 'A'
 - 2. Description of the project
 - 3. Explanation of the procedure
 - 4. Reason for selecting the project
 - 5. Focus of the written component
 - 6. See Exhibit B for example
- D. Proposal should be 1-2 pages
- E. Proposal should be typed, double-spaced, with 1" margins
- F. One copy of the proposal must be submitted to the adviser, another copy should be kept in the student's personal file

II. CREATE A PROJECT TIME LINE

- A. Due date will be the last school day in January of the student's junior year.
- B. Time line includes due dates, description of activities to be completed, completion dates and the signature of the advisor-See Exhibit C
- C. Advisor will check the time line to determine if the student can successfully complete the activities listed in the time allotted.
- D. Format will include resubmitting the project proposal with the time line.
- E. Submit two copies.
- F. See Exhibit D for an example of a time line

III. COMPLETE A WRITTEN COMPONENT

- A. Due date will be the last school day in December of the student's senior year.
- B. Parts I and II will be resubmitted with written component
- C. Students will utilize the MLA style for the references
- D. Paper must be typed, double-spaced with 1" margins
- E. Paper must be formal, correct grammar and punctuation, appropriate vocabulary no contractions, no first or second person pronouns

- F. Paper must be an objective and accurate presentation of the information
- G. Paper must include a List of Works Consulted
- H. Paper should be an appropriate number of pages
- I. The topic of the paper must be related to the project. For example:

<u>Project</u>	<u>Research Topic</u>
Raising a hog	Benefits of a Variety of Pig Feed
Community Service at the Brethren Home	Geriatric Diseases and Treatments
Building a deck	Backyard Landscaping/Plants that Thrive in Adams County
- J. See Exhibit E for Written Component Heading and Title
- K. See Exhibit F for MLA Bibliography examples

IV. PRODUCE A FINAL PRODUCT

- A. The product is due with the oral presentation
- B. All products must include at least one of the following:
 1. Video tapes
 2. Collections
 3. Demonstrations/experiments
 4. Visual art projects
 5. Public/community service projects
 6. Interviews
 7. Public performances
 8. Published works
 9. Composition/performance of songs/music
 10. Journals
 11. Publications
 12. Drama
 13. In depth research papers
 14. Others approved by advisers
- C. If possible the student should bring the actual project to school rather than merely displaying photographs or video tapes.

V. PRESENT AN ORAL PRESENTATION

- A. All presentations will be scheduled for the March in-service
- B. The speech should be extemporaneous, not read or memorized
- C. The presentation will be assessed based on the following:
 1. Organization
 2. Content
 3. Supporting materials
 4. Communication skills
- D. Unacceptable oral presentations become the responsibility of the student to reschedule
- E. Student will also be expected to respond to questions from the advisers
- F. See Exhibit H for an example of a formal speech
- G. See Exhibit G for an example of oral sample presentation characteristics

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-0501

GRADUATION PROJECT DATES

GRADE	DUE DATE	COMPONENT	ASSESSMENT	COMMENTS
8	February	Information to parents during 9 th Grade Course Selection		This meeting will explain the graduation project to incoming 9 th graders.
10	May	Parent Meeting Select Adviser		Homeroom teachers will distribute information to Sophomores Send letter to all parents.
11	September	Letter to parent		Send letter to all Juniors
11	End of November	PROJECT PROPOSAL See Rubric	Satisfactory Or Unacceptable	Students will be given forms and format in English class.
11	December	Project approval		Projects will be approved by advisers
11	January 31	TIME LINE FOR PROJECT See Rubric	Satisfactory or Unacceptable	English teachers will collect for inclusion in portfolio
11	May	Letter to parents: 1. Work completed 2. Work incomplete		Parents will receive notification of student progress
12	End of December	WRITTEN COMPONENT See Rubric	Satisfactory or Unacceptable	Students will be given the opportunity to redo the component if unacceptable
12	February	Written component assessed by advisers		Incomplete/unacceptable components will be returned to student to correct
12	April In-service	ORAL PRESENTATION FINAL PRODUCT See Rubric	Honors, Pass or Fail	Students will be given the opportunity to redo presentation if unacceptable
12	May	Letter to parents: 1. Project incomplete		Students will be given the opportunity to redo or complete unacceptable segments.

GRADUATION PROJECT ASSESSMENT GUIDE

OUTSTANDING (4)	SATISFACTORY (3)	UNACCEPTABLE NEEDS/IMPROVEMENT (2)	UNACCEPTABLE/ UNSATISFACTORY (1)
<ul style="list-style-type: none"> • Excellent proposal • Excellent documentation • Excellent written content and style • Excellent oral presentation 	<ul style="list-style-type: none"> • Satisfactory proposal • Acceptable documentation • Acceptable written content and style • Satisfactory oral presentation 	<ul style="list-style-type: none"> • Minor revisions to proposal required • Modifications to original Documentation required • Revisions needed to written documents • Minor revisions required in oral presentation 	<ul style="list-style-type: none"> • Proposal unacceptable • Original documentation Unacceptable • Written portion of the proposal unacceptable • Presentation does not demonstrate acceptable knowledge of topic
COMPONENTS OF AN ACCEPTABLE GRADUATION PROJECT			
PROJECT PROPOSAL	TIME LINE	WRITTEN COMPONENT	ORAL/PERFORMANCE REQUIREMENTS
<ul style="list-style-type: none"> • Project based on acceptable topic • Proposal demonstrates thoughtful consideration • Proposal submitted on time • Proposal contains all required components 	<ul style="list-style-type: none"> • Time line is comprehensive • Time line lists activities • Activities have completion dates • Time line is well-organized 	<ul style="list-style-type: none"> • Component is well organized • Component presented using proper format <ul style="list-style-type: none"> • Citations included • Bibliography included • Component demonstrates appropriate use of grammar and language conventions • Content is adequately developed • Component is written using the <i>Modern Language Association</i> format (MLA) 	<ul style="list-style-type: none"> • Presentation in well-organized • Presentation includes appropriate audio-visual and supporting props • Presentation reflects an in-depth knowledge of topic • Presentation reflects acceptable ability/talent level • Presentation completed using acceptable communication skills

BERMUDIAN SPRINGS HIGH SCHOOL
GRADUATION PROJECT PROPOSAL

TITLE

STUDENT NAME

ADVISER'S NAME

STUDENT'S SIGNATURE

PARENT'S SIGNATURE

ADVISER'S SIGNATURE

Example of Project Proposal

Kathleen Groft

Mrs. Dellinger

Graduation Project Proposal

November 25, 2001

Renaissance Wedding Gown

My graduation project will be to design and sew a Renaissance Period-style wedding gown. I will create a pattern for the dress after researching fashion trends in Europe during the Renaissance period. My final product will be the completed gown which I will be able to model at the time of my speech and eventually wear on my wedding day.

I intend to begin researching Renaissance fashion in the school library and on the Internet as soon as my proposal is approved. I am also interested in researching the courting and marriage rituals of the time period. I am interested in studying Queen Elizabeth and the many courtships she experienced during her reign: why she considered certain political marriages and why she rejected all proposals and remained unmarried until her death. A discussion of the time period's marriage customs and Queen Elizabeth will enhance my speech and also serve as an interesting topic for my research paper. I will ask for assistance from Mr. Kowalski and Mrs. Speelman if necessary.

After researching and collecting drawings and photographs for my project file, I plan to meet with my aunt who does clothing alterations. She will help me design a pattern. She will also help me to determine what materials I will need. My mother and I plan to purchase the necessary materials at Jo Ann Fabrics in Hanover. I plan to order the beads through the catalog, Bead Magic. I will then begin to sew the dress with the assistance of my aunt. Mrs. Stough has also agreed to assist me if necessary.

I chose this topic because I am interested in history, fashion, and sewing. I am excited to create a special and unique gown to wear on my wedding day.

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GRADUATION PROJECT TIME-LINE

DUE DATE	DESCRIPTION OF ACTIVITY TO BE COMPLETED	ACTUAL COMPLETION DATE	SIGNATURE OF ADVISER

Name: Dave Jacobs

Adviser: Mr. Nace

Graduation Project Time Line



Building A Deck

PROPOSED

DUE DATE	ACTIVITY	COMPLETION DATE	ADVISER'S SIGNATURE
1/27/2000	Submit time line		
3/7/2000	Choose and customize design. Determine what materials are needed.		
5/22/2000	Purchase all the materials needed for the project.		
9/10/2000	Complete the building, painting and landscaping.		
10/26/2000	Complete research.		
11/30/2000	Visit the Writing Center to edit final draft of research paper.		
12/20/2000	Submit research paper.		
3/16/2001	Create photograph display, compile receipts, and design drafts. Prepare sample materials to use as visuals during my speech.		
4/25/2001	Write formal speech and rehearse. Finalize journal/time log.		
5/1/2001	Oral presentation		

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Example of the Heading and Title on the Written Component

Laura M. Josephson

Mrs. Dengler

Graduation Project Research Paper

December 22, 2001

Geriatric Diseases and Treatments

The text of the research paper should begin after double-spacing after the centered title.

BOOKS

BOOKS

Format:

Author. *Title of Book.* City of Publication: Publisher, Year.

- Take the title from the title page, not the cover.
- The author's name should be written Last Name, First Name.

One Author <4.6.1>

Borg, Jim. *Tigers of the Sea: Hawaii's Deadly Sharks.* Honolulu: Mutual, 1993.
Reagan, Michael D. *Curing the Crisis: Options for America's Health Care.*
Boulder: Westview Press, 1992.

Editor or Compiler <4.6.1>

- If the person named on the title page is the editor, rather than the author, add a comma then the abbreviation "ed." For a compiler, use "comp."

Fitzgerald, Terence J., ed. *Police in Society.* New York: H.W. Wilson, 2000.

Two or More Authors <4.6.4>

- List the names in the order in they appear on the title page.
- Only the first author's name should be reversed: Last Name, First Name.
- Use a comma between the authors' names. Place a period after the last author's name.

Landre, Rick, Mike Miller, and Dee Porter. *Gangs: A Handbook for Community Awareness.* New York: Facts on File, 1997.

- If the persons named on the title page are editors, add a comma after the final name, then the abbreviation "eds." For compilers, use "comps."
- If there are more than three authors, name only the first and add *et al.*, or give all the names.

Cott, Nancy R., and Elizabeth H. Pleck, eds. *A Heritage of Her Own: Toward a New Social History of American Women.* New York: Simon and Schuster, 1979.

Daconta, Michael C., et al. *Java 1.2 and JavaScript for C and C++ Programmers.*
New York: Wiley, 1998.

Two or More Works by the Same Authors <4.6.3, 4.6.5>

- When citing two or more sources by the same author, give the name in the first entry only. For the subsequent entries, type three hyphens, add a period, and skip a space (---.) then give the title. The three hyphens stand for the name(s) in the preceding entry.

Mead, Margaret. *Coming of Age in Samoa: A Psychological Study of Primitive Youth for Western Civilisation*. New York: Morrow, 1961.

---. *People and Places*. Cleveland: World, 1959.

ENCYCLOPEDIAS and REFERENCE BOOKS <4.6.8>

Format:

Author of Article.(if given) "Article Title." *Title of Book*. City of Publication: Publisher, Year.

- When citing familiar reference books, especially those that often appear in new editions, it is not necessary to include full publication information. Give the edition (if available) and the year of publication.
- If articles are arranged alphabetically, you do not need to give volume and page numbers.

Faron, Louis C. "Inca." *Encyclopedia Americana*. International Edition. 1999.

- When citing less familiar reference books, give full publication information.

"Refrigeration." *The New Illustrated Science and Invention Encyclopedia*. Ed. Donald Clarke. 28 vols. Westport: H.S. Stuttman, 1989.

Hosick, Howard L. "Cloning." *Magill's Medical Guide*. Ed. Tracy Irons-Georges. Rev. ed. 3 vols. Pasadena: Salem Press, 1998.

MULTIVOLUME SETS <4.6.15>

Format:

Author or Editor. *Title of Set*. Total number of vols. City of Publication: Publisher, Year.

- Use this format when citing two or more volumes of a multivolume set.
- Reference to specific volumes and page numbers belong in the text of your paper (e.g. 4: 149-53 means volume 4, pages 149-153), not in the Works Cited.

Jaffe, Jerome H., ed. *Encyclopedia of Drugs and Alcohol*. 4 vols. New York: Macmillan, 1995.

POEM or SHORT STORY in an ANTHOLOGY <4.6.7>

Format:

Author of Story. "Title of Story." *Title of Book*. Name of Editor. City of Publication: Publisher, Year. Page numbers of the story.

Pukui, Mary Kawena. "The Marchers of the Night." *A Hawaii Anthology*. Ed. Joseph Stanton. Honolulu: State Foundation on Culture and the Arts, 1997. 82-84.

ORGANIZATIONS, COMPANIES, or GOVERNMENT AGENCIES as AUTHORS

Corporate Author <4.6.6>

- Cite a book by corporate author when a group (such as an organization or association), rather than individual persons, is the author.

American Welding Society. *Structural Welding Code: Aluminum*. Miami, FL: AWS, 1997.

International Fire Service Training Association. *Essentials of Fire Fighting*. 3rd ed. Tulsa, OK: Fire Protection Publications, 1992.

Government Agency as Author <4.6.21>

- Give the name of the government first, then the name of the agency. Abbreviations may be used.

Hawaii. Dept. of Business and Economic Development. *The State of Hawaii Data Book: A Statistical Abstract*. Honolulu: Dept. of Business and Economic Development, 1998.

PERIODICALS

MAGAZINE ARTICLES <4.7.6>

Format:

Author. "Title of Article." *Title of Magazine* Date: Page(s).

- Abbreviate the months (except May, June, July). Give complete dates for magazines issued every week or every two weeks, written in this order:
Day Month Year, e.g. 19 January 1998
- If the article is on consecutive pages, specify the page numbers of the entire article, e.g. 16-20. Give just the last two digits of the second number, when possible: 188-89, but 196-200
- If the article is not on consecutive pages -- if, for example, it begins on page 27, then skips to page 30, and continues on page 32 -- write only the first page number, followed by a plus sign: 27+.
- Do not give volume and issue numbers.

McCulley, Jeff. "On the Mark." *Hawaii Business* Feb. 1998: 20+.

Risen, James, and Judy L. Thomas. "Pro-life Turns Deadly." *Newsweek* 26 Jan. 1998: 68-69.

Taubes, Gary. "The Cell-Phone Scare." *Technology Review* Nov./Dec. 2000: 117-19.

No Author Given <4.7.9>

- If no author's name is given, begin with the title of the article.

"Where the Business Is." *Motor Age* Sep. 2000: 58.

NEWSPAPER ARTICLES <4.7.5>

Format:

Author. "Title of Article." *Name of Newspaper* Date, edition: Page(s).

- Take the name of the newspaper from the masthead, but omit any introductory article: *Honolulu Advertiser*, not The Honolulu Advertiser.
- If the city of publication is not part of the newspaper's name, add it in square brackets: *News and Observer* [Raleigh, NC]
- Specify the edition of the newspaper, if one is given on the masthead.
- If the article is not on consecutive pages, write the first page number and a plus sign: B1+.

Kakesako, Gregg K. "Clinton Vows to Support Akaka Bill." *Honolulu Star-Bulletin*
14 Nov. 1998, night final ed.: A1+.

SCHOLARLY JOURNAL ARTICLES <4.7.1>

Format:

Author. "Title of Article." *Title of Journal* volume number (Year): Pages.

Cooksey, Elizabeth C. "Consequences of Young Mothers' Marital Histories for Children's Cognitive Development." *Journal of Marriage and the Family* 59 (1997): 245-61.

- If the journal begins each issue on page 1, include the issue number: <4.7.2> e.g. 21.3 means vol. 21, no. 3.

Lenhoff, Rosalyn, and Lynn Huber. "Young Children Make Maps!" *Young Children* 55.5
(2000): 6-12.

Other Sources

TELEVISION PROGRAMS <4.8.1>

Format:

"Title of Episode or Segment." Credit (Performer or author). *Title of Program*.
Name of Network. Call letters (if any), City of Local Station (if any).
Broadcast Date.

"Designing Woman." Rept. by Maria Shriver. *Dateline*. NBC. KHNL, Honolulu. 15 Mar. 1998.

"Hurricane." *Raging Planet*. Discovery Channel. 21 Mar. 1998.

"Secrets of Lost Empires." *Nova*. PBS. KHET, Honolulu. 26 May 1998.

VIDEOTAPES, DVDs, LASERDISCS <4.8.3>

Format:

Title. Director, Producer, and/or Writers. Medium. Distributor, Year.

Monet: Legacy of Light. Writ., dir., and prod. by Michael Miller.
Videocassette. WBGH Boston, 1989.

INTERVIEWS <4.8.7>

Format:

Person Interviewed. Type of interview (personal or telephone). Date.

Mink, Patsy T. Telephone interview. 21 October 2000.

- For a broadcast or published interview, add descriptive and bibliographic information.

Waihee, John. Interview with Leslie Wilcox. Channel 2 News. FOX. KHON,
Honolulu.
7 Nov. 2000.

INTERNET RESOURCES

WEB SITE -- Professional or Personal <4.9.2c>

Format:

Creator's name (if given). *Web Page Title*. Institution or organization. Date
of access <URL network address>.

Basic Hula Words. 8 Nov. 2000 <<http://www.geocities.com/~olelo/o-h-general.html>>.

Li, Rong-Chang. *English as a Second Language*. 6 Nov. 2000 <<http://www.rongchang.com/>>.

Harden, Mark. *Picasso the Legend*. The Artchive. 6 Nov. 2000
<http://www.artchive.com/artchive/P/picasso_postww2.html>.

Dinosaurs in Hawaii! Honolulu Community College. 6 Nov. 2000
<<http://www.hcc.hawaii.edu/dinos/dinos.1.html>>.

Online Service: INFOTRAC <4.9.7>

Format:

Author's name (if given). "Title of Article." *Name of Magazine* Date
of Publication: Pages. Name of Database. InfoTrac. Library Name.
Date of Access <http://infotrac.galegroup.com/itweb/hawaii_honolulu>.

Milius, Susan. "Science Pokes Loopholes in Cloning Bans." *Science News* 28
Feb. 1998: 137.
General Reference Center. InfoTrac. Honolulu Community College Library.
6 Nov. 2000
<http://infotrac.galegroup.com/itweb/hawaii_honolulu>.

Online Newspaper Article <4.9.4b>

Format:

Author's name (if given). "Title of Article." *Name of Newspaper*
Date of Publication. Date of Access <URL network address>.

Barayuga, Debra. "Verdict in Uyesugi Trial Prompts New Stage of Grief."
Star Bulletin.com 15 June 2000. 6 Nov. 2000
<<http://starbulletin.com/2000/06/15/news/story3.html>>

TenBruggencate, Jan. "Blue Shark May Be on Road to Recovery."
HonoluluAdvertiser.com 18 June 2000. 6 Nov. 2000
<<http://the.honoluluadvertiser.com/2000/Jun/18/localnews18.html#top>>.

Online Magazine Article <4.9.4c>

Format:

Author's name (if given). "Title of Article." *Name of Magazine*
Date of Publication. Date of Access <URL network address>.

Bremner, Brian. "Japan Takes the First Step to Recovery." *Business Week*
10 Oct. 2000. 6 Nov. 2000
<http://www.businessweek.com/bwdaily/dnflash/oct2000/nf20001010_917.htm>.

Youmans, Susanne. "Henry Lee Returns to Investigating." *Popular Science*
10 Oct. 2000. 6 Nov. 2000
<http://www.popsci.com/news/10102000_sleuth.html>.

E-mail <4.9.9j>

Format:

Sender's Name. "Title." (from Subject line) E-mail to the author. Date of message.

Crispen, Patrick D. "Online Tutorials." E-mail to the author. 31 Aug. 2000.

Online Discussion Lists <4.10.7>

Format:

Writer's Name. "Title of Message." (from Subject line) Online posting.
Date of Message. Name of Discussion Group/List. Date of access
<URL of Group's Internet Site, or E-mail Address of List Moderator>.

Dargen, Michael. "Netscape Woes." Online posting. 7 Nov. 2000. Web4Lib.
8 Nov. 2000 <<http://sunsite.berkeley.edu/Web4Lib/>>.

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ORAL PRESENTATION COMPONENTS

Attention Getter: a quote, photo, poster, song, etc., designed to capture the attention of the audience

Preview: a general statement of what topics will be covered in the speech

Presentation of Data: the research completed, discussion of the progress toward the completion of the product and personal observations

Review: a general statement of what topics were covered during the data presentation

Memorable Statement: a concluding statement that the audience will remember

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EXAMPLE OF GRADUATION PROJECT FORMAL SPEECH

Community Service at the Brethren Home

Attention Getter: Acceptance comes with understanding. Oftentimes the elderly in our Community feel lonely and neglected. If more people understood the frailties of the elderly, they would stop avoiding old folks simply because they feel uncomfortable and accept them for the valuable community members that they truly are.

Preview: My graduation project was volunteering companionship to a group of elderly people living at The Brethren Home in New Oxford. I researched geriatric diseases so that I could better understand the residents' capabilities and capacities.

Data: (would include a sequential discussion of research done on geriatric diseases, time spent at the home, activities done with the residents, personal stories of friendships established, etc. This would also be the time to make references to the product: refer to the display, show videotape, etc.)

Memorable Statement: Everyone ages. Everyone feels lonely and neglected at some point. Everyone reaches a point when he feels he has little worth. With just a little time, understanding, and compassion, anyone can make an elderly person feel capable and valuable.

