AULAJAAQTUT 11
MODULE 5
Community Practicum Project

Student Journal

Name of Student: ________________________________
School: ________________________________ Date: _______

Kavamat Elihaktoliginikot Havakviat
Department of Education
Ministère de l’Éducation

Ilihatiluniqmut Ilihavinulu Piyittivik Titiqqaq,
Curriculum and School Services Document
Division des programmes d’études et services scolaires

2010
Highly proactive people recognize their “response-ability” – the ability to choose their response. They do not blame circumstances, conditions, or conditioning for their behavior. Their behavior is a product of their own conscious choice.

We learn more about things that we become personally and actively involved in. For example, we learn more about a city by driving around in it than by being driven by someone else. That’s true of anything.

Stephen Covey
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Learning Competencies

By the end of this module, you will be able to do the following.

You will collaboratively develop a strategic action plan.

When you have finished this module, rate how well you are able to do this in the *Learning Competencies Evaluation* in Appendix A.
Along a coast of the vast Atlantic Ocean, there lived an old man. Each day when the tide went out he would make his way along the beach for miles. Another man, who lived not far away, would occasionally watch as he vanished into the distance and later noticed that he had returned. The neighbour also noticed that, as he walked, the old man would often stoop down and lift something from the sand and then toss it away into the water.

One day, when the old man went down to the beach, his neighbour followed to satisfy his curiosity and, sure enough, as he watched, the old man bent down and gently lifted something from the sand and then tossed it away into the ocean. By the time the old man made his next stop, the neighbour had come near enough to see that he was picking up a starfish which had been stranded by the retreating tide and would, of course, die of dehydration before the tide returned. As the old man turned to return it to the ocean, the neighbour called out with a degree of mockery in his voice, “Hey old timer! What are you doing? This beach goes on for hundreds of miles, and thousands of starfish get washed up every day! Surely you don’t think that throwing a few back is going to matter.”

The old man listened and paused for a moment, then held out the starfish in his hand toward his neighbour. “It matters to this one.”

Vocabulary Box

- stooop - bend
- stranded - left behind in a helpless situation
- dehydration - lacking water, without water
- mockery - ridicule, making fun of
Creating the Project Plan

The S-T-P Process
(Schmuck & Runkel 1985)

* Situation: Where are we now?
* Target: Where do we want to be?
* Proposal: How can we get there?

**Step 1**

Clarify the Problem

* Situation: What is the present state?
* Target: What do we want the future state to be?
* Proposal: What steps do we take to get there?

<table>
<thead>
<tr>
<th>Situation</th>
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<table>
<thead>
<tr>
<th>Target</th>
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</thead>
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<table>
<thead>
<tr>
<th>Proposal</th>
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</table>
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- delete the targets which are not do-able
- clarify the remaining target statements
- prioritize the remaining target statements
- select a short list

1.

2.

3. Choose one target statement, circle its numbers above, and work through a Force Field Analysis.

**Step 3**

**Force Field Analysis**

<table>
<thead>
<tr>
<th>HELPING FORCE +</th>
<th>HINDERING FORCE -</th>
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List all the forces which act on your target statement.

**Step 4**

**The Hindering Forces**

The forces which will hinder us most are:
We can handle these forces by the following ACTIONS:

- Divide the ACTIONS into sub tasks ... list below.
- Number the tasks in a sequence ... 1st, 2nd, 3rd.
- Decide on a time allocation to complete each action.
- Decide who will be responsible for each task.
- List any materials you will need.

**ACTION - SUB TASKS**
## ACTION Planning Sheet

### Area of focus:

<table>
<thead>
<tr>
<th>Sub Tasks</th>
<th>Time</th>
<th>Person</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Reflection

Content: Respond to the following quotation. Remembering the starfish story, discuss how this quotation expresses the values expressed in the story.

You must be the change you want to see in the world.

Mahatma Gandhi

Collaborative: How do personal values and a sense of commitment work to enable people to make these small changes?

Personal: Is there a way in which you are making (or have made) a difference in your community?
Appendix A: Evaluation

You must submit a Practicum Project Portfolio in order to receive credit for this module. The Portfolio will consist of the following:

1. Practicum Project Plan
2. Practicum Project Contract (signed by a community sponsor)
3. Practicum Project Evaluation

The evaluation section of the Practicum Project Contract should be negotiated between yourself and your teacher, mentor, project support team or community sponsor. It is important that those involved with the project have a clear understanding of the evaluation components so that they can help you throughout the project process.

The contract should include a description of the three evaluation components. The signed copy should be kept in your portfolio. Be creative in deciding how you wish evaluation to occur. You should select ideas that build on your own strengths or in areas where you would like to develop or improve your skills.

Selection of an evaluation strategy must be one that you feel confident and comfortable with, but also one that will provide feedback and information to the project team and the community in general.
Community Practicum Project Contract

Student, Mentor, and Teacher Agreement

Description of the Practicum

Project________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Evaluation of the Practicum Project

1. I will demonstrate what I have learned personally by:
   - keeping a reflective log of my feelings and experiences as the project progresses;
   - writing a poem describing my feelings and how they might change as the project develops;
   - producing a poster or mural illustrating my impressions of the life of the project;
   - keeping a pictorial journal of pictures of the project with captions representing my impressions at the time; OR
   - ____________________________________________________________

2. I will record the progress of my project by:
   - writing a report reflecting the stages of the project as outlined in the plan;
   - producing a video documentary of the project;
   - creating a map depicting the journey (process) of the project;
☐ conducting a series of interviews of the participants at various stages throughout the project; OR
☐ ______________________________________________________

3. I will know how my project has touched the community from
☐ questionnaire responses;
☐ audio- or videotaped responses;
☐ a testimonial poster;
☐ letters of support from participating community organizations; OR
☐ ______________________________________________________

Practicum Project Plan
I have submitted a plan for this practicum project either on my own or with a group.

☐ Yes
☐ No

Signed ___________________ ___________________ ___________________
Student Mentor Teacher

Date ___________________ ___________________ ___________________
Appendix B: Self Assessment

Module Evaluation

This module is intended to help you learn to collaboratively develop a strategic action plan. Write a brief statement about what you feel you learned from this module.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What were the key issues for you?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What do you think should be added?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
### Assessing Your Participation

Give yourself a rating as to how well you participated in the following activities. Mark an X to show how well you feel you participated.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Activity</th>
<th>Participated fully</th>
<th>Could have participated more</th>
<th>Did not participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It Matters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Creating the Project Plan</td>
<td></td>
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<tr>
<td>1</td>
<td>Reflection</td>
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<td>1</td>
<td>Contract</td>
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</tr>
<tr>
<td>1</td>
<td>Assessment</td>
<td></td>
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</tr>
</tbody>
</table>

### Updating Your Aulajaaqtut Personal Portfolio

Select three activities from this module to put into your permanent Aulajaaqtut personal portfolio collection. These may be pages photocopied from your journal or other work you have done during this module.
Assessing Your Journal

Look through your student journal and decide on how you would rate your work. You may decide to improve on the overall quality of your student journal using some of the scoring criteria from the rubric below.

<table>
<thead>
<tr>
<th></th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
<th>5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantity</strong></td>
<td>My journal is missing most of the required materials.</td>
<td>My journal contains little of the required information.</td>
<td>I completed some of the journal activities but a lot is missing.</td>
<td>I completed most of the journal activities.</td>
<td>I completed all the journal activities.</td>
</tr>
<tr>
<td><strong>Depth</strong></td>
<td>My journal writing demonstrates very little understanding of the materials covered in this module.</td>
<td>My journal writing demonstrates only a little understanding of the materials covered in this module.</td>
<td>My journal writing demonstrates an acceptable understanding of the materials covered in this module.</td>
<td>My journal writing demonstrates a good understanding of the materials covered in this module.</td>
<td>My journal writing demonstrates a good, solid understanding of the materials covered in this module.</td>
</tr>
<tr>
<td><strong>Interest</strong></td>
<td>Not much of this writing is interesting.</td>
<td>A bit of this writing is interesting to me.</td>
<td>Parts of this writing are interesting to me and would</td>
<td>Most of this writing is interesting to me and would</td>
<td>Reading through this is interesting to me and would</td>
</tr>
<tr>
<td>Value</td>
<td>None of this has really been helpful. I'm still confused about how I could control my life.</td>
<td>A bit of the responding and reflecting has been helpful and I can begin to think about how to make changes in my life.</td>
<td>Some of this responding and reflecting has been helpful to me and I can understand my life and begin to make changes.</td>
<td>Most of this responding and reflecting has been helpful to me and I can understand my life and begin to make changes.</td>
<td>Responding and reflecting in this journal has been very helpful to me and I can understand my life and begin to make changes.</td>
</tr>
</tbody>
</table>