PROJECT-20

Imagining a More Sustainable WRCA

The earth is the Lord's, and everything in it, the world, and all who live in it.
Psalm 24:1 (NIV)

GOAL:

As part of the WRCA community, your local community, and the global community, it is extremely important to think about how we, as a WRCA community, can be better stewards of our environment.
Your Goal is as follows:

1. **Research** and **explain** what the Bible tells us about being stewards/caretakers of creation.
2. **Learn** how sustainability applies to you as part of the WRCA community, and by extension, to your personal life, by **reflecting** on your activities and the impact they have on yourself, your community, and your world.
3. **Identify** a problem with sustainability in the WRCA community and **create** a solution through **research**, **inquiry**, and **experimentation**.
4. **Communicate** findings to the WRCA community.
5. **Act** by committing to make a change that positively impacts your community.

ROLE:

You are made in God's image and are a part of His creation. This means you are an individual; however, you are also a member of your home, neighbourhood, church, school, city, province, country, and the global village. **Your role then is to be an inquirer, a communicator, and a caring steward of these communities.** As an inquirer, you should ask questions that you will want to research to find answers. As a communicator, you should put those answers into a format that will clearly show your understanding and learning from your discoveries during your research. As a caring steward, you will find ways to evaluate what you learned and apply your knowledge to make a positive difference in how your communities live their lives and interact with God's creation.

IB Learner Profile Definitions

Inquirer: You should develop your natural curiosity. You should acquire the skills necessary to conduct inquiry and research and show independence in learning. You can actively enjoy learning, and this love of learning will be sustained throughout your life.

Communicator: You should be able to understand and express ideas and information confidently and creatively. You can work effectively and willingly in collaboration with others.

Caring: You show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and the environment.

AUDIENCE:
We are tasked to inspire the WRCA community – Students, parents, teachers, and leadership towards meaningful change.

SITUATION:

The context you are faced with is to create an impactful project that will challenge the WRCA community to become more environmentally aware and be equipped and committed to sustainable action.

PRODUCT:
You need to create a presentation to demonstrate your idea. The format is open-ended but needs to be shared digitally, for example, Powerpoint, video, poster (presented on a video), blog post, podcast. If you have another idea for how you would like to showcase your project, check in with your advisor teacher for approval before continuing.

STANDARDS:

We will follow the **design process** for this project. Keep in mind that this is a process that we will complete over time. Each task is designed to help you get closer to achieving your goal.

Goal	Still Learning	Approaching	Meeting	Exceeding
Criterion A: Inquiring and Analyzing				
Identify a Problem	**States** a problem	**Outlines** a problem	**Explains** the problem	**Explains** and **justifies** the need for a solution to a problem
Explain and justify the need for a solution to the problem	**States** the need for a solution to a problem	**Outlines** the need for a solution to a problem	**Explains** the need for a solution to a problem	**Constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem **independently**
Research possible solutions	**States some of** the main findings of relevant research.	**States** the research needed to **develop** a solution to the problem, **with some guidance** **outlines one existing** product that inspires a solution to the problem	**Constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem, **with some guidance** **describes** a group of similar products that inspire a solution to the problem	**Constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem **independently** **analyses** a group of similar products that inspire a solution to the problem
Criterion B: Developing Ideas				
Plan and record progress in the project	**Creates** incomplete planning drawings/diagrams.	**Creates** planning drawings/diagrams or **lists** requirements for the chosen solution.	**Develops** accurate planning drawings/diagrams and **lists** requirements for the creation of the chosen solution.	**Develops** accurate planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution.
Develop a list of success criteria for the final product and solution.	**Lists** a minimum of 3 success criteria for the design of the product and solution with **limited description** of the criteria	**Lists** a minimum of 3 success criteria and **adequately describes** the list for the product and solution	**Develops** a suitable list of criteria with **specific explanations** to develop a high-level product and solution	**Develops** a suitable list of criteria with **specific, data and research-based, explanations** to develop a high-level product and solution.
Create an effective plan and Timeline (Demonstrate Self-Management Skills)	**Creates** an incomplete plan/timeline **Communicates** rarely with peers and supervising teacher	**Creates** a complete plan/timeline; but struggles to complete tasks **Communicates** inconsistently with peers and supervising teacher	**Creates** a complete plan/timeline and completes tasks **Communicates** consistently with peers and supervising teacher	**Creates** a complete plan/timeline and completes tasks **Communicates** consistently and meaningfully and with peers and supervising teacher.

Goal	Still Learning	Approaching	Meeting	Exceeding
Criterion C: Creating the Solution				
Create a product/outcome in response to your goal	**Creates** the solution, which functions **poorly** and is presented **in an incomplete form**.	**Creates** the solution, which **partially** functions and is **adequately** presented	**Creates** the solution, which functions **as intended** and is presented **appropriately**	Follows the plan to **create** the solution, which functions **as intended** and is presented **appropriately**
Demonstrate communication and social skills	Communication is difficult to follow and/or confusing. Student did not consider the intended audience	Communication is clear, but **sometimes** incomplete. Student considers the intended audience	Communication is **clear**, and **complete** Student considers the intended audience and finds ways to engage them	Communication is **clear, meaningful** and **perceptive**. Student considers the intended audience, finds ways to engage them, and demonstrates action with Project-20.
Demonstrate thinking skills	Uses **basic** thoughts to form a solution	**Applies** adequate research to form solution	**Evaluates** substantial research to form solution	Uses multiple resources through research and experimentation to **evaluate** and **combine** information to form a solution
Criterion D: Reflecting				
Reflect on how I can exemplify the IB Learner Profile attributes in focus	**Unclear** reflection on how one personally exemplifies the IB Learner Profile attributes.	Is **beginning** to form a **clear** reflection on how one personally exemplifies the IB Learner Profile attributes.	Developed a **clear** and **complete** reflection on how one personally exemplifies the IB Learner Profile attributes.	Developed a **clear, meaningful** and **perceptive** reflection on how one personally exemplifies the IB learner attributes
Outline how the product and solution could be improved	**States** one way in which the product and solution could be improved	**Outlines** one way in which the solution and product could be improved	**Describes** a few ways on how the project can be improved	**Evaluates** the methods used for developing the product and solution and **describes** how the project can be improved

Adapted from: https://goalbookapp.com