

LESSON	✓	TASKS AND SCORING	POINTS EARNED
1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Individual Lifelines (up to 3 pts.) _____ Three BIG Questions (up to 3 pts.) _____ <b>21ST CENTURY SKILLS</b> <i>Students used <b>critical thinking skills</b> to reflect individually on the highs and lows of their lives to determine which events shaped who they are. (up to 5 pts.) _____</i>	____/11
2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Visual representation shows strengths and how the ideal team works together (up to 3 pts.) _____ Name of issue addressed <u> 2 pts.</u> <b>21ST CENTURY SKILLS</b> <i>Students <b>collaborated</b> to create a culture of trust and teamwork amongst their teammates. Students used <b>critical thinking skills</b> to research different community issues, gather information, and select an issue. (up to 5 pts.) _____</i>	____/10
3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Big Goal <u> 1 pt.</u> Social media post grabs attention of viewer. (up to 3 pts.) _____ Caption captures the Big Goal (up to 3 pts.) _____ Team name <u> 1 pt.</u> Team name embodies mission of project. (up to 2 pts.) _____ Team slogan (up to 2 pts.) _____ Team Mascot picture (up to 2 pts.) _____ <b>21ST CENTURY SKILLS</b> <i>Students <b>collaborated</b> to visually and creatively communicate who they are as a team to their audiences. Students used <b>critical thinking skills</b> to ensure their goal was manageable and achievable. Students showed <b>creativity/innovation</b> while creating a strong vision for the project and generating ideas to meet their Big Goal. (up to 5 pts.) _____</i>	____/19
4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	People Map (up to 5 pts.) _____ Action Plan includes a comprehensive list or description of tasks to complete. (up to 3 pts.) _____ Due dates for each task demonstrate time management skills. (up to 2 pts.) _____ Steps to completion are thoughtful and manageable. (up to 2 pts.) _____ Elevator speech is short and concise. (up to 2 pts.) _____ Elevator speech identifies cause and connection to cause. (up to 2 pts.) _____ Elevator speech clearly explains project. (up to 3 pts.) _____ Elevator speech uses persuasive language to encourage buy-in from stakeholders. (up to 3 pts.) _____ <b>21ST CENTURY SKILLS</b> <i>Students <b>communicated</b> with each other to thoughtfully plan steps necessary to meet their Big Goal. Students <b>collaborated</b> to create roles and tasks for each member that played to their personal strengths. (up to 5 pts.) _____</i>	____/27

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5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Ad is simple, concise, and memorable. (up to 2 pts.) _____</p> <p>Ad includes Team logo. <u>1 pt.</u></p> <p>Ad includes a “Call to Action!” (up to 3 pts.) _____</p> <p>Impact of the service project on team and community are listed or described in “Service Project <u>Highlights</u>”. (up to 3 pts.) _____</p> <p>“Service Project <u>Challenges</u>” describes how team identified and responded to challenges, and impact on the team and community.”. (up to 3 pts.) _____</p> <p>Barriers Chart lists barriers and actions taken to overcome them. (up to 3 pts.) _____</p> <p>Barriers Chart shows thought and reflection of barriers and necessary solutions. (up to 3 pts.) _____</p> <p><b>21ST CENTURY SKILLS</b>  <i>Students <b>collaborated</b> to creatively and innovatively create a “Call to Action” to build excitement, recognition, and buy in from viewers.</i>  <i>Students used <b>problem solving skills</b> to identify barriers they encountered and critical thinking skills to find solutions to overcome them. (up to 5 pts.) _____</i></p>	____/23
6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Team Lifeline includes highs and lows experienced as a team during this process. (up to 3 pts.) _____</p> <p>Team Lifeline illustrates teamwork. (up to 2 pts.) _____</p> <p>Share the journey of your Team through a Story Video. (optional)</p> <p><b>21ST CENTURY SKILLS</b>  <i>Students used <b>critical thinking skills</b> to reflect on how the Team trusted each other and collaborated to meet their Big Goal.</i>  <i>Students reflected on their project and <b>creatively</b> shared their journey through a Team Lifeline. (up to 5 pts.) _____</i>  <i>Students <b>communicated</b> by telling their leadership story through a 1–3 minute video. (optional)</i>  <i>Students <b>creatively and innovatively</b> shared their Story Video with their Big Goal, key points, and next steps. (optional)</i></p>	____/10

**TOTAL** \_\_\_\_/100