

THE SENIOR PROJECT: Where Faith meets Life

OBJECTIVE:

During the last days of your senior year, you will do a 10 minute presentation that will include

- (a) a reflection on your experiences doing Christian Service during your four years at St. Michael
- (b) a presentation on a current social issue that involves some moral injustice.

At least half of your senior service hours (12 ½) will be with one service area or organization, and your research project will flow from and connect directly to these service hours. These hours are due at the same time as your final service hours for the second semester!

DEFINITION OF INJUSTICE:

a situation where human needs go unmet, human dignity is disrespected, and human potential is crushed by greed, selfishness, ignorance, or apathy.

Step One: **Choosing your Topic**

- 1) Throughout these past four years, in Social Studies, Science, Religion, Health, and many other classes, you have become more aware of the patterns of injustice that exist around us. You have learned about poverty, racism, war, slavery, immigration, abortion, assisted suicide, drug abuse, eating disorders, educational inequalities and homelessness.
- 2) Through your Christian Service hours, you reached out to those who were poor, elderly, disabled, and disadvantaged.
- 3) As you reflect on all these things you have learned and experienced during your time here at St. Michael, you must identify one issue you feel strongly about to research for your senior project.
- 4) You may choose from an attached list of topics, or submit your own topic for approval.
- 5) Your topic must be expressed in the form of a question and narrow enough to be addressed in the short time you have to make your presentation. Also, in a well formed paragraph (five – six sentences), explain/describe specifically what you hope to learn about this injustice and/or what you hope to share with your classmates.

[30 points] Write out your topic question and paragraph here: #_____.

Due Date: August 31 , 2011 Approved: _____

Parent or Guardian Signature _____

Step Two: **Asking Why? –Interview #1**

DUE DATE: Oct. 20, 2011

- 1) **Choose a full-time volunteer or professional who is serving in your area of injustice. Interview them and ask each of the following nine questions:**
- 2) **Your interviews must be typed and submitted to Turnitin.com by the due date.**
 - Often the injustice we see is the symptom, what is the deeper disease?
 - What social or legal influences contribute to the problem?
 - What role does education or poverty have in the injustice?
 - How do social stereotypes and ignorance make the problem worse?
 - What more should individuals, families, the Church, our society, or our government be doing to address the needs of these people?
 - What motivates you to work in this area?
 - What do you hope to accomplish by serving in this area?
 - What books, articles, or websites can you recommend for my continued research on this topic? Any you don't like?
 - Another question of your choosing _____
- 3) **This interview must be done in person, and not via internet, email, or over the phone.** (This requirement results from much student input...they have commented over the years that the quality of the interviews done in person were much more effective and informative than those done over the telephone.)
- 4) **Take careful notes on this interview and then type the answers given to your questions.**
For every interview you do, you probably save 4-5 hours of research in the library. Your interviewee can point you quickly to the organizations, resources, and websites that are most reliable and most pertinent to your topic. ***This interview cannot be with a family member, although your 2nd interview may – see STEP FOUR later in this packet.***
- 5) **How to find your interviewee:**
 - a) Ask your parents if they know someone at work or at church that works in the area you're researching.
 - b) Ask teachers, coaches, or other adults that might know someone in the area in which you are researching.
 - c) Look at the list of 50+ service organizations listed on the website and call them asking for resources or advice on a good person to interview for your research.
- 6) **A suggested script for calling an organization to find a good person to interview:**
 - a) "Hello, my name is Amanda Johnson and I am a senior at St. Michael High School. I am doing a research project on eating disorders and I need to interview someone who works in this area. It will take about 15-20 minutes. Would you be a good person to talk to about this or can you suggest someone else?"
 - b) "I need to come down to your office or meet you in person, when would be a good time to schedule this interview."
 - c) [TO CONCLUDE THE INTERVIEW] – "I will be doing a formal class presentation on the date of _____ at _____. I will be sending you an invitation in the mail. I know you must be very busy, but if you are able, I would be honored if you were able to be there. Thanks again, I really appreciate your time."
- 7) **The following information must be included on your pre-interview form. Also include your name and topic.**
Interviewee Name, Job Title (Counselor, Officer, Social Worker, etc.), Business/Organization, Business/Organization Address, Business/Organization Phone Number, Location of Interview, Date AND Time of Interview. [See Interview Form]

Due date for completing the "pre interview" assignment: **September 29, 2011**

[20 points] Please note, all of the information must be filled in accurately on the due date to receive any points!

GRADING RUBRIC FOR INTERVIEW #1

/10	Student typed the name, title, address, phone # of the person interviewed (along with the topic) on the paper.
/90	Student described in detail the answers to all 9 interview questions listed above. (No text or quotes taken from email or internet sources.)
/100	Total Points

Students are not allowed to interview another high school student.

You may not interview a college age student without pre-approval from your Theology teacher.

*****You will receive a minus ten (-10) deduction for each day your interview is late.**

Step Three: Asking Why? – The Research

DUE DATE: Nov. 16, 2011

- 1) Next, you will dig deeper into the injustice you've chosen and seek out the root causes that have shaped and influenced it.
- 2) Start with whatever resources your interviewee recommended.
- 3) You are looking for more answers to the Primary Project Questions (PPQs) discussed in Interview #1:
 - a) Often the injustice we see is the symptom, what is the deeper disease?
 - b) What social or legal influences contribute to the problem?
 - c) What role does education or poverty play in this injustice?
 - d) How do social stereotypes and ignorance make the problem worse?
 - e) What more should individuals, families, the Church, our society, or our government be doing to address the needs of these people?
- 4) You will turn in a copy of all the articles that help you answer these questions. This copy is for your teacher and will be placed in your portfolio (and left in the classroom). *Turning in copies of your articles is very important because these articles and the things you will do with them, will replace the need for a long typed research paper.*

All of your articles must come from specific sites, such as:

- The databank sites found on the SMHS home page library link
- Students may also use sites whose url's end in .gov, .edu or .org.

All sources must be cited according to MLA regulations.

- 5) A cover page must accompany each resource/article, which includes the typed Primary Project Question(s) that is demonstrated in the article. Also, the information within the article which the question answers must be highlighted.
- 6) You must have at least 7 sources, two of which must be either a journal, magazine or book source. These two sources may be accessed through the Gale database.

GRADING RUBRIC FOR RESEARCH ARTICLES

/35	Student followed instructions on turning in seven (7) sources, along with the proper citation.
/50	Student has at least one question (from a – e) for each of the sources. Student will also highlight the information within the article that answers the question(s).
/15	Student will include a Cover Sheet for each resource, with the question(s) [a – e] typed that are found within the articles
/100	Total Points

*****You will receive a minus ten (-10) deduction for each day your research articles are late.**

Step Four: Asking Why? –Interview #2

- 8) Choose someone with personal experience related to your Senior Project topic. It can be a volunteer or professional who is serving in your area of injustice, or it could be a person or family member of a person who has been a victim of this injustice. Interview them and ask at least 5 of the 8 following questions:

- Often the injustice we see is the symptom, what is the deeper disease?
- What social or legal influences contribute to the problem?
- What role does education or poverty have in the injustice?
- How do social stereotypes and ignorance make the problem worse?
- What more should individuals, families, the Church, our society, or our government be doing to address the needs of these people?
- What motivates you to work in this area?
- What do you hope to accomplish by serving in this area?
- What books, articles, or websites can you recommend for my continued research on this topic? Any you don't like?
- Other questions of your choosing _____

Your interview must be typed and submitted to Turnitin.com by the due date.

- 9) It is strongly recommended that this interview be done in person, but it may also be done over the telephone. It may not be done via email or the internet.
- 10) Take careful notes on this interview and then type the answers given to your questions. You are encouraged to do additional interviews, especially if the first two interviews have left you with unanswered questions and areas of confusion. Again, for every interview you do, you probably save 4-5 hours of research in the library. Unlike the first interview, **this interview can be with a family member if they are truly the best person for your topic.**

- 11) Again - How to find your interviewee:

- a) Ask your parents if they know someone at work or at church that works in the area you're researching.
- b) Ask teachers, coaches, or other adults that might know someone in the area in which you are researching.
- c) Look at the list of 50+ service organizations listed on the website and call them asking for resources or advice on a good person to interview for your research.

- 12) Again - A suggested script for calling an organization to find a good person to interview:

- a) "Hello, my name is Amanda Johnson and I am a senior at St. Michael High School. I am doing a research project on eating disorders and I need to interview someone who works in this area. It will take about 15-20 minutes. Would you be a good person to talk to about this or can you suggest someone else?"
- b) "I need to come down to your office or meet you in person, when would be a good time to schedule this interview."
- c) [TO CONCLUDE THE INTERVIEW] – "I will be doing a formal class presentation on the date of _____ at _____. I will be sending you an invitation in the mail. I know you must be very busy, but if you are able, I would be honored if you were able to be there. Thanks again, I really appreciate your time."

- 13) Write here the information on your interview. Also include your name and topic.

Interviewee Name, Job Title (Counselor, Officer, Social Worker, etc.), Business/Organization, Business/Organization Address, Business/Organization Phone Number, Location of Interview, Date AND Time of Interview. [See Interview Form]

- 14) Due date for completing the "pre-information" on your interview: January 10, 2012

[14 points] Please note, all of the information in the boxes above must be filled out completely to receive any points!

GRADING RUBRIC FOR INTERVIEW #2

/10	Student typed the questions and answers to the interview questions. (No text or quotes taken from email or internet sources.) Student typed the name, title, address, phone # of the person interviewed (along with the topic) on the paper.
/90	Student described in detail the answers to at least 5 of the 8 interview questions listed above.
/100	Total Points

Students are not allowed to interview another high school student without pre-approval from their Theology teacher.

*****You will receive a minus ten (-10) deduction for each day your interview is late.**

Step Five: Reflecting on the Gospel Truth**REFLECTION #1:** Your Reflection paper must be typed and submitted to Turnitin.com.

You will **type** a 400+ word spiritual reflection on your topic for the Senior Project.

- 1) You must include in your reflection
 - a) A discussion of the moral issues present in your injustice: the “right and wrong” of your topic.
 - b) An explanation of how both Faith and Reason (Common Sense) challenge us to respond to this injustice with a deeper commitment of love and a greater measure of generosity?
 - c) One of concepts from class – drawing from class notes or the Morality textbook.
 - d) A quote from at least one scripture passage.
 - e) A quote from at least one passage in the Catechism of the Catholic Church.

GRADING RUBRIC FOR REFLECTION #1

/40	Student wrote passionately about the moral truth related to their topic and about our common responsibility to address this issue instead of ignoring it or making excuses.
/20	Student referenced directly one more concepts from class. The class concept must be highlighted on the page. (If quoted, the page and source must be cited).
/20	Student included at least one quote from scripture with the appropriate citation. <u>The scripture quote must be underlined on the page.</u>
/20	Student included at least one quote from the catechism with the appropriate citation. The Catechism quote must have a vertical line in the margin next to it.
/100	Total Points

*****You will receive a minus ten (-10) deduction for each day your reflection paper is late.**

Step Six: Reflecting on the Gospel Truth**REFLECTION #2:**

You will **type** a 400+ word spiritual reflection on your experience with Christian Service while at St. Michael High School. This reflection paper must also be submitted to Turnitin.com by the due date.

- 1) After a brief introduction, you will explain several of the most meaningful Christian Service experiences you had while at St. Michael. Be sure to include at least something on the Christian Service that connects most closely to your Senior Project topic.
- 2) You will choose at least one of the spiritual or corporal works of mercy below and explain how you fulfilled this work through your Christian Service experience.

<input type="checkbox"/> Feed the Hungry	<input type="checkbox"/> Give Drink to the Thirsty	<input type="checkbox"/> Cloth the Naked
<input type="checkbox"/> Care for the Sick	<input type="checkbox"/> Visit the Imprisoned	<input type="checkbox"/> Welcome the Stranger
<input type="checkbox"/> Comfort the Afflicted	<input type="checkbox"/> Teach the ignorant	<input type="checkbox"/> Counsel the Doubtful
	<input type="checkbox"/> Pray for the Living and the Dead	
- 3) **You must answer the following questions through your reflection paper:**
 - a) What was most meaningful about your Christian Service experience?
 - b) How did your experience affect your own personal priorities or goals?
 - c) How did your experience change the way you look at people or life?
 - d) How did your experience directly or indirectly affect the way you think about your own future and the work you might do?
- 4) The descriptions in your reflection should help us to really imagine ourselves present at your service experience and to understand or appreciate some of the people you got to know during their service experience.

GRADING RUBRIC FOR REFLECTION #2

/40	Student wrote sincerely and meaningfully about their experience with Christian Service. (#2, #5)
/20	Student explained the how their service fulfilled one of the corporal or spiritual works of mercy. (#3)
/40	Student fully answered questions a - d. (#4).
/100	Total Points

*****You will receive a minus ten (-10) deduction for each day your reflection paper is late.**

Step Seven: **Being Part of the Solution: Action, Vision & Education**

YOUR FINAL SENIOR PROJECT PRESENTATION

- 1) **Presentation:** You will take on the role of teacher and educate your peers regarding the root causes and possible solutions to the injustice you have researched and experienced through your Senior Project. Using your best public speaking skills, you will share the content from your research, your interview, and spiritual reflections, as described above.
- 2) **Attire:**
 - a. Formal Business - what you would wear if you were going to a formal job interview. **NO DRESS UNIFORM!**
 - b. Ladies clothing **MUST** be **modest** and **not excessively tight**. Ladies will wear dress slacks or a skirt or dress that **extends below the knees**. **The neckline of blouses or dresses may not be lower than the shoulders**. **Ladies, no dressy walking shorts are allowed!**
 - c. Gentlemen will wear coat and tie.
 - d. Your **shoes must be polished**, and you must look professional.
- 3) **In preparation for your final presentation, you will complete the portfolio you have been assembling during the course of the year.** Added to the items already included will be
 - a) **Powerpoint Slides:** A printout of the slides that you'll use in the presentation - format: 6 slides/page. As with all the items above, you need to have your own printouts to refer to during your presentation. **DUE DATE: March 21, 2012**
 - b) **Resource Articles.** **Make sure you make a copy of every assignment that you turned in during the year. You will use your copies to help create your presentation.** You must have at least 7 sources that you cite in your presentation. If you have additional information to add to your presentation, remember that all facts or ideas referenced in your powerpoint must have a corresponding high-lighted section. (This way of presenting your research replaces the alternative of a 5-10 page formal graded research paper.)
- 4) **You will also create a work of art that you will include in your presentation such as:**
 - Painting, Charcoal Drawing, or Collage (any such artistic items must be MATTED and FRAMED)
 - Sculpture
 - Song or other approved written form of art (short story, poem etc)
 - Artistic video that treats the subject matter in a serious, powerful way (not a skit or playacted video).

Any images or video clips that are not "original" to you MUST be cited – where they came from, who created them etc. Failing to cite is an act of "inappropriate academic behavior" which, according to the Student Handbook, may result in a grade of "O" being assigned to the entire presentation grade (which is your final exam and thus 1/3 of your semester grade).

PLEASE NOTE: ANY VIDEOS TAKEN FROM THE INTERNET WILL GARNER YOU NO MORE THAN 3 POINTS OUT OF 10!
- 5) **Invited Guests:** At your presentations, you will invite adult guests, including your parents and the persons you interviewed. You may also wish to invite a selected teacher (if they are free during your class period), a mentor or other community leaders that you have worked with during your Senior Service Project. On the next page is a model invitation that follows the rules for formal or business letters.
 - a) Your invitation will include the following information: **DUE DATE: March 14, 2011**
 - First, a "Thank you" for whatever help or assistance they provided in your life or your project
 - A specific sentence inviting them to the presentation.
 - Information on when and where your presentation will be.
 - A final thank you and (if not your parent) a hope that you may continue your working relationship in the future. *(Be thinking of times when you will want to call this person as a reference for a job, a recommendation for a scholarship, or for "networking" in your future career).*
 - Include a stamped and properly addressed envelope for each letter.

25 points for each letter (4 TOTAL: 1 for parents, 2 for the people and you interviewed and 1 for a teacher at SMHS that you consider a mentor).

10 points for each stamped and addressed envelope.

TOTAL POINTS: 140

6) The rest of the instructions regarding your FINAL PRESENTATION are included in the Grading Rubric on the next pages...

SAMPLE LETTER OF INVITATION

Officer Mary Healy
Baton Rouge Police Department
4350 Government St.
Baton Rouge, LA 80392

January 25, 2010

Specific thanks

Dear Officer Healy,

I am writing to thank you for allowing me to interview you on the topic of school violence for my Senior Project at St. Michael High School. You helped me to better understand the challenges schools face in balancing the need for security with the desire for a normal and positive school environment.

As I mentioned at the end of the interview, I will be presenting my Senior Project on April 25th at 9:15. I hope to encourage my peers in better understanding this issue so that we can all be part of the solution in making our community safe and peaceful.

*Date, Time,
Place for
presentation*

I have so appreciated the encouragement, the help, and the direction you have given me in this project, and I would be grateful if you were able to attend my presentation at St. Michael. Please respond to let me know whether you will be able to attend by calling me at 225-753-2839 or by emailing me at ajohnson@yahoo.com.

Specific Invite

Thanks again for all you are doing to make a difference in our community.

Sincerely,

Final thanks

Amanda Johnson

Important: If you use the above sample letter, make sure you change all pertinent information. Also, remember to omit the instructional "boxes" from the margins. Also, whether you use this invitation or choose to create your own, please do NOT give your email or phone/cell number. There's no need to ask for them to respond. It's not an RSVP!

Your letter should be formal, well written, and free of slang, misspellings, or typos. Tone is one of gratitude throughout.

THE SENIOR SERVICE PROJECT: WHERE FAITH MEETS LIFE

FINAL PRESENTATION

[Give this Final Presentation sheet to your Theology teacher, along with a copy of your powerpoint.]

Name _____

Topic _____

Points	Criteria
/40	<p>ASKING WHY: RESEARCH & INTERVIEW</p> <p>Student knowledgeably discussed the results of their <u>interview</u> AND <u>research</u>, including answers to at least 3 of the following questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Often the injustice we see is the symptom, what is the deeper disease? <input type="checkbox"/> What social or legal influences contribute to the problem? <input type="checkbox"/> What role does education or poverty have in the injustice? <input type="checkbox"/> How do social stereotypes and ignorance make the problem worse? <input type="checkbox"/> What more should individuals, families, the Church, our society, or our government be doing to address this need?
/10	<p>ASKING WHY: REFLECTING ON THE GOSPEL TRUTH</p> <p>Student explained the Catholic Church Teaching on their topic.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student quoted the Catechism to provide support to their argument. <input type="checkbox"/> Student quoted Scripture to provide support to their argument.
/10	<p>MAKING CONNECTIONS TO SERVICE: REFLECTING ON THE GOSPEL TRUTH II</p> <p>Student described what was most meaningful about their Christian Service experience.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student explained how this experience affected their own personal priorities or goals. <input type="checkbox"/> Student explained how this experience changed the way they look at people or life. <input type="checkbox"/> Student explained how this experience directly or indirectly affected the way you think about their own future and the work they might do. <p>Student concluded by connecting or comparing their Christian Service Experience with the main points raised during their research presentation.</p>
/30	<p>PRESENTATION, PREPARATION, AND SPEAKING SKILLS</p> <ul style="list-style-type: none"> <input type="checkbox"/> See other side
/10	<p>ARTISTIC AND CREATIVE COMPONENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student incorporated their artistic talent or approached their presentation in an especially creative and effective way. <input type="checkbox"/> Student's artistic component helped us to think "outside the box, and to open our eyes in a new way, to rethink our lives or priorities.
	<p>Points lost for...</p> <p>PARTICIPATION AND SOCIAL SKILLS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students must not put their heads down or be disrespectful during other student presentations. (-5pts each time with no limit on how many points may be lost) <input type="checkbox"/> Students must ask an appropriate question to at least two of their classmates during their question answer period.
TOTAL: /100	TEACHER COMMENTS:

PRESENTATION, PREPARATION, AND SPEAKING SKILLS

You are your presentation. Your audience should be looking at you (not the screen) and listening to you throughout your presentation.

Your Power point slide show is a “prop” that helps your audience follow your ideas and recognize the most important ideas of your presentation. It is not a “crutch” that replaces you. If everything you know or plan to say is spelled out on your power point presentation, you will lose points and your presentation will be much less effective than it could be.

Points	Criteria
/5	<p>TIME LIMIT</p> <p>a. Presentation is 10-12 minutes long 5 points</p> <p>b. Presentation is 8-9 minutes long 4 points</p> <p>c. Presentation is 7-8 minutes long 2 points</p> <p>d. Presentation is less than 7 minutes long 0 points</p>
/5	<p>POSTURE AND EYE CONTACT</p> <p>a. Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation 5 points</p> <p>b. Fairly consistent use of direct eye contact 4 points</p> <p>c. Occasional eye contact, but not maintained 2 points</p> <p>d. No effort to make eye contact. 0 points</p>
/5	<p>PREPAREDNESS</p> <p>a. Student is completely prepared and has obviously rehearsed. 5 points</p> <p>b. Student seems pretty prepared 4 points</p> <p>c. The student is somewhat prepared 2 points</p> <p>d. Student does not seem at all prepared to present. 0 points</p>
/5	<p>POWERPOINT GUIDELINES</p> <p>a. Slides should have bullets and images on them, and few or no sentences.</p> <p>b. Slides should indicate the topics you will cover, a fact or statistic you will explain, or a quote you will discuss.</p> <p>c. Slides must not be distracting, and the animation to the slide should be minimal and only included for a specific purpose. Technology is cool, but in a professional world, technology is used to aid communication, not a gimmick.</p> <p>d. Slide backgrounds and text should have adequate contrast so they may be easily seen.</p> <p>e. As a general guideline, slides should average one per minute of your presentation. This is not a fast rule, but too many slides often means that you are putting too much content on the slide or using it as a crutch.</p>
/5	<p>POWERPOINT CITATIONS</p> <p>a. Student included at the bottom of each power point slide the citations and references for all ideas and information included in their presentation.</p> <p>b. (Remember that the content included in your presentation must be highlighted in the copies of your research.)</p>
/5	<p>ATTIRE</p> <p>a. Formal Business - what you would wear if you were going to a formal job interview. No dress uniform!</p> <p>b. Ladies’ clothing MUST be modest and not excessively tight. Ladies will wear dress slacks or a skirt or dress that extends below the knees. The neckline of blouses or dresses may not be lower than the shoulders. No walking shorts!</p> <p>c. Gentlemen will wear dress slacks, coat and tie, and all clothing will look neat, ironed, and sharp.</p> <p>d. Your shoes must be polished, and you must look professional.</p> <p>[Please note that failing to meet these requirements may result in a student not presenting on their assigned day]</p>

TOPICS

CHILD ISSUES

Child Labor	1. How are the rights of children undermined by current child labor practices in America?
Divorce –	2. What are the lasting effects of divorce, and how are the rights of children to grow up in a stable, healthy environment compromised?
“	3. What are the causes of divorce and what can be done to assist and strengthen the families today?
Child Abuse	4. What should we do to encourage and educate parents about how to avoid problems of child neglect?
Child Protective Services	5. What factors in the foster care system have led to physical and emotional abuse of children?
Child abuse	6. How should current punishments for child abuse be changed to better protect the victims?
Child Abuse –	7. When should the state act to remove children from families – how late is too late?
CPS	8. How are the excessive workloads of state social workers putting children at risk?
Adoption/Child Abuse	9. How are the child’s best interests served by laws that allow women to abandon their children?
Child Care	10. How are current state regulations for child care centers leaving innocent children unprotected?
Media Violence	11. How does violence in the video games and other media negatively affect children and compromise their natural health and development?
Media – sex:	12. How do television networks justify exposing the youth of America to sex on t.v. in spite of its negative effects? What are the negative effects?
“	13. How does the media influence pre-marital sexual behavior?
“	14. What roll should the FCC play in limiting the exposure of sex and violence on TV, and why isn’t it playing this roll now?
Child Prostitution	15. What should be done to protect our children from child prostitution?
Adoption	16. Why are children in foreign countries unjustly being denied adoption to U.S. parents?
Organ Harvesting –	17. Why is it unethical to harvest organs from living anencephalic babies?
Abortion –	18. Why does an unborn child who suffers from a disability like Downs Syndrome still deserve the right to life, and how is that right being compromised today?
	19. How is the baby’s natural rights violated by the decision of the mother to abort it by partial-birth abortion?
“	20. Why should the Louisiana Legislature repeal its law requiring schools to teach 7-12 graders about judicial wavers that circumvent their parents having to know about their abortion?
“	21. Why should an unborn child be protected under the Constitution & the 14 th Amendment?
“	22. Why does a child conceived in rape still have the right to life?
“	23. Why does the government declare the murder of a woman and her unborn child a double-homicide, while defending a woman’s right to kill that same child herself?
Pre-Natal Care	24. What should be done to protect unborn children from the drug and alcohol abuse of their mothers?
“	25. To what extent should a mother be held responsible for the death of her child due to lack of prenatal care?
Tobacco Ads	26. Why should tobacco companies be able to target and manipulate teens with advertisements, knowing the health risks to those teens who accept the bait?
Child Abuse Scandal	27. How is the current program set up by the Diocese of Baton Rouge to protect children against sexual abuse working, and how might it be improved?
Teen Suicide	28. What factors contribute to teen suicide, and what should society do to reduce its prevalence?
Infant mortality	29. Why is the infant mortality rate in the U.S. so high, and what should be done to improve prenatal care?
	MENTAL HEALTH ISSUES
Special Education	30. Why isn’t mainstreaming the mentally disabled into regular classrooms an injustice of other students?
“	31. What is the public school’s legal and ethical responsibility to the mentally disabled?
Mentally Ill – Rape	32. What is being done to curb the number of rapes against the mentally and physically ill?
Health Care	33. What responsibility does our society have to provide mental health care to those in need?
Alcoholism	34. What should be done to limit the social problem of alcoholism in the Baton Rouge area?
“	35. What are the psychological causes and the tragic social effects of alcoholism, and what can be done about them?
Drug abuse – Teens	36. Why is teenage drug and alcohol abuse a growing problem and what are the consequences?
Drug abuse	37. What are the psychological causes and the tragic social effects of Methamphetamine?
	POVERTY, HUNGER & HOMELESSNESS
Poverty	38. Why do so many homeless people suffer from mental illness?
Welfare System	39. How should the welfare system be reformed so that society can better meet its responsibility to the poor?

Immigrations	40. What should Baton Rouge do to “welcome the stranger” when it comes to refugees from other countries?
Gangs	41. What factors contribute to criminal and destructive gang activity, and what can be done to help the kids involved and protect the innocent citizens who get hurt?
Poverty	42. How is the City of Baton Rouge holding down the poverty line?
“	43. What is keeping parts of inner city Baton Rouge from escaping the downward spiral of poverty?
Immigration	44. Look up the current Immigration Bill. How can it be modified or maintained in order to best provide for justice for immigrants?
“	45. How do conditions at construction sites or within the sugar cane industry compromise the dignity and rights of the immigrants who work there?
	Should Louisiana count illegal immigrants in its census (possible increase in congress and federal \$), especially if other states such as California and Texas include illegal immigrants.
“	46. How do the housing and living condition that illegal immigrants endure in Baton Rouge violate their human rights, and what can be done about it?
Poverty	47. How are an enlisted military person’s survival rights, such as not being able to provide for one’s family, denied as a result of their low income, even as they are called off to war?
“	48. What should be done to help homeless teens in Baton Rouge?
Homeless	49. Why are so many Vietnam veterans homeless?
“	50. What can be done to improve the services and effectiveness of homeless shelters in Baton Rouge?
“	51. How should the current City of Baton Rouge policies on homelessness be amended to more fully respect the dignity of the poor?
Disabilities	52. What percentage of help does the state of Louisiana generally give to help those with disability as compared to other states? What can be done to help increase this amount of aid?
Hunger	53. What right do we have as students of SMHS to waste food as children in Baton Rouge go hungry?
“	54. What right does a buffet restaurant like Golden Coral or Piccadilly have to throw away food when people’s dignity are being violated because they are starving?
“	55. What right does a grocery store have to throw away baked goods each night when people’s dignity is being violated because they are starving?
Poverty – Elderly	56. What should be done to better protect the elderly from physical and spiritual poverty?
Health Care	57. What needs to be done to ensure that nursing homes provide adequate health care to the elderly?
	SEXISM
Sexual Harassment	58. What efforts still need to be made to stop sexual harassment in the workplace?
Discrimination – Women	59. What efforts still need to be made to stop sexual harassment in the workplace?
Sexual Harassment	60. What efforts still need to be made in high schools to address and identify sexual harassment?
Rape	61. How does rape mentally and physically affect the victims?
“	62. What factors lead to the prevalence of date rape, and what can be done to stop it?
Pornography	63. How does porn degrade women and encourage physical and psychological abuse against them?
Divorce	64. How are a woman’s human rights affected after divorce?
Domestic Violence	65. Why is there so much shame involved in revealing the truth about women who abuse men?
“	66. What are the effects on women involved in domestic violence?
Violence-dating	67. What attitudes are perpetuating dating violence among teenagers and young adults?
“	68. What factors encourage verbal and physical abuse against females in teenage dating relationships, and what should be done about them?
Media-Women	69. How does our society degrade and manipulate women through their portrayal as sexual objects in the media, and what are the consequences of this portrayal?
Cosmetic Surgery	70. What factors lead to women and men choosing cosmetic surgery in order to fit our societal ideal, and what is the negative impact of this surgery?
Eating Disorders	71. What factors lead to eating disorders in teenage girls, and what should be done about it?
	DISCRIMINATION ISSUES
Racial Profiling	72. In its “War on Terror” how should our government work to protect the safety of Americans while respecting its legal and moral obligation to avoid discrimination against those of middle eastern descent (as occurs in racial profiling)?
Elderly	73. What steps need to be taken to better protect elderly person in nursing homes from abuse?
Affirmative Action	74. How do Affirmative Action laws ensure “justice for all” to those who have been denied it for generation after generation?
“	75. How do AA laws undermine the dignity and integrity of its recipients?
Discrimination – Ethnic	76. Low are people of different ethnic groups being unjustly discriminate against in the workplace, even with current laws that ban such discrimination?
Discrimination – AIDS	77. Is discrimination in the workplace justifiable for those with HIV/AIDS?
Discrimination – Appearance/ Media –kids	78. How do stores like Abercrombie and Fitch degrade children and violate the law through their hiring practices and advertising?
Mentally Ill – Rape	79. What is being done to curb the number of rapes against the mentally and physically ill?
Discrimination – Disabled	80. How is the level of compliance with the A.D.A affecting the disabled?
“	81. How should the city of Baton Rouge expand its efforts to avoid discrimination against the physically handicapped in housing and public accommodations?
“	82. How can we help the handicapped overcome the effects of prejudice in our society?

Discrimination – Media	83. In what ways is discrimination still present in the music and t.v. industries?
Poverty	84. What should be done to better ensure conditions of justice for the poor, especially Native Americans living on Reservations?
Discrimination – Disabled	85. How are people with M.S. discriminated against, and what can be done about it?
	86. Why isn't it morally acceptable to discriminate against someone by refusing to hire them just because they suffer from a physical disability such as cerebral palsy?
MEDICAL ISSUES	
Fertility Tech	87. Who is hurt by the way new fertility technologies are administered, and in what way?
“	88. Is infant mortality being increased due to women delaying childbirth into their 30's and 40's, and then having multiple babies via fertility drugs?
“	89. What is NaPro technology and how is it an alternative for infertile couples who want to avoid the ethical and medical risks to their children?
In-Vitro	90. How does in-vitro fertilization violate the dignity of the children involved?
Cloning	91. How does the creation of an entire human via cloning violate the dignity of the children involved?
Cloning-Harvesting	92. Why should we avoid creating new human embryos in order to use them for medical spare parts and experiments? (so called “Harvesting”)
Discrimination – Genetic	93. Why do U.S. citizens need to be protected from genetic discrimination?
“	94. What is the risk that continued genetic engineering will lead to selective abortion?
Health Care	95. Are HMO's care or profit driven?
HC – Poor	96. What should be done to better ensure quality health care for the working poor?
HC – AIDS	97. Why aren't generic AIDS medicines allowed to be given to patients who wouldn't be able to afford them?
Organ Transplants	98. What types of corruption are occurring with organ transplants?
Abortion	99. How are women hurt physically, psychologically, and spiritually by abortion?
“ Research	100. How does the principle “the ends don't justify the means” apply to the question of whether we should use the tissue from aborted babies for research?
Performance Drugs	101. How are children hurt by the current emphasis on performance enhancing drugs within professional and high school athletics?
Suicide-Elderly	102. How does physician assisted suicide disrespect and endanger the lives of all elderly?
Planned Parenthood	103. How do PP clinics deny their patients prenatal medical care, prenatal education, adoption counseling, and post-abortion counseling while still claiming the name “Planned Parenthood”?
Contraception	104. How has the introduction of contraception undermined our society's moral values, social structures, and the integrity of the family?
JUSTICE SYSTEM	
Drunk Driving	105. How should sentencing guidelines for drunk-driving be changed to better protect the innocent?
Divorce	106. In divorce cases, are fathers' rights compromised by the prevalence of custody awards that are given to the mother (90%)?
Cap. Punishment	107. How does the current practice of capital punishment in the US at times unjustly condemn the innocent to death while allowing the guilty to go free?
“	108. Can deterrence justify the use of capital punishment?
Prison – Medical Care	109. Are a prisoner's human rights violated by denying them the right to organ transplants?
Prison	110. Why are so many state prisoners beaten and left scarred from their time in prison?
“	111. In what way should the parole system be changed to ensure that society is safe and the prisoner is fairly treated?
“	112. What aspects of local or state prisons violate the rights of prisoners?
Prison - War on Terror	113. In the “War on Terror”, are the rights being violated of those prisoners' who are held as enemy combatants?
Justice System – Amber Alert	114. What should the justice system change to better protect children who are missing or kidnapped?
Police Brutality	115. How can the police enforcement system change to stop police brutality?
Justice System – Racism	116. How does racism in law enforcement and the judicial system violate the principle of “justice for all”?
“ – Poverty	117. How are the rights of low income families being violated by a lack of fair legal representation in the court system?
“ - Rehabilitation	118. What responsibility is borne by the justice system that does not rehabilitate?
Discrimination – Racial	119. How does the practice of racial profiling in Baton Rouge discriminate against those targeted?
Minor as Adult	120. How is it justifiable to try a minor as an adult (both with regard to prison sentences and to the death penalty)?
Cap. Punishment – Mentally Ill	121. Why are the mentally ill being executed for crimes that they may not be capable of understanding?
EDUCATION ISSUES	
Religious Freedom	122. How are basic rights to religious expression denied in public schools?

School Violence	123. What should be done to curb violence in schools? Especially as a result from bullying, racism, etc?
“	124. What causes people to engage in school shootings and how can we prevent them?
Segregation	125. What effect is the rise in segregation (or in some cases, continued segregation) in schools having on students and the community?
“	126. By eliminating mandatory busing, is BR public school system providing better educational opportunities?
Poverty	127. How does inadequate education continue the cycle of poverty, and what can be done about it?
Hazing	128. What should be done about hazing on high school and college campuses?
Arts programs	129. What is the injustice in schools cutting programs in art and music?
Vouchers	130. Would a public school voucher system address the injustice in education for the poor and needy?
“	131. Why should private schools be available to all students, not just those whose parents are wealthy enough to pay for both the private and public school?
	GOVERNMENT & THE MEDIA
Herbicides	132. Why are harmful herbicides allowed to be sprayed, when they have seen such drastic effects on both human beings and the ecosystem?
Gambling	133. Do the negative social costs outweigh the economic benefits of legalized gambling?
Internet Filters	134. Are internet filters in schools and public libraries a violation of a young person’s First Amendment rights?
Gun Regulations	135. Should gun manufacturing companies be allowed to sell their products without heavy regulations?
Smoking	136. How does a parent’s right to smoke infringe on their children’s right to a safe and healthy environment?
“	137. Should public places ban smoking in order to prevent secondhand smoke from jeopardizing others health?
“	138. Should laws restrict smoking on the premises of in home daycare centers or other public environments?
Media – Alcohol	139. How are ads for alcohol intentionally aimed at underage drinkers?
War	140. What should be done to better care for families who are left behind while one or more parents are sent off to war?
UN Population Programs	141. How do population programs at the UN violate the rights of women and children in developing countries?
Driving	142. Is the age of sixteen a responsible driving age? Who is responsible?
Media	143. Why aren’t Native Americans or many minorities portrayed accurately, or treated justly and equally in the mass media?

Pre-Interview Information (#1)

Name: _____

Topic: _____

Interviewee Name: _____

[Reminder: No Parent or other family member for 1st interview]

Title: _____

Business/Organization: _____

Business/Organization Address: _____

Business/Organization Phone Number: _____

Location of Interview: _____

Date of Interview: _____

Time of Interview: _____

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*All of the above information must be filled out correctly to receive points. If not, you will receive a zero.*

**Pre-Interview Information (#2)**

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

Interviewee Name: \_\_\_\_\_

\*\*\*\*\*Parent/Family Member: \_\_\_\_\_ Yes \_\_\_\_\_ No\*\*\*\*\*

Title: \_\_\_\_\_

Business/Organization: \_\_\_\_\_

Business/Organization Address: \_\_\_\_\_

Business/Organization Phone Number: \_\_\_\_\_

Location of Interview: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

Time of Interview: \_\_\_\_\_

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All of the above information must be filled out correctly to receive points. If not, you will receive a zero.

2011 – 2012 SENIOR SERVICE PROJECT



NAME: _____
TOPIC: _____

DATE DUE:	ASSIGNMENT:	SCORE:	Copy:
Aug. 31	TURN IN TOPIC & PARAGRAPH	/30	/30
Sept. 29	PRE-INTERVIEW #1 INFORMATION	/20	/20
Oct. 20	#1 INTERVIEW [9 Questions]	/100	/100
Nov. 16	RESEARCH DUE (7 SOURCES)	/100	/100
Jan. 10	PRE-INTERVIEW #2 INFORMATION	/20	/20
Jan. 26	#2 INTERVIEW [5 Questions]	/100	/100
Feb. 9	FIRST REFLECTION PAPER (ON TOPIC)	/100	/100
Feb. 28	SECOND REFLECTION PAPER (ON SERVICE HOURS)	/100	/100
March 14	FOUR LETTERS & STAMPED, ADDRESSED ENVELOPES	/140	/140
March 21	PRINT OUT OF POWERPOINT	/30	/30

[Place this sheet at the front of your folder]