

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.) _____ 21ST CENTURY SKILLS <i>Students used critical thinking skills to reflect individually on the highs and lows of their lives to determine which events shaped who they are. (up to 3 pts.) _____</i>	____/9
2	<input type="checkbox"/> <input type="checkbox"/>	Visual representation shows strengths and how the ideal team works together (up to 3 pts.) _____ 21ST CENTURY SKILLS <i>Students collaborated to create a culture of trust and teamwork among their teammates. (up to 4 pts.) _____</i>	____/7
3	<input type="checkbox"/> <input type="checkbox"/>	Name of issue addressed <u> 1 pt. </u> 21ST CENTURY SKILLS <i>Students used critical thinking skills to research different community issues, gather information, and select an issue. (up to 3 pts.) _____</i>	____/4
4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Big Goal <u> 1 pt. </u> Social media grabs attention of viewer. (up to 2 pts.) _____ Caption captures the Big Goal (up to 2 pts.) _____ 21ST CENTURY SKILLS <i>Students showed creativity/innovation while creating a strong vision for the project and generating ideas to meet their Big Goal. (up to 4 pts.) _____</i>	____/9
5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Team name <u> 1 pt. </u> Team name embodies mission of project (up to 2 pts.) _____ Team slogan <u> 1 pt. </u> Team mascot picture <u> 1 pt. </u> Team SMART goal sentence from activity 2 <u> 1 pt. </u> 21ST CENTURY SKILLS <i>Students collaborated to visually and creatively communicate who they are as a team to their audiences. Students used critical thinking skills to ensure their goal was manageable and achievable. (up to 3 pts.) _____</i>	____/9
6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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.) _____ Students collaborated to match roles and tasks to each member's personal strengths (up to 2 pts.) _____ 21ST CENTURY SKILLS <i>Students communicated effectively with each other to thoughtfully plan steps necessary to meet their Big Goal. Students collaborated to create roles and tasks for each member that played to their personal strengths. (up to 4 pts.) _____</i>	____/11

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7	<input type="checkbox"/>	<i>Persuasive statement that represents team’s project</i> (up to 2 pts.) _____	____/5
	<input type="checkbox"/>	21ST CENTURY SKILLS <i>Students collaborated to plan how to intentionally connect with each unique stakeholder to encourage buy-in to their project (see People Map).</i> (up to 3 pts.) _____	
8	<input type="checkbox"/>	Elevator speech is short and concise. (up to 2 pts.) _____	____/13
	<input type="checkbox"/>	Elevator speech identifies cause and connection to cause. (up to 2 pts.) _____	
	<input type="checkbox"/>	Elevator speech clearly explains the project. (up to 3 pts.) _____	
	<input type="checkbox"/>	Elevator speech uses persuasive language to encourage buy-in from stakeholders. (up to 3 pts.) _____	
	<input type="checkbox"/>	21ST CENTURY SKILLS <i>Students communicated passionately, knowledgeably, and persuasively with their stakeholders about their Big Goal to encourage interest and buy-in of their project.</i> (up to 3 pts.) _____	
9	<input type="checkbox"/>	Ad is simple, concise, and memorable. (up to 2 pts.) _____	____/15
	<input type="checkbox"/>	Ad includes Team logo. <u> 1 </u> pt.	
	<input type="checkbox"/>	Ad includes a “Call to Action!” (up to 2 pts.) _____	
	<input type="checkbox"/>	Impact of service project on team and community are listed or described in “Service Project <u>Highlights</u> .” (up to 3 pts.) _____	
	<input type="checkbox"/>	“Service Project <u>Challenges</u> ” describe how team identified and responded to challenges, and impact on the team and community. (up to 3 pts.) _____	
	<input type="checkbox"/>	21ST CENTURY SKILLS <i>Students collaborated to creatively and innovatively create a “Call to Action” to build excitement, recognition, and buy in from viewers.</i> <i>Students used problem solving skills to reflect on problems they encountered in launching their ad and the solutions to overcome them.</i> (up to 4 pts.) _____	
10	<input type="checkbox"/>	Barriers Chart lists barriers and actions taken to overcome them. (up to 3 pts.) _____	____/10
	<input type="checkbox"/>	Barriers Chart shows thought and reflection of barriers and necessary solutions. (up to 3 pts.) _____	
	<input type="checkbox"/>	21ST CENTURY SKILLS <i>Students used problem solving skills to identify barriers they encountered and critical thinking skills to find solutions to overcome them.</i> (up to 4 pts.) _____	
11	<input type="checkbox"/>	Team Lifeline includes highs and lows experienced as a team during this process. (up to 3 pts.) _____	____/8
	<input type="checkbox"/>	Team Lifeline illustrates teamwork. (up to 2 pts.) _____	
	<input type="checkbox"/>	21ST CENTURY SKILLS <i>Students used critical thinking skills to reflect on how they trusted each other and collaborated to meet their Big Goal.</i> <i>Students reflected on their project and clearly communicated their journey through a Team Lifeline.</i> (up to 3 pts.) _____	
12	<input type="checkbox"/>	Journey of Team through a Story Video. (optional)	TOTAL ____/100
	<input type="checkbox"/>	21ST CENTURY SKILLS (optional) <i>Students communicated by telling their leadership story through a 1–3 minute video.</i> <i>Students creatively and innovatively shared their Story Video with their Big Goal, key points, and next steps.</i>	