



Progress Report

15/08/2018 - 10/09/2018

Name: Student

Credits Achieved		Learning Targets Achieved	
This Period	Total	This Period	Total
1.00	1.00	7 / 111	7 / 111

Projects Completed (1 in total)

Botswana M0: Conservation and Storytelling

Credits Achieved: 0.5 Biology, 0.5 English

Project Summary



During this term, students were introduced to the TGS module and project-based approach to education. The focus of the term was the learning process, introduction to modules and project-based learning, feedback loops, and culture of the school. In addition to this, students worked on the main module of our Botswana Term: Conservation and Storytelling.



The Conservation and Storytelling module had students working alongside research scientists to collect data on the abundance and density of wildlife in the Greater Okavango Delta area. Students were tasked with comparing and contrasting data collection methodologies, and evaluating the pros and cons of each, and summarizing their findings in an Action Plan Report recommendation for future studies in the region. Concurrently, students discovered the importance and power of storytelling customs in Botswana and applied traditional techniques to constructing their own stories of conservation and stewardship. Students used their experiences and interactions with the research scientists, the safari guides and professional trackers, and local Botswanan, or Batswana, people to inspire their creativity, and learned approaches to creative writing and performance skills under the tutelage of a celebrated local author. Finally, the term's research and experiences were reflected in a Model United Nations style debate on developing a unified economic plan for the Southern African countries, specifically relating to issues of tourism and hunting.

The term culminated in a showcase of students' work: presentations of their scientific research, results and awards from the debate, and storytelling performances.

Learning Targets Achieved:

Learning Targets	Levels Attained
1a. Processing and Comprehending: 1a.3 Identifying bias, point of view, and author's intent;	Specialist
Annotated Bibliography. Student successfully provided evidence that she evaluated the authorship of her sources for her debate research in terms of potential bias, goals or objectives of the source, and overall reliability.	
2a. Creation of Original Piece: 2a.1 Demonstrating elements and skills of art form;	Novice
Storytelling Performance. Student proved through her final product for the Botswana Storytelling module that she is able to list and identify storytelling structures, and use them to create her own original story idea with elements of traditional Botswana storytelling. To achieve specialist in this area, she would need to then justify her choices in storytelling structure in her Process Portfolio. She selected lessons and themes that	



are unique, and justified those as evidenced in her Process Portfolio. During her performance, she was able to demonstrate some examples of effective stage presence, although it could be improved upon by using more deliberate movements to help the story along. She also interpreted and experimented with learned voice mechanics by changing her pace and volume to create suspense, displaying a concerted effort to engage her audience during her presentation. To arrive at her final product, she consistently sought feedback and appraised her work accordingly to address any needed changes or shortcomings.

4a. Research Methods:

4a.2 Systematically collecting, summarizing, organizing, evaluating, and communicating appropriate information using primary and secondary sources;

Novice

Action Plan.

Student, in her Action Plan report, was able to identify and list data collected through transects and camera traps into tables and charts. To achieve specialist in this area, she would need to organize his data in order to compare and contrast collection techniques. It was evident through the narrative in her report that she was able to apply information from various sources to evaluate each data collection technique. In the future, these sources must be accredited by inclusion of citations.

5b. Applied Experimental Science and Problem Solving/Methods:

5b.4 Evaluating experimental methods, techniques, raw data and conclusions, identifying limitations and suggesting improvements.

Novice

Action Plan.

Student, in her Action Plan Report, accurately describes data from each collection method. To achieve specialist in this area she would need to compare and contrast results from each one. Student selects relevant factors and justifies their priority in her report, as well as compares and evaluates each method, and justifies a recommendation for future studies in NG-41.

8a. Stewardship:

8a.1 Describing the biological, physical, and human characteristics of the natural and human managed systems (including interactive and interdependent relationships).

Specialist



Storytelling content/theme.

Student demonstrated engaging and interesting language that inspires her listeners to think, as she related concepts of environmental stewardship and conservation through the themes of her story. In her work, she also displayed an interconnectivity of information and applied techniques learned throughout the term in Botswana.

8b. Environmental Impact Statements:

8b.1 Gathering data using appropriate techniques and environmental impact criteria;

Specialist

Action Plan.

Student clearly distinguishes and differentiates each data collection method carefully, and compares and contrasts limiting variables associated with each one in her Action Plan report. She used this information to help create a viable proposal for monitoring concession NG-41.

8c. Environmental Law:

8c.1 Developing an understanding of environmental legislation differences between various countries, and to what extent is it followed

Specialist

Annotated Bibliography.

Student successfully provided evidence that she examined the specific content of the sources for her debate research, providing well-detailed knowledge and understanding of the main arguments and/or perspectives of the source. Furthermore, Student distinguished how this source was to be used to support her country's position in the debate.

21st Century Skills

Skill	Levels Attained
Critical Thinking	Specialist
Student was able to interpret data, evaluate methods, and develop valid conclusions. Higher-level thinking skills were identified, and were largely used to enhance the Action Plan project.	
Effective Communication	Specialist



Student was able to effectively communicate the main ideas of her story with some incorporation of multiple methods of communication, namely using written language, body language, tone, & voice.

Teaming and Collaboration

Specialist

Student understood the collaborative environment with peers, and was well organized for solving problems, and created a satisfactory product with the Action Plan. She showed an ample amount of empathy towards her peers and largely embraced other ideas and perspectives. She also did an excellent job collaborating with her peer, Al-Farabi, on hosting the first Cohort 2 Showcase in Botswana as the Masters of Ceremony.

Student Reflections:

Component: Storytelling

Paragraph of Excellence:

I intend to stay one step ahead of the due dates by writing down the assignments at the end of each session. I intend to create an engaging storyline that compels the reader to want to know more about the elephant-human conflict. I intend to make conscious choices in the construction of my plot that make the story more unique and interesting. I will avoid using complex and/or run on sentences that may confuse or distract the reader. I will also use language that is adapted for the audience based on my understanding of their previous knowledge. I intend to keep my storyline consistently relevant to the elephant-human conflict in Botswana. I intend to inform the reader of the relationship between farmers and elephants by using my knowledge and painting a realistic picture of the conflict. Lastly, I intend to use the presentation techniques and skills learned from Bonty to convey my lesson of stewardship in an interesting way through engaging voice modulation and stage presence.

Next time, Learning Targets must be tagged in the Paragraph of Excellence

Reflection:

Evaluation of...

Process of project- My process started off slow, but once I took my educator's advice to just start writing I found that my story wasn't that hard to write. I had a few concepts that at first I wanted to combine into one story but that became too complex for a fable, so I completed my first draft with a solid idea that I had generated from previous knowledge. Next time I would like to reach out for feedback earlier because I think it could expedite the process.



Product- I was proud of my final product because I felt my story was relevant to the human wildlife conflict today and provided realistic solutions to the issue. I also thought my story had a well structured plot, but I wish I had incorporated more suspense or a plot twist into the story line. Overall, I really enjoyed writing and reading my story, and it has inspired me to think about writing more stories in the future.

Presentation- I felt that I utilized the tips from my educator and Bonty on eye contact, projecting my voice, and embracing stage fright. Next time I hope to be more confident to the extent where I could use voice modulation to make my story more engaging for the audience.

Paragraph of Excellence- I believe I met almost every aspect of my Paragraph of Excellence. I did not write down my educator's assignments after every single class so that is a point of improvement I see in myself. I also think I could have utilized Bonty's tips for stage presence more than I did in my final performance. Other than those two points I met the expectations in my Paragraph of Excellence because I created a fable that still informed, educated, and enlightened the audience on the human wildlife conflict.

I would give myself an B because I created a story with not only a problem and a moral, but also a solution to the problem that is realistic. I felt that I stayed true to my Paragraph of Excellence for the most part, but there were a few points where I could improve such as writing down my assignments after class and creating engaging stage presence. Overall I was proud of my process and final product, but there are a few things I believe I could do better next time.

Component: Conservation Action Plan

Paragraph of Excellence:

I intend to apply knowledge acquired from primary sources such as experts, transects and camera traps to evaluate methods by incorporating the information learnt into our action plan. [4a.2]

I also intend to justify why or why not I chose certain variables by explaining their importance. [8a. 1 and 5b.4]

Lastly, I intend to write a clear report that realistically convinces the owner of the NG-41 concession to use our plan. We will do this by using easily understood language, considering that the readers might not only be experts.



Reflection:

In our action report for the plan for NG-41, I used several primary sources to evaluate the transect method into my description at the beginning of our Action Report. These sources include conducting actual transects and information from Gail about the community employment that occurs from transects. I also wrote the conclusion alongside Farabi, so I needed to justify the variables in that. I think I did a good job stating the variables and explaining how most of them connected, but I think I could have explained a few points more thoroughly such as the community employment point. One of the challenges I experienced was using understandable language because I acquired a lot of new terminology at Go Camp that I unconsciously wrote into the description of transects and the conclusion. I think I overcame this challenge, but it did make the task more time consuming. I learned that I need to take a step back and read my parts of the report from the perspective of the audience who may or may not have the same pre-existing knowledge as me.

A - I would give myself an A for this Action Plan Report because I challenged myself to stay diligent and incorporate information from my personal experience with data collection at Go Camp to make my writing the best it could be. I got feedback from Dan twice about my writing, where he told me to reorganize some of my points. This helped me create a solid explanation of transects and an informative plan for NG-41. While I still believe there were a few points of improvement I could make, overall I was proud of myself because I completed my parts of the report efficiently, and I thought I got my point across effectively.