WEEK 1:  INTRODUCTION

* Rules and expectations  
    
  You may work alone or with a small group.  
  Choose a project that is new to you and something you wouldn't normally do in another academic class.  
  Write up a proposal and pitch it to the rest of the class that includes a purpose, audience, timeline, and resources you will need to complete the project.  
  Reflect on the process once a week in your blog.  
  If at any moment you feel lost, overwhelmed, or uninspired, you must set a meeting with me to find a solution.  
  At the end of the year, you will present your project and reflect on the process in a five-minute TED-style talk in front of other students, teachers, and community members.

WEEK 2-4: ONLINE RESEARCH

* http://coachinandout.blogspot.com/2012/05/take-day-off-20-time.html  
    
  http://stumpteacher.blogspot.com/2011/03/innovation-day-2011.html  
    
  http://geniushour.wikispaces.com/Student+Resources
* Project ideas
  + build a tutoring network of high school students helping middle school students
  + design a complex videogame map using Valve's SDK
  + start a business selling originally designed t-shirts and accessories
  + launch a web-design start-up for local organizations and businesses
  + write a graphic novel
  + make a stop-motion animated movie of a scene from Macbeth
  + write a backpacking guide for teenage girls
  + interview local senior citizens and document their history
  + record and produce a full-length album
  + Writing and performing his own guitar solo
  + Creating a model out of wood of the Sears Tower
  + Writing her own historical fiction short story
  + Creating a Rube Goldberg machine
  + Designing and creating a replica suit of Roman Armor (out of tinfoil and cardboard)
  + Creating a how-to tutorial on baking a cake
  + Painting a still life on canvas of a nature scene
  + Writing and performing a one-man comedy act
  + Researching and presenting on the concentration camps of the Holocaust
  + Creating a video highlight reel of basketball moves and plays
  + Building a model of the Leaning Tower of Pisa
  + Writing a biography of his favorite teacher Mrs. Carlson (<-----ok, I made this one up!)
  + Creating a video documentary of Innovative Day
  + Building a model of Big Ben
  + Choreographing and performing a dance
  + Researching Walt Disney and creating a model of the Epcot Center
  + Creating a model of numerous World War II battles
  + Building a model of the Eiffel Tower
  + Researching and creating countless Power Points, posters, and Photo Stories

WEEK 5: THE PITCH

* Logistical Questions to Consider  
    
  Think about the time and place you'd like to have the event.    
  Is one hour going to be enough or would you like to give more time for the audience to come in and out?    
  How will you set up the room?    
  Will you hold the event during school hours or in the evening?  
  If the event is during school hours, will your administrators allow you to pull the students from some of their classes for it?  
  Is your classroom big enough or is there another room, like an MPR, that you can reserve for the event?  
  How will you invite the audience? Email for staff and parents?  Custom flyers/invitations to be mailed home or put in staff boxes?  
    
  Student Requirements  
    
  Posters:   
  Depending on your event room, the poster requirements can be different.  If you have great digital equipment in the room, you can have the students do a digital presentation like a rotating slide show.  If it is a simple room, you may want to require the students use the big 3-fold posters that will stand on a table by themselves.   If doing traditional posters, you might want to give students the option to bring a laptop or tablet to set up in front of the poster to add a digital element to the display.  
  The one requirement you may want to make about the content of the poster is to include their implementation plan.  The implementation plan includes steps and goal dates, this is great information for the students to include in their pitch to their audience.    
  Students will probably use their 20 Time in the weeks leading up to the pitch to work on their posters.  You might want to consider creating a poster about 20 Time to display at the door of the pitch event during this time as well.  Your poster will model and set a standard that they'll be able to see and meet.  
    
  Dress and Behavior  
  Explain to your students that this is a formal presentation and their clothing should reflect that.  Boys should wear a tie, girls should dress up.  
  You might not want to allow chairs in the event room.  Chairs encourage slacking in presentations like this.  Students should stand by their presentation for the duration of the event and be available to any audience members who would like to hear more about their ideas.  
    
  Grading  
  How will you grade the event?  You can find a sample rubric here, be sure to add tasks that are specific to your own needs.  This is one of the major graded assignments of the project and ends up being the most public part of the assignment.    
  It takes longer to go from one showcase to another than you might think.  Think about 4.5 minutes per presentation.  One idea might be to hold graded showcase presentations in a separate conference session (maybe do 5 per 20 Time day before the showcase).  By doing the grading earlier, you are able to mingle with the audience and control the behavior of the students a bit better.

WEEK 6-15: WEEKLY BLOGGING/UPDATES

* Create an internet agreement between you and your students which explains their posts are treated as any other assignment.  Students do not have 1st amendment rights and are subject to stated consequences if something they post goes against school policy.  Taking a look at your school or district's current internet usage agreement and then modifying it a bit works well.
* Post Page: Must be updated once a week with reflections or news about the project.  
  4 Static Pages (Informational Pages): Must be completed by the end of the project.  
  1 PLN (Personal Learning Network) Page: To be updated as they learn and meet new sources.
* Creating  
  There are four ways students can post each week.  The one you choose is based mostly from what you have access to.  
  If your students have access to a computer or Chromebook, have them post directly on the internet version of the blog.  Blogger is a great suggestion, especially if you are a Google Apps for Education school.  Students can log on with their GAFE ID and blog away.  
  If you don't have weekly access to a computer lab or computers (there are a lot of us in that boat), ask students to download the Blogger app.  They can actually post using their phones right onto their blog.  They can even include pictures from their camera roll.  
  If the app doesn't work, Blogger, like Evernote, gives users a unique email (found in settings).  Students can type their post in the email, title the post with the subject line and, when emailed to the unique email, post directly to their blog.  
  If you don't have access to any devices but students have computers at home, you can have them approve the outlines in class and make a mandatory post that night a regular assignment.
* Showcasing  
    
  Students love to show off their handy work.  You can showcase their blogs in a couple of different ways.  
  Set up a class website with a short write-up and link to each blog.  Now share the website URL with parents!  
  Ask students to print a hard copy of the first page of their blog and add a QR code to it.  Staple the assortment of blogs to your classroom wall.  This display is great for Back to School Night/Open House and it gives the students access to each others blogs.

WEEK 20: FINAL PRESENTATION

* Failure is an option  
    
  In the end, many of the projects turned out exactly as they had been proposed at the beginning of the year. Epic win, as they would say. Many of them changed the scope of their projects. Some of them considered their projects a failure because they ran out of time or they couldn't make their businesses profitable.   
    
  I asked them to consider how often successful leaders failed, and they all got a sense that even failures were successes when they could learn from their failures.
* This is it!  It is the final graded assignment and the culmination of all of the hard-work of your students.  While you can certainly ask the students to discuss what they learned throughout their projects, you may instead want them to focus on the process overall.  
    
  Questions to Be Addressed by Students in Presentation  
    
  What were the successes of your project?  
  Were there any hurdles you had to overcome?  
  Was there a point where you had to stop and readjust the project on a grand scale?  
  What were the weaknesses of your project?  
  What was the most important thing you learned throughout your project?  
  If you were assigned this project again, what topic/goal would you choose?  
    
  Presentation Details  
    
  Check out this link about teaching presentation skills using TED.  Most of TED's speakers know their speeches by heart and have a dynamic slide show presentation behind them.  Challenge your students to give this presentation their all by knowing their material well and have a coordinated presentation going on behind them.  The only way they can be successful is by practicing, a lot.  
    
  Grading  
    
  If you employed the TED presentation lesson plan in your classroom, your rubric should be the same one you used throughout the semester to grade other speeches.  This speech is the final exam of speeches so it will most likely be worth more points.  Add rows to the rubric to allow for extra elements like digital presentation, memorization, etc.

# 20 Time Project Blog Planning Sheet

**Topic:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title of Blog:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Subtitle of Blog:** What your site is about in six words or less

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**Six Ideas for Informational/Static Pages** (Title and Summaries of Content for Each).  You will only use four but you need to have back-ups.

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**Atmosphere of Blog:** What type of personality will come through on your blog?  Serious Commentator?  Playful Individual Content?  Informational Guru?  Discuss what atmosphere you will strive for and why it is most appropriate for your site.

**Advertising Your Content:** After you post, how do you plan to let people know that you have new content?