“By three methods we may learn wisdom: first, by reflection, which is noblest; second, by imitation, which is easiest; and third, by experience, which is the most bitter.”

~ Confucius

With exhaustion, relief, excitement, bitterness, pride, or whatever cocktail of emotions you carry upon graduation, it may be difficult to put a value on your experiences thus far in life. However, to validate your efforts and experiences, you will be asked to take some time to reflect on who you’ve become and where you are going. To do this, you will create a presentation/speech that reflects upon your journey and insights you have gained in high school. Choose from the following options to write a speech to be presented in the final days of class. Each option is 25 pts.

**Mentor Letter**Write a one page professional letter to or about one person (family, friend, co-worker, teacher, etc.) who has assisted you throughout your high school career and in life. Include specific details describing how this person has helped motivate, inspire, persuade, or simply listen to you throughout the last four years. Put *special emphasis* on your actions and experiences that demonstrate your mentor’s influence. Note that this person may be someone who has challenged you, convicted you, or inspired you. Describe how this person has made you a better person. Also discuss how you plan to proceed in your future with the foundational knowledge and inspiration this person has given you. How will you apply this to your future life? Describe your future plans: What will you realistically accomplish academically, professionally, and personally, by the time of your ten-year high school class reunion? Consider your desired end result and what steps you should take to achieve your end result. You will submit the typed and signed letter to me for credit and give the letter to that person as well.

**Sound Track**Create a soundtrack with at least 10 songs (or poems) that represent significant events/benchmarks and philosophies/worldviews you have developed throughout your years in high school. Consider finding songs that do both to maximize the impact of your list. Also consider songs that aren’t necessarily your taste in music, but clearly meet the criteria. In other words, don’t just limit yourself to what’s on your Ipod or what songs you are currently obsessed with hearing. Variety will demonstrate both depth and dynamic of character. Provide the list in a logical fashion with both artist and song and then provide a brief analysis of the song, including key lyrics that tie to your choice of that song. Also include reasoning for its position in the lineup.

**Commencement Speech**Compose a commencement speech that captures who you have become and what key academic experiences or lessons you have learned. These lessons should be positive in nature and focus on validating your victories, struggles, and failures. You may present your speech in a variety of ways including a personal eulogy of your previous self (shedding off the old you - What your “previous self” accomplished, struggled with, “left behind” -> new you), discussing a metaphor for your academic experience (Rubic’s Cube) and weave in specific or common experiences on which to glean perspective, or simple words of advice that can be applied on a more universal or philosophical scale (wear sunscreen -> take care of yourself & think ahead; clean the toilets -> don’t neglect the dirty, mundane work life requires of us all).

**Poem/Performance**Write a poem or perform a skit as a commencement speech. The poem should have a minimum of 20 lines, various poetic devices, strong word choice, symbolism, metaphor, and structure. This option will come with a two paragraph write up on the choices you made in the content of your poem. The content, as with other options, should focus on your development and key lessons/experiences. The skit option will require a script or a one page performance write-up to explain the choices in performance and interpretation of lessons and experiences.

**Reflective Presentation Rubric**

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| **Expectations and Scoring** | **Comments** |
| ***Content:* \_\_\_/20**   * Remains positive and reflective in tone and content, appropriate details and language * Meets the criteria of the chosen presentation as described in the project description * Provided enough detail to show development, but avoids too much personal detail * Focuses as much on academic experience and development as personal development * Reflects clearly and effectively on lessons and experiences that shaped and influenced the presenter * Demonstrates creativity and variety in regards to design, content, thought process, and perspective * Uses literary devices, anecdotes, and speech techniques to engage the audience and provide a unique character to the content * Offers some considerations/applications for the future based on the content of the presentation * Provides universal application or perspective for audience members |  |
| ***Performance:* \_\_\_\_/15**   * Creates a well-made and creative presentation that fits the speaker’s personal talents and skills * The presentation clearly portrays and fits with the content of the chosen option * Is well rehearsed/designed with clear ownership of the work * Demonstrates professionalism in dress and poise. * Presents their speech/presentation properly using all the characteristics of PVLEGS to capture and maintain the audience’s energy * May use notecards to help guide the presentation, but the presentation is at least partially memorized and the speaker maintains consistent eye contact with the audience * Stays within a 4-6 minute range for presentation |  |
| ***Conventions& Publication:* \_\_\_/5**   * Portrays strong command of language through diction and conventions * Tone & word choice remains appropriate for subject matter and venue * Product looks edited and professional with attention to formatting and publication   **Note**: *Anything specifically negative, dismissive, or inappropriate in tone or content will automatically receive a zero in this section*. |  |