Empowerment Collaborative Brief Project Descriptions

| Project Title | Description  | School  |
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| North of the New | Students work to bring tourism from New River Gorge National Park to benefit the rest of the county by studying tourist behavior and creating products to pitch to local parks and small businesses. | MTHS 6th grade |
| North of the New: Folk Tale[Blog- student writing](https://www.empowerdistricts.com/home/the-lost-miner-a-midland-trail-folk-tale/) | As a companion project to the North of the New, while waiting for data and research collection from other classes, the English teacher worked with students to study Appalachian folk tales and write a folk tale based on the stories and history the students had encountered as part of their research into their county.  | MTHS 6th grade |
| Dark Skies[Blog: Planning process description](https://www.empowerdistricts.com/home/where-do-projects-come-from/) | Students collaborated with county park and other county business leaders to identify ways to promote the value of the county’s uniquely dark skies and expand the use of tools like telescopes for students in the county.  | CMHS all grades |
| Heritage Project[Blog- contracts in this project](https://www.empowerdistricts.com/home/focus-on-contracts-peterstown/) | Students traveled in buses through the county to identify businesses and assets in their county, then chose career clusters to study, visit, and promote the businesses within that cluster for the county chamber of commerce. | PMS 6th grade |
| Student PD Conference | Students planned and hosted an event for student professional development including planning shirts, catering, speakers, and guests from each career cluster to share a meal and questions with students interested in each cluster. | PMS 7th grade |
| Bring Back Recycling | Students visit the local waste and recycling plant to learn about what happens to trash when it enters the trash can. They make commercials promoting recycling to be played at the local movie theater and work to bring a recycling program back to their school. | B-UMS 6th grade |
| Our School of the Future[Blog- teacher perspective](https://www.empowerdistricts.com/home/our-school-of-the-future-part-2-an-embedded-career-teachers-perspective/)[Blog- student perspective](https://www.empowerdistricts.com/home/901-2/) | While the school community lobbied the community vote on building a new high school and re-imagining the middle school, students were challenged to tour the county high school, group according to their interests in potential careers, study the career and potential technical programs that could lead to that career, and consult with the school building architect to propose ideal classrooms for potential career and technical programs in their proposed new high school. They shared their proposals with the school board and at an open house for the public.  | B-UMS 7th grade  |
| Mission to Mars | Students proposed ideal habitats on Mars by studying career fields that interested them. They created rovers, habitats, a constitution and government structure, aquaponic farms, designed and sewed outfits for inside and out of the habitats, and other focal areas. They partnered with local businesses to study and gain the specific skills necessary, such as farmers and a textile design business.  | B-UMS 8th grade |
| Golf Practice | Students attempt to solve the problem that the golf team has to travel far to access a golf course for practice by proposing practice holes on the empty spaces on campus.  | MTHS 7th grade |
| Simulated Workplace | Students form company identities (based on the cohorts they move with through the day) by identifying the interests and skills in their “company” and by prioritizing the standards they need to master that year. They apply for roles within the companies and work together as a “corporation” to form the school’s handbook to share with parents.  | MTHS all grades |
| Honoring our Elders | Students compete with each other to propose and test menu items for a dinner to serve one special invitee in their lives. They then take on restaurant roles (front of house, back of house, event planning, etc.) to host an event honoring special influences on their lives.  | MTHS 6th grade |
| Mountain Adventures | Students partnered with a state park to identify under-used spaces in the park and propose an “adventure” for that space (mountain coaster, zip line, etc.) that includes incorporation of the natural slope of the land.  | MTHS 8th grade |
| Too Smart to Start | Students chose to take proactive action to decrease the use of tobacco, drugs, and alcohol by students in their school.  | MTHS 7th grade |
| Moving Water | Students studied ancient and modern civilizations to determine the best way to transport water with and without modern innovations and how that impacts the county’s infrastructure.  | CMHS 6th & 7th grade |
| Library of our Future | Students assessed their under-used library space as well as the public and college libraries and made proposals for the space usage, ergonomics and design choices to maximize learning and focus, and availability of viable, useful resources for project and research work. | CMHS 7th & 8th grade |
| Molasses Festival[Blog](https://www.empowerdistricts.com/home/real-world-presentation-calhoun-molasses-festival/) | Students took on the “youth experience” at the county’s annual Molasses Festival. They wrote and performed short plays, games, cultural experiences, and a roller coaster to demonstrate the journey sugar cane takes to become molasses. Students also shared data collected prior to the event about what students would like to see in the future at the festival. They also collected data at the event to analyze and share with the festival board after the event. | CMHS all grades |
| Green School | Students studied waste and the reuse-reduce-recycle concept and produced solutions, art, and other products using up-cycling or other means of reducing waste in school and community. | EMS 8th grade |
| Survival Guides | Students studied the concept of survival and collaborated to write, edit, and produce a survival guide. Two different teams of teachers and students took different angles. One team focused on literal survival and studied nutrition, safety, living off the land, navigation, etc. The other group chose more modern survival, and students wrote guidebook pages around concepts like surviving 6th grade, surviving social media, etc.  | B-UMS 7th grade |
| Makers Market | Students took on roles as creators and entrepreneurs, funders/bankers, marketers, and other roles to develop, iterate, and produce products to sell to 5th grade students who had earned school cash. They held a makers market for these students to shop for presents before Christmas break.  | B-UMS 7th grade |
| 8th grade Defenses | At the end of the 8th grade year, this school asked each student to present evidence of growth in the Empowerment Skills as a defense of their readiness to move to high school.  | B-UMS 8th grade |
| Dream School | Students chose their focal area, but were expected to master standards across all contents through either focus.STEM Focus: Students propose ergonomics and inventory school to make proposals for how to use science and engineering to make the school more safe and productive.Humanities focus: Study the learning experience of the school and articulate an ideal state for how students would like to be educated. | WMS 7th grade |
| We have a Dream | Students studied the Civil Rights Movement and the writings of Martin Luther King, Jr. to identify a need for a marginalized group in their community and advocate for those groups.  | CMHS 6th grade |
| Renaissance Parent Engagement Night | Students plan and execute the school’s February parent engagement night- a mini-Renaissance festival. | MTHS 7th grade |