

SpeakUp Project Worksheet

Name: _____ Project/Activity Title: _____

Start Date: _____ Finish Date: _____ Signature of Adult Facilitator: _____

- Use this worksheet to track your Essential Skills and work habits in *SpeakUp* Projects. Update your OSP Tracker with these skills demonstrations and complete an OSP Reflection Worksheet.
- Use this skills information to develop your Individual Pathways Plan (IPP) as you answer the four education and career/life planning inquiry questions: *Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals?*
- Sample tasks, listed by Essential Skill and skill level, are shown below.
- Check off tasks as you do them.

Reading Text

- Read notes from colleagues to co-ordinate work. (1)
- Read a form to make an application for funding, such as *SpeakUp* or other student-led projects and volunteer activities. (2)
- Read e-mails from students, student leaders, staff advisors or Ministry of Education officials that give details on meetings, teleconferences or videoconferences. (2)
- Read articles in newspapers, magazines and websites to gain background knowledge on important social issues effecting students. (3)

Writing

- Write "to-do" lists to organize your work tasks. (1)
- Write questions and other items for student surveys. (2)



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- Write photo captions for your blog, school newspaper or yearbook. (2)
- Write a short proposal to obtain funding for a student-led project or volunteer activity, such as a *SpeakUp* Project or a volunteer activity. (3)

Document Use

- Complete a checklist, such as a *SpeakUp in a Box* Forum Host Checklist. (1)
- Scan project schedules to identify timelines and tasks you have been assigned. (2)
- Scan needs assessment questionnaires to identify what students want. (3)

Computer Use

- Research a topic using the Internet. (2)
- Use a spreadsheet. For example, prepare budgets and projections. (2)
- Use graphics software. For example, create newsletters, marketing materials and presentations. (2)
- Develop, upload and maintain a website for a student-led project or volunteer activity. (3)

Oral Communication

- Listen to students and staff members to identify problems. (1)
- Speak to the school administration and teachers to seek approval for an event. (2)
- Make presentations to small groups, such as Student Council or student voice club. (2)
- Negotiate with a representative over the price and conditions for a speaker at an event. (3)



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Money Math

- Accept cash and provide change when selling tickets for a fundraiser. (1)
- Calculate the cost of supplies for a student-led project, multiplying quantities needed with costs per item. (2)
- Collect payments and fees for school trips and school activities. Count, document and verify the money being collected, reconcile cash and cheques to records and may make bank deposits. (2)

Scheduling or Budgeting and Accounting

- Monitor budgets to ensure that present and projected expenditures are within budgetary limits. (1)
- Create a detailed schedule of program activities for student-led events and adjust as necessary. (2)
- Compare the cost of holding a school event at different venues. The different pricing structures of venues need to be compared to decide who offers the best value. (3)
- Calculate the ticket price for an event considering the cost of supplies, expected net profit and the number of tickets you expect to sell. (3)

Measurement and Calculation

- Take measurements when reviewing floor plans and staging. (1)
- Calculate the distance and time to travel to a destination. (2)
- Count stock, such as raffle tickets, and subtract this figure from the previous count to calculate sales. (2)



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Data Analysis

- Compare ticket sales to expected sales to identify whether additional promotion may be required. (1)
- Compare the number of students participating in student-led projects and volunteer activities this month with the number participating at the same time last year to determine if there has been an increase or decrease in student participation. (1)
- Analyze responses to student surveys to identify patterns. (3)

Numerical Estimation

- Estimate the cost of supplies for a student-led project. (2)
- Estimate event attendees to select venues accordingly. (2)
- Estimate time demands and team members required for each stage of a new student-led project. (2)
- Estimate budget and scheduling factors such as the size of the group, travel times and the amount of supplies that will be required. (3)

Job Task Planning and Organizing

- As a volunteer for a student-led event, you work on the day of the event and do the same tasks in the same order. You do this work on your own and you are rarely interrupted. (1)
- As a volunteer for a student-led event, you work on similar tasks such as collecting money for an event or setting up the facility. There is an Adult Facilitator who gives you some guidance and lets you know which tasks to complete first. There may be a few interruptions but it is easy to return to your work. There are times when you have to share equipment with other volunteers so you work with them to decide who should use it first. (2)
- As a member of a student-voice committee, you work mostly on tasks that are similar from one day to the next. You take the time to plan and organize your days so things get done on time. Some days you have many activities to do at the same time but you use the help of others, such as student leaders or teacher advisors, to help you decide what should be done first. You can coordinate and integrate your work with others to complete tasks such as group projects and planning events. (3)



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- As the leader of a student-led event, planning and organizing is at the center of your job. You perform a wide variety of tasks, with a range of differing priorities. While some tasks are repetitive, many are unique to a particular event's planning. Shifting circumstances frequently lead to a need to reorganize and re-prioritize tasks. There are multiple sources of work assignments and a high degree of co-ordination required with the work of others. (4)

Decision Making

- Choose between possible guest speakers after reviewing their biographies and reviews from previous speaking engagements. (2)
- Set meeting agendas. Order agenda topics according to importance, leaving less important items for later in the meetings. (2)
- Decide what marketing and promotional strategies will be most effective for your student-led event or volunteer activity. (3)

Problem Solving

- You are faced with budget shortfalls. Reallocate resources to meet immediate needs. (2)
- You find that attendance at school events is low. Try to find out why to identify changes to events that would increase attendance. (3)
- Deadlines cannot be met. Develop solutions that help resolve the situation. (3)
- The entertainment you hired for a fundraiser cancelled at the last minute. Identify other options to ensure the event will still run as planned. (3)

Critical Thinking

- Assess the clarity, accuracy and completeness of your project proposal before submitting it. Check that all relevant information has been presented coherently and that all facts can be verified using reliable sources. (2)
- Select the best venue for your *SpeakUp* event considering date availability, cost, location, accessibility, and the unique features of each of several possible locations. (2)
- Judge the appropriateness of images you include in all publicly accessible social media related to your project. Consider possible reactions from the wider community including classmates, family, and potential employers, both locally and across the province. (3)
- Assess the appropriateness and effectiveness of the communications materials you are selecting to promote your project. Consider the audience, goals, objectives, organizational needs, budget, results of similar projects and potential implications for project success. (3)



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Finding Information

- Consult a thesaurus, dictionary or grammar text to check a point when proofreading a document. (1)
- Seek information required to complete forms by consulting school files, talking with the principal or teacher advisor or contacting the organization for information about how to fill out the form. (2)
- Conduct research, using a variety of sources, prior to making decisions about the purchase of new equipment or the development of a student-led project or volunteer activity. (3)

Use this space to record other tasks you may have done.

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Work Habits

Working Safely

- I report unsafe conditions to my project team and/or Adult Facilitator.
- I ask for training and assistance before operating a machine or doing a new job task.

Teamwork

- I listen attentively to the ideas of others.
- I work co-operatively with my project team and/or Adult Facilitator to get the job done.
- I celebrate the successes of my team members.



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Reliability

- I meet my deadlines.
- I regularly attend student-led project meetings and am on time.

Organization

- I come to meetings with the appropriate materials so I am prepared to participate.
- I use "To Do" lists.

Working Independently

- I can follow the steps to complete a task on my own.
- I complete my tasks without being reminded.

Initiative

- I do additional reading on a subject to further my understanding.
- If I finish a task, I look for other work to do.
- I help a team member who needs assistance.

Self-Advocacy

- I can find the necessary people, information or community resources to assist me if I have a problem.
- I read contracts before I sign them on behalf of the student-led project team, so I am aware of our rights and responsibilities.



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Customer Service

- I reply to e-mails in a timely manner.
- I avoid interrupting other people so that I can clearly understand their questions or concerns.
- I try to be friendly with people, even if I'm having a bad day.

Entrepreneurship

- I like to brainstorm ideas for new projects and make them happen.
- I try and think of new and better ways to complete a task.

It's about connecting what you are doing now to what you want to do in the future!



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