

LEEP 2007-2008

# LEEP

Lifelong Experiential Education Program



Information for Enrollment 2007-08

Souhegan High School

## LIFELONG EXPERIENTIAL EDUCATION PROGRAM

### Souhegan High School Mission

*Souhegan High School aspires to be a community of learners born of respect, trust and courage.*

*We consciously commit ourselves:*

- *To support and engage an individuals unique gifts, passions and intentions.*
- *To develop and empower the mind, body and heart.*
- *To challenge and expand the comfortable limits of thought, tolerance and performance.*
- *To inspire and honor the active stewardship of family, nation and globe.*

### What is LEEP?

The Lifelong Educational Experience Program is intended to supplement and/or enrich the Souhegan learning experience for those individuals who qualify. Students identify a passion, examine themselves as learners, determine an overall goal for their program, and then design specific components with implementation plans that build toward the goal.

LEEP participants have the opportunity to broaden their educational experience beyond the confines of the curriculum and walls of Souhegan High School. Students, parents, LEEP personnel, Souhegan teachers, and out of school resources all combine to provide direction, education, support and assessment for each LEEP participant.

#### **LEEP is dedicated to:**

- inspiring a lifelong love for learning through the renewal of curiosity and wonder by allowing exploration of a topic of great student interest
- developing in each participant an awareness of interests, strengths and talents to assist in the definition of post secondary options
- promoting self confidence through the achievement of learning outcomes based on high expectations
- developing a strong perception of oneself as a learner, with the capacity and desire for independent, challenging learning and the willingness to learn from mistakes

#### **Who Can Participate?**

You might consider the LEEP option if you...

- have a learning focus or goal or specific talent that is not addressed or provided for by your learning program and/or
- are reasonably self-directed in your learning and/or
- would like to be more actively engaged with your learning program and/or
- have expectations of attending college/post secondary learning or training programs.

### How LEEP Learning Works

LEEP participants have the opportunity to broaden their educational experience beyond the confines of the curriculum and walls of Souhegan High School.

LEEP students are “doers”. They recognize life experiences as valid learning opportunities and participate actively in their learning.

LEEP students:

- Cooperatively develop self directed programs as a means of supporting and engaging them in their individual gifts, passions, and intentions.
- Have a Learning Plan with specific learning goals that supports interests/gifts/passions and intentions.
- May earn credit for unique learning opportunities, including but not limited to:
 

outdoor education	experiential learning	contextual learning
internships	apprenticeships	mentorships
consulting	problem-based learning	field work
specialized studies	online course work	college/university course work
- May also take advantage of learning opportunities through SHS course work.

### **LEEP Students Have Studied the Following Topics Experientially:**

Athletic Trainer's Apprenticeship	Mayan Mathematics	Formal Wear design
Manchester Public TV Internship	American Sign Language	Mural Painting
Equine Business Management	Robotics Programming: FIRST	Commercial Web sites
Calculus Based Physics	Service for Peace	Harvard Classics
Creating the 4 season tent	Science of Nutrition for Runners	Best of Spanish Literature
Computer Animation	Art Teaching Internship	Stage Production
Literature through Ballet	Creating an Art Portfolio	Political Campaigning
Teaching a Science Course	Becoming an Outdoor Leader	Automotive Restoration
Film Documentary with Ken Burns	Competitive Skating	Creation Theories/Myths
Restaurant Management	Photography	Becoming a Horse Trainer
Apprenticing a Veterinarian	Becoming an EMT-W	Enterprise Servers

## Joining LEEP

LEEP learning programs must be designed, presented, and approved before the end of the add/drop period for any particular trimester or by the end of the year-long course add/drop period. The following checklist will guide you in becoming a LEEP member.

- Meet with your counselor to review credits for graduation and discuss your potential LEEP program learning goals.
- Complete a LEEP application and meet with the LEEP coordinator to begin writing a Learning Plan based on learning goals.
- Present your LEEP Learning Plan to a panel for approval consisting of Parents, LEEP or subject area coordinator, dean of faculty, and/or counselor.

## Writing a LEEP Proposal and Learning Plan

The LEEP Proposal and Learning Plan are an integral part of the enrollment process. They require thinking! They should help you figure out how you will pursue your passion in the frameworks of your needs as a learner in terms of both personal goals and graduation credit.

### Proposal

#### ***Introduction:***

Introduce yourself generally in a couple of paragraphs. Who are you? What are your greatest interests? How did you develop them? What goals do you have for a specific interest or passion that enrollment in LEEP might help you attain?

#### ***Needs as a learner:***

How do you learn best? What characterizes your style of learning? What is easy for you? What do you have to push yourself to do? How many credits do you need toward graduation? How are your credit needs distributed? (Attach a copy of your transcript). Please submit an electronic version of your proposal to the LEEP coordinator, Chris Balch: cbalch@sprise.com.

### Learning Plan

What is your goal for this program? What do you want to accomplish in simplest terms?

What is the Essential Question you want to pursue? What are the specific things you have to learn to answer your EQ and accomplish your goal for the year? These specific learning needs are your ***Learning Goals***, and are the basis for your LEEP project. In addition to these, you will need to develop a strategy or group of strategies for attaining each goal. Finally, how does what you are doing and learning about fit into your graduation credit requirements? How will you document learning? The next pages contain forms and samples to help you write your proposal and design your Learning Plan.

## Sample LEEP Proposal: Exploring Marine Salvage

My name is Bill Jackson and I'm going to be a senior this coming year. I have many interests such as photography, music, and participating in stage crew for the plays at Souhegan. But my true passions lie outside of school, on the bottom of the ocean! Ever since I was a child I have been intrigued by the idea of lost treasure and salvaging wrecks from the ocean floor. I have spent a great deal of time each summer snorkeling shallow wrecks off the Outer Banks of North Carolina, and want to both improve my underwater skills and expand my knowledge of possible careers in underwater salvage.

I learn best when I am "turned loose" to explore. I am very active and love to find things out on my own. I need to see and touch things to make them real. A 2 hour lecture on marine salvage would go right over my head, but an hour spent diving on a wreck would teach me an immense amount. I am very organized, and good at showing and tracking what I've learned. I am able to break up my time to make it very efficient in getting the different parts of my work done.

I need two full credits towards graduation. To make my senior year meaningful I would:

- attend a Scuba Class for certification and earn 2/3 credit in Science and 1/3 credit in math.
- explore careers both online and by visiting different companies that actually perform salvage operations in the northeast. I would also determine requirements for different positions. This would earn me 1 full credit as I plan to set up an internship with at least 1 company. I hope to find a company that utilizes submersible vehicles for this.
- research local wrecks, and use my new dive certification to plan and implement at least a couple of dives on them. I would earn 1/3 elective credit for this area.

I hope you can sense I am serious about exploring this topic and learning as much as I can about it.

Thank you,

Bill Jackson



## Sample LEEP Learning Plan

Student Name	Bill Jackson	Date	9 -15 -07
Address	Jackson Road	Email	jacksons@bilbo.net
	Mason, New Hampshire 03048	YOG	2008
Telephone	087-9064	Counselor	Brian Irwin
Advisor	Sullivan		

Goal for the Year: This year I want to... explore marine salvage careers and/or careers involving Scuba diving, the ocean and maybe submersible vehicles.

Essential Question: What careers are available in underwater salvage and what qualifications are required?

Learning Goals: To answer my EQ and accomplish my goal, I plan to...

- Understand what different careers in underwater salvage exist.
- Become certified in scuba diving (12 week course, 6 hours/week)
- Learn about the different submersible technologies used in marine salvage.

Strategies for Implementation: To accomplish my goals, I am going to...

- Visit salvage companies/operations to see what careers really interest me. I will also interview (video) personnel to determine qualifications and to just see how people like what they're doing, and if they're making a decent living, etc. I hope to arrange an internship.
- Enroll in Scuba Class fall trimester with Aquatic Specialties (PADI) for Open Water.
- Purchase and learn to use an underwater camera.
- Research and plan dives on 2-3 Atlantic shoreline wrecks that may have salvagable cargo.
- Research submersible vehicles online and visit the Groton Shipyard (CT) to tour.

I am going to document my learning by...

- videotaping all my activities and taking underwater stills.
- I will also keep a dive journal, maps, copies of dive plans for my planned dives.

Credit Requirement Met:

Scuba Class	=	.66 elective science credit
Scuba Class	=	.33 elective math credit
Company visits, internship, and interviews	=	1 elective credit
Dive Research, plans, and dives	=	.33 elective credit
Total	=	2.33 credits



# LEEP Enrollment

Student Name \_\_\_\_\_

LEEP Program Name \_\_\_\_\_

1. Meet with your counselor to review credits for graduation and discuss your potential LEEP program learning goals. Obtain a copy of your transcript to attach to your Learning Plan.

\_\_\_\_\_  
Counselor Signature

\_\_\_\_\_  
Date of Meeting

2. Write a LEEP Proposal and meet with the LEEP coordinator to begin writing a Learning Plan based on learning goals.

\_\_\_\_\_  
Coordinator's Approval of Proposal Complete

\_\_\_\_\_  
Date

\_\_\_\_\_  
Coordinator's Approval of Learning Plan

\_\_\_\_\_  
Date

3. Present your LEEP Learning Program to a panel consisting of Parents, LEEP or Subject area Coordinator, Dean of Faculty, and Counselor.

Parent(s) \_\_\_\_\_

Coordinator \_\_\_\_\_

Sponsor Teacher \_\_\_\_\_

Dean \_\_\_\_\_

Counselor \_\_\_\_\_

Student \_\_\_\_\_

Date \_\_\_\_\_

<b>Program Credits</b>	
<input type="checkbox"/>	Math _____
<input type="checkbox"/>	Science _____
<input type="checkbox"/>	English _____
<input type="checkbox"/>	Social St _____
<input type="checkbox"/>	Art _____
<input type="checkbox"/>	Elective _____
<input type="checkbox"/>	Language _____
<input type="checkbox"/>	Other _____