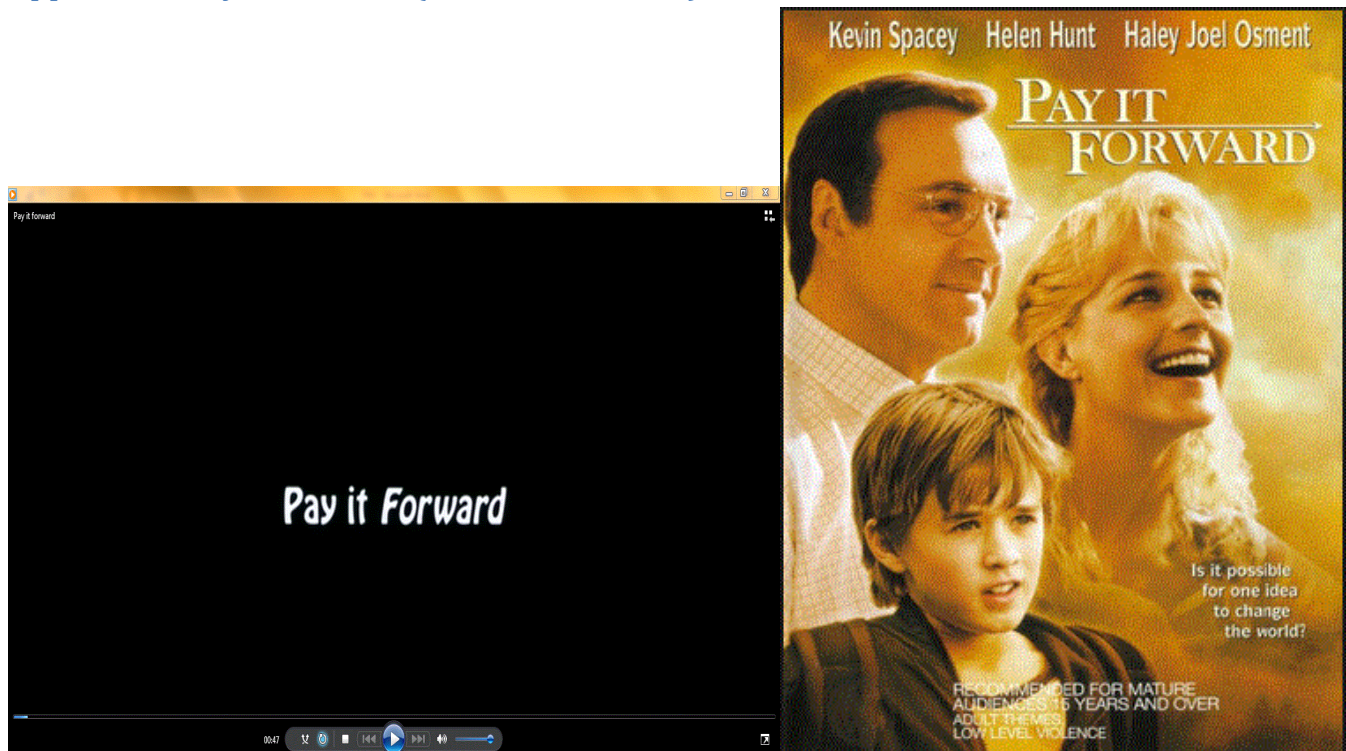


9. APPENDIX

Appendix I: Pay it Forward (Mimi Leder, 2000)



Appendix II: Webquest

PAY IT FORWARD

Dream big... start small

A young boy is standing in front of a chalkboard. On the chalkboard, there is a tree diagram with a circle at the top labeled 'ME' and several circles below it, some containing question marks.

1. INTRODUCTION
2. TASK
3. PROCESS
4. EVALUATION
5. CONCLUSIONS
6. WORKS CITED

SOMETIMES THE SIMPLEST IDEA CAN MAKE THE BIGGEST DIFFERENCE.

PAY IT FORWARD

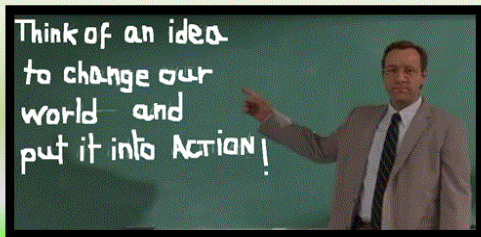
HAVE YOU HEARD?

1. INTRODUCTION

What if the world is just a big disappointment?

Unless...

You take the things you don't like about this world and flip them upside down. You can start that TODAY!



2. TASK

Your Invitation
to
Pay it Forward

Your task will be to think of a project in small groups of four that could be included in the *Pay it forward chain*, like the one we saw on the film.

Remember that at the end of the semester you and your group will have to present your idea and convince everyone to carry out your proposal

3. PROCESS



Even though you are working in groups, first you will have to do some research on your own to get familiar with the *Pay it forward movement*. Then, in pairs, your job will be to put together all the information collected:

1. Investigate how did the *Pay it forward day* started.
2. What are the rules if you want to participate
3. Select 3 inspiring real stories
4. What have other schools around the world done?
5. Design your own proposal

STEP 1

How did the *Pay it Forward day* started?

Each partner will investigate two of the resources provided. After exploring the Web pages individually, get back together in pairs and answer the questions below

RESOURCES

- ✓ Who founded the *Pay it Forward day*?
- ✓ Is the movement based on a previous event? A film? A novel? Someone in particular?
- ✓ What do the actors in the film think about this?
- ✓ Who is Catherine Ryan Hyde? Has she something to do with this movement?

Catherine Ryan Hyde, a lucky novelist:
<https://www.youtube.com/watch?v=dLxEMNN-Kuc>

Kevin Spacey, Helen Hunt and Haley Joel Osment
<http://www.youtube.com/watch?v=5wiFqogSM>

Have you met Blake Beattie?
<http://www.blakebeattie.com/aboutUs.php>

About the day
<http://payitforwardday.com/>

STEP 2

Get familiar with the rules and participate!

Now that you know about the existence of this day, explore several webpages to figure out which are the rules and sort of things you can do for this day. Assign each partner two different websites and get together to answer the questions below:

RESOURCES:

- ✓ What is the concept of this day?
- ✓ How can you get involved?
- ✓ What do you have to expect in return?
- ✓ What kind of things or favors can you do?

Weekend notes:
<http://www.weekendnotes.com/how-to-celebrate-pay-it-forward-day/>

Kind activities:
<http://payitforwardday.com/media/articles/>

Join whenever you want:
<http://www.payitforwardfoundation.org/>

<http://www.payitforwardfoundation.org/how-to-get-involved/>

STEP 3

Do you like what others do?

Read through some real stories that people have done for others and select the three that you liked the most in order to answer the following questions in pairs

RESOURCES:

Moving stories:

<http://fox2now.com/2013/02/07/pay-it-forward-mother-son-feed-hundreds-of-kids-in-jeffco/>

<http://payitforwardday.com/inspire-me/inspiringvideos/>

<https://www.youtube.com/watch?v=orz0Xmx6b3g>

<http://www.randomactsofkindness.org/kindness-stories>

- ✓ Why did you select those stories in particular?
- ✓ What was the reaction of the people who received the favor?
- ✓ Would you have reacted the same way?
- ✓ Would you have done it differently? How?

STEP 4

What acts of kindness do schools carry out?

It is time for you and your pair to check what other students like you have done in their schools. Perhaps you come up with an idea to your project but...be careful! You cannot use exactly the same one

Each member of the pair has to read individually at least 3 experiences from different schools all around the world. Then, you will select four from those six stories and advertise them in the school by creating a poster where the main idea of each experience will be written to inspire other students

RESOURCES:

<http://payitforwardday.com/get-involved/schools-universities/participating-schools/>

http://payitforwardday.com/wp-content/uploads/2012/01/PIFD_Schools_Kit_2012.pdf

https://www.youtube.com/watch?v=McD_P92UtMc

STEP 5

Now it's your turn!



Now that you are already familiar with the movement, let's check how far you can get. In the same groups of four, you have to create your own proposal for the *Pay it forward day*.

Before you start designing, check the guidelines [\[here\]](#) for the written assignment.



4. EVALUATION

All along the process, you will be evaluated according to some criteria which will be encompassed in two different rubrics, one for the different [webquest](#) activities and another one for the [final project](#).

Moreover, the [oral presentation](#) of your proposal will also count for the final mark and remember that your peers will be evaluating you as well according to the following [criteria](#)



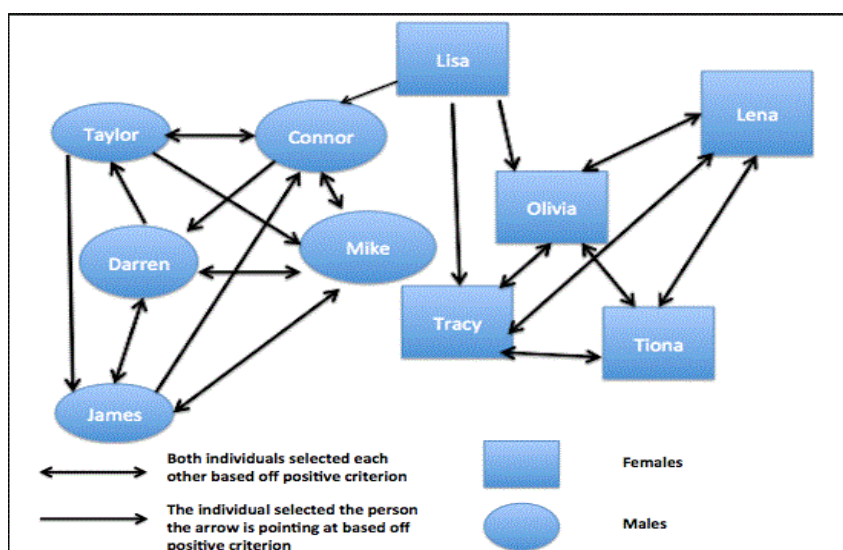
5. CONCLUSION

"Acts of kindness change people: small acts of kindness change people in a small way and big acts of kindness can change the course of a person's life entirely. But big or small...I have never seen it fail"

Catherine Ryan Hyde



Appendix III: Example of possible sociogram



Appendix IV: final project guidelines

1. Front cover of the document

2. Table of contents

3. Introduction:

A few sentences describing the assignment giving a sense of what the project involves

4. Purpose:

Describe in the aim of your proposal. What do you want to achieve. Why is it interesting

5. Contextualization:

Where would be the project carried out. In which conditions

6. Description of the proposal

7. Advantages and drawbacks

8. Final conclusion

9. Works cited

10. Appendix

Appendix V: written assignment rubric

CATEGORY	Excellent (4)	Good (3)	Adequate (2)	Needs improvement (1)
1. Ideas and development	The paper is clear and focused. It is developed in depth and counts with convincing arguments	The paper is quite clear and focused. It is well developed and counts with some arguments	The paper is partially clear. It is somewhat developed and counts with a couple of arguments	The paper is not clear. It does not show any development and lacks convincing arguments
2. Word choice and terminology	The document counts with well-chosen words to convey the argument in a clear, precise, highly readable way	The document counts with words that are accurate and make the argument clear	Most words in the document are reasonably accurate and make the argument clear on a general level	The document counts with words that are inappropriate for topic and purpose
3. Participation in preparation and presentation	Always willing and focused during group work and presentation.	Usually willing and focused during group work and presentation.	Sometimes willing and focused during group work	Rarely willing and focused during group work and presentation
4. Achievement of purpose	Purpose is clearly established and effectively sustained.	Purpose is clearly established and generally sustained	Purpose is established but may not be sustained.	Purpose is vaguely established and may not be sustained.
5. Imagination and creativity	Choices demonstrate insight and powerfully enhance the project	Choices demonstrate thoughtfulness and completely enhance project	Choices demonstrate awareness and acceptably enhance the project	Choices demonstrate little awareness and do not enhance the project.

Appendix VI: peer assessment rubric

FINAL PROJECT'S PRESENTATION PEER ASSESSMENT						
GROUP MEMBERS	Gave an interesting introduction	Presented clear explanation of the topic	Presented information in acceptable order	Maintained the interest of the class	Spoke clearly, correctly, distinctly and confidently	Maintained the interest of the class
Group 1						
Group 2						
Group 3						
Group 4						
Group 5						

Appendix VII: oral presentation rubric (teacher)

CATEGORY	Excellent (4)	Good (3)	Adequate (2)	Needs improvement (1)
1. Organization	It is well organized, moving from general topics to specific details; provides a good explanation of the work.	It is usually well organized, moving from general topics to specific details; provides a quite good explanation of the work	It is somewhat disorganized and provides too much detail without giving a good explanation of the work.	It is disorganized and deals completely with details without providing a broad explanation of the work.
2. Volume and inflection	Speech was clear and with an appropriate volume and inflection	Speech was quite clear with an almost appropriate volume and inflection	Speech was not very clear but comprehensible.	Speech was not clear with unsuitable volume and inflection
3. Participation in preparation and presentation	Always willing and focused during group work and presentation.	Usually willing and focused during group work and presentation.	Sometimes willing and focused during group work	Rarely willing and focused during group work and presentation
4. Achievement of purpose	Purpose is clearly established and effectively sustained.	Purpose is clearly established and generally sustained	Purpose is established but may not be sustained.	Purpose is vaguely established and may not be sustained.
5. Arguments and viewpoints	Convincing communication of character's role, feelings and motives	Competent communication of character's role, feelings and motives	Adequate communication of character's role, feelings and motives	Limited communication of character's role, feelings and motives
6. Audience interest	The audience was highly interested during the whole performance	The audience was interested almost during the whole performance	The audience was not very interested during part of the performance	The audience was not interested in the performance
7. Visual aids	Contains visual aids that help audience understand work; visuals are easily understood	Contains visual aids that somewhat help audience understand work; visuals are, in general terms, easily understood	Contains few or inadequate visual, being poorly used in making points	Contains no visual aids or visual aids are so poorly constructed as to be worthless.
8. Imagination and creativity	Choices demonstrate insight and powerfully enhance role play	Choices demonstrate thoughtfulness and completely enhance role play	Choices demonstrate awareness and developing acceptably enhance role play	Choices demonstrate little awareness and do little to enhance role play

Appendix VIII: webquest rubric

CATEGORY	Excellent (4)	Good (3)	Adequate (2)	Needs improvement (1)
Focus and organization	Clearly describes the main idea, develops a thoughtful understanding, and shows commitment to the activity	Describes the main idea, develops a quite thoughtful understanding and shows certain commitment to the activity	Describes part of the main idea and develops a superficial understanding	Does not describe the main idea, or develop a thoughtful understanding.
Organizational content	Information is clearly written in a logical sequence and is well organized	Information is more less clearly written in a quite logical sequence and well organized	Information is ambiguous in areas and lacks clarity and organization, in multiple areas	No organization, no logical sequence to thoughts and opinions. Thoughts and opinions tend to ramble.
Research	Excellent use of research used throughout writing. Detailed facts from research are found throughout writing	Adequate evidence to support the use of research. Facts from research can be found in multiple areas of writing.	Minimal evidence to support use of research in writing. Only a few words from research are present in writing.	No evidence to support use of research in writing.
Use of internet(links provided)	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites

