TEDx-Style Talk Script for Community Project Presentation

Introduction (Hook):

Depression is powerful; it is silent, can be deadly and a very significant condition that many members of our global community daily face.

Social media can have a very negative impact on people struggling with depression. For example, if someone seeks help via a social media site the responses from people can be very cruel causing them to take fatal action. But, social media can also be a very positive tool in helping those struggling with depression.

We choose to use social media for good, not evil.

Investigation

Goal definition:

For our Community Project, we have used our photography knowledge and expertise to create a Tumblr page of images that we have combined with quotes to bring a metaphorical ray of sunshine and hope to those struggling with depression. We have utilised the appropriate hashtags so our page is easy to locate on Tumblr. The global context we have selected to deepen our project is Identities and relationships, so we could explore mental health and well-being and how this impacts a persons sense of self and value as a human being. The community that we have served through our Community Project is participants in the online Tumblr community as this is often a place that people will visit for inspiration and insightful perspectives on the issue of depression.

Our Community Project is based on a collective personal interest as we have seen many of our peers suffer from depression and become isolated due to this condition. We believe this is a very relevant issue that needs to be addressed in a sensitive manner that brings hope and positivity to those suffering from depression.

Prior-learning and subject-specific knowledge:

In order to address this personal interest we were able to draw on our prior learning from HeadSpace and MindMatters workshops with the Middle School. These workshops explained just what depression is, the symptoms, just what the irrelevant stigma's surrounding depression are and how we can help our peers who struggle with depression.

The subject specific knowledge that was consistently relevant to our Community Project was our learning within *Language and Literature* surrounding visual literacy. Within the *Language and Literature* inquiry unit 'It's all a matter of perspective', we inquired into just how visual and written text can be employed in a variety of ways to convey a particular message. This learning has helped us combine our images with written text and appropriate hashtags in order to cast the metaphorical ray of sunlight and hope to those struggling with depression.

The other subject-specific knowledge we were able to consistently draw upon was from both *Sciences* and *Arts – Photography*. In *Sciences* we have studied the concept of balance within chemicals and how an imbalance of chemicals can have often-harmful effects. This subject-specific knowledge provided the premise of empathy for our Community Project as we started from the perspective of empathy. The third subject-specific knowledge that guided our Community Project consistently was the photography skills we had developed in our Year 2 (Grade 7) *Arts – Photography* subject. The photography components of rule of thirds, lighting, contrast, subject matter, focal points and aperture and shutter speed settings consistently were drawn upon as we took the photographs for our Tumblr page.

Research skills:
In order to develop our Tumblr page we first had to conduct our research, analyse our sources and then transfer this to our Community project. This was the most challenging aspect of our Community Project and was also the most time consuming. We had to practice resiliency as some of the steps outlined by our mentor, Mr. Enright, seemed like a waste of time – we just wanted to get on with taking photographs and developing our Tumblr page – but we soon realised that our world may be information soaked, but not necessarily accurate.

Our primary sources were Sean Synnott from HeadSpace, our College Pastor, Andrew Koehler and Craig Shah, a friend of Laura's family who has suffered from depression. Our secondary sources were the Mind Matters education site, the Beyond Blue site, the Black Dog Institute and Life Line as well as three largely followed Tumblr sites: Being a Grown Up Is Hard, Recovery is Beautiful and Carol Rossetti.

The research process we undertook with each of these sources was to firstly define just what we needed to research by posing 5W1H questions (see appendix 1), secondly we identified just where we can find the sources we needed, e.g., website, interviews, our College community and we then set about locating and accessing these primary and secondary sources. Once we had identified our sources we extracted the relevant information by answering our 5W1H questions and engaging our primary sources in an interview. Once this was finalised we then began to evaluate our sources and identify how we can transfer this to the actual photographs, quotes and relevant hashtags for our Tumblr page.

In order to ensure our sources were legitimate we evaluated each of the sources. We each took two sources and evaluated the authority of the source by evaluating just who is responsible for presenting the information? Are they experts and can we check their qualifications? We then addressed the accuracy of the sources by evaluating whether or not the information is precise and can it be proven and verified through corroboration. From here evaluated the objectivity of each of these sources by checking to see if the information is based on facts or based on opinions and emotions – this was particularly relevant to our highly emotionally charged topic. Lastly, we evaluated the currency by researching just how old the information is and if the currency of the information is really important (see appendix 2 for an example of our research process).

Planning

Proposal for Action, Plan and Record Process:

The proposal for action we chose for our Community Project is in the form of a Gantt Chart and a rubric for success as this was the most effective means of planning that we have learnt in our Design classes. In our Gantt Chart we outlined our timeline, checklist and resources as well as who is responsible for what section of our Community Project.

Our timeline was from Term 2, Week 10 until Term 3, Week 8 with this TED-style Talk due for presentation to our parents, teachers and fellow students in Week 10 of Term 3. Knowing our time constraints and planning for this was a really effective means of working well in a team across our large College Campus. The checklist we created incorporated our research, evaluation, interviews, taking action and reflection. After some discussion and also debate we decided that rather than borrowing the College camera's we would use our iPhones to take the images as this compliments the uploading nature of the Tumblr app. Rather than using Photoshop (as learning this was going to be too challenging and the time given is insufficient for us to develop the basics) we choose to use Instagram to edit the photographs we have taken and Image-Text to add the text to our images (see appendix 3 for Gantt chart).

In order for us to have a clear vision for our Tumblr page we created a list of specifications and transferred these to a rubric for success similar to the assessment task rubrics we receive for our MYP subjects. This helped us ensure we stayed on track and did not get side-tracked or distracted by other projects. This rubric for success also helped us evaluate the quality of our Tumblr page and ensured that we had effectively met our goal for this project – to shine a metaphorical ray of light and hope to someone struggling with depression (see appendix 4 for rubric for success).

So we did not forget to continuously record the progress of our Community Project we decided to assign the following roles to each of us and with these roles as our priority we all worked off the same Gantt chart and rubric for success so within the timeframe allotted we could effectively complete our Community Project. The roles we assigned were the following:

Scribe and Documentary-maker – Scott. Scott was responsible for recording the progress of the development of our Tumblr page and recording this in our process journal. Scott ticked off the Gantt chart as we progressed and made sure we were consistently aiming towards the top band of our rubric for success.

Photographer – Anna. Anna was responsible for employing the skills we had learnt in our Arts – Photography class in order to captures images that employed the photography features that created captivating images that inspire hope.

Quote and Hashtag Generator – Anne. Anne was responsible for syphoning through our research and creating hopeful quotes to bring hope to those struggling with depression. Anne also developed our hashtags #abrighterday #hopeisafact #tomorrowisnearlyhere.

Edit and Tumblr Production – Laura. Laura was responsible for editing the photographs on Instagram and then using the Image-Text app to synthesize the written and visual text. Laura then had to upload this to our Tumblr page and publish our work.

Once this was finalised and we have ensured we had ticked off each part of our Gantt chart and evaluated our work against our rubric for success we then began to reflect on our Community Project and develop our TED-style Talk. And now here we are, successfully meeting our objectives by the deadline.

Demonstrate self-management skills:
The self-management skills we mainly had to develop throughout the process of our Community Project was the planning and implementing of long-term assignments and meeting deadlines, set goals that are challenging and realistic and practise strategies to overcome distractions.

By using our Gantt chart and our rubric for success we were able to learn the skills of planning for and implementing long-term assignments. Most of our assignments fall within a 1-2 week timeframe and we collaboratively develop these in our classrooms with our teacher on call for regular feedback, whereas the Community Project was spanned over a three month period and was entirely to be completed outside of classroom time, and we also had to book supervisor meetings with Mr. Enright in our own time. The Gantt chart kept us focussed and on task for this long-term assignment in order for us to meet the required deadline.

We also learnt that we needed to set challenging and realistic goals. We had originally brainstormed making a short film that we could possibly air at the Deckchair Cinema. Although this was challenging, it ended up being unrealistic due to resources and cost. The next challenging and realistic goal was our Tumblr page and it also ensure that we were able to communicate our Community Project to a wider audience than the 400-500 Deckchair Cinema attendees.

The most difficult self-management skill we had to develop was practising overcoming distractions. These distractions included our off-topic conversations and getting lost on the Internet from continuously clicking on links to other sites. We decided to a modified employ our Mathematics teacher, Mrs. Petersen's, COMP model (see appendix 5 for COMP model) for focus so we could continuously re-centre our focus on the Community Project and avoid the continuous distractions.

Taking Action

Service as Action:
We were able to effectively demonstrate our service as action by creating our Tumblr page and publishing this live on the web (see appendix 6 for the link to our Tumblr page).

Thinking skills:
The specific thinking skills that we developed through the process of creating our Tumblr page was considering ideas from multiple perspectives, create original works and apply our skills and knowledge in unfamiliar situations. Through our research process we had to consider ideas from multiple perspectives – these perspectives being from our primary and secondary sources. From the evaluation of our sources we were able to draw conclusions on these perspectives that were relevant to our Community Project goal – shining a metaphorical ray of light and hope to those suffering from depression.

As we took action to demonstrate our service as action we were creating original works by taking our own images, developing our own quotes and relevant hashtags. Although through our research we were able to explore what others have created and the impact these have had on their viewers and those impacted by depression, whether first or second hand. The process of creating original works enabled us to transfer our research as well as capture our unique aesthetic appeal. As none of us were particularly well-versed in communicating via Tumblr we had to learn how to apply our photography and visual literacy skills coupled with our research to the unfamiliar situation of Tumblr. This was a challenge, but awarded some surprising results as we were able to make new discoveries and see the impact of our Tumblr page from peer feedback.

Communication and Social Skills:
The communication and social skills we have developed through the process of creating our Community Project is to use a variety of media to communicate with a range of audiences and practise empathy. As we were synthesizing our research and original ideas as well as synthesizing both written and visual text using both Instagram and photo editing apps in order to transfer to the social media platform of Tumblr. We also discovered that practising empathy within the arena of shining a ray of hope and light for those who suffer from depression was quite challenging. As none of us struggle with this, we found that the research and case studies were just words to us rather than experience. However, the more we tried putting ourselves in the shoes of those who are struggling with depression the greater empathy we developed and were able to practise. We hope this is reflected in our Tumblr page.

Another social skill that we developed through the process of completing our Community Project was our ability to communicate with our teachers. Our supervisor has been Mr. Enright and he has only taught Anne and Anna Physical and Health Education in Year 2 (Grade 7) and has not taught Laura or Scott. We were able to develop a more professional relationship with Mr. Enright as we were sharing our ideas and making regular check-ins to show the progress we were making with our Gantt Chart. We've come to the conclusion that teachers aren't that scary, they really want us to do well and also have a good sense of humour.

Reflection

Evaluation of the quality of the service as action:

Specification 1 – for this specification we have given ourselves a 6 out of 8. The reason we chose to award ourselves this result is because although photographs mostly employed camera techniques in an effective manner in order to create aesthetically pleasing images, these were not in an excellent manner. Our rule of thirds, focal points and aperture settings could have been employed in a more effective manner. A way to improve this would have been to ensure that we received continual feedback from our Arts – Photography teacher, Ms. Sam Galletly.

Specification 2 – for this specification we have given ourselves a 5 out of 8. The reason we chose to award ourselves this result is because although our photographs mostly convey a message of hopefulness through camera techniques and subject matter, we believe that our choice of lighting is very poor and does not add to the overall hopefulness of an image. A way in which to improve this is to ensure that our images are outdoors and utilise light to the best of our photographic ability.

Specification 3 – for this specification we have given ourselves a 7 out of 8. The reason we chose to award ourselves this result is because the language and accompanying text is relevant for 14 to 30 year olds and is highly encouraging and useful for a person struggling with depression.

Specification 4 – for this specification we have given ourselves an 8 out of 8. The reason we chose to award ourselves this result is because all hashtags that accompany our images are authentic – we did not use any popular hashtags and come purely from a result of research. Our hashtags make sophisticated connections to our photographs, for example, #abrightertomorrow accompanies the setting sun image.

Knowledge and understanding of service learning:

Through completing the Community Project we have developed our knowledge and understanding of indirect service. Although we did not see the recipients of our Tumblr page in person as the nature of Tumblr can be quite private and we are yet to have comments on our images as yet. However, from our research and evaluation of sources we are able to ascertain that our Tumblr page will be effective and will be capable of shining a metaphorical ray of light and hope on those who are struggling with depression. The research part of our Community Project has broadened our view of the issue of depression as we took the time to actively listen to people's perspectives and ideas on depression and read in-depth as to just how we as can help those who are struggling with this condition. This taught us the importance of actively listening and taking on board other people's thoughts to help form our own ideas. We believe that we now see people struggling with depression with a greater sense of empathy, as we now know just what they are facing in a more in-depth way.

Development of ATL skills:

At the start of the Community Project we were beginning to develop our self-management skills, critical, creative and transfer thinking skills and our communication and social skills. However, this was generally within the context of our classroom learning experiences. The Community Project provided us with an opportunity to develop these skills independently and become experts who can now share our knowledge with our peers and help out during our MYP Year 1 and Year 2 ATL days.

By managing our time and tasks effectively within the Community Project we learnt how to demonstrate our organisational skills. By employing the Gantt Chart and rubric for success and allocating various roles amongst our group we were able to manage our time and task effectively. Although this was challenging, having the accountability of regular check-ins with our supervisor Mr Enright, helped us keep on track as we had to have evidence of progress and keeping to the correct time frame. By managing our time and tasks effectively we were also able to learn how to transfer this to managing our state of mind. We found this the most challenging as the affective skill we wanted to develop was empathy and this is not something we can simply organise ourselves to feel. We had to actively put ourselves in another shoes and using visualisation techniques and imagining constraints we were able to develop and practise empathy.

Through research we learnt how to analyse and evaluate the issues surrounding depression and those who are struggling with this. By breaking our research and evaluation down via a series of questions and using the model given by our teachers we could learn how to critically think through the issues surrounding depression. From this critical thinking we were then able to think in a creative way by generating our Tumblr page and considering the multiple perspectives of both our primary and secondary sources. Using both our critical and creative thinking we where then able to transfer this knowledge and skills to our product – the Tumblr page.

Our communication and social skills have developed through the process of completing our Community Project as we have had to independently learn how to communicate via both social media, email, face-to-face and collaborative group work. This development of communication skills helped us develop our social skills as we needed to collaborate effectively with each other and our sources in order to create an effective Tumblr page with visual representations that shine a metaphorical ray of light and hope for those who are struggling with depression.

We hope our Community Project is able to help those struggling with depression and bring a ray of hope into their lives.

Bibliography

Primary Sources:
Koehler, A. 2016, pers. communication, 22nd July.

Shah, C. 2016, pers. communication, 22nd July.

Synnott, S. 2016, pers. communication, 21st July.

Secondary Sources:
Beyond Blue, [n. d. online] https://www.beyondblue.org.au/ [accessed: 19th June, 2016]

Black Dog Institute, [n. d. online] http://www.blackdoginstitute.org.au/ [accessed: 19th June, 2016]

Mind Matters, [n. d. online] http://www.mindmatters.edu.au/ [accessed: 20th June, 2016]

Tumblr, [n. d. online] https://www.tumblr.com/explore/trending [accessed: 27th June, 2016]

Appendix

Appendix 1:

What: We need to research the cause, impact and nature of depression. We also need to research how we can bring hope to someone who is suffering from depression.

Who: The community we are wanting to meet is the global community on Tumblr. This is primarily people aged 14 – 30. We need to research just who the majority of these people are what appeals to them aesthetically.

When: We have a 14 weeks segment to complete this project and this is all to be completed in our own time. In total we need to spend 15-hours working on our Community Project.

Where: As this is to be conducted primarily online we simply need a location with good Wi-Fi. We will need to research the most effective means of capturing images at locations that appeal to people who are struggling with depression.

Why: We need to research why some people struggle with depression and why we can be of indirect service for them.

How: We need to research the most effective means of creating a hopeful and aesthetically pleasing Tumblr page that can help others.

Document your sources in the table below:

Type of Source	Source Title and/or url	Author	Date Accessed
Primary	Sean Synnott, Student Liaison Officer for HeadSpace		June 30th 2016
Primary	Pastor Andrew Koehler, Chaplain		June 27th 2016
Secondary	Beyond Blue www.beyondblue.org	Beyond Blue.org	July 1st, 2016
Secondary	Black Dog Institute www.blackdoginstitute.com.au	Professor Helen Christensen	July 3rd 2016

Appendix 2:

Research Skills	Evaluation
Authority	Black Dog Institute is developed by Chief Scientist, Professor Helen Christensen. Professor Helen Christensen has a PhD in Psychiatric Research and is also the president for Australasian Society for Psychiatric Research.
Accuracy	The infroamtion we have gathered from the Black Dog Institute is accurate as we have been able to corroborate the information on how to cope with depression with both BeyondBlue.org and Lifelife.org, as well as our Primary Source, Pastor Andrew Koehler.
Objectivity	Black Dog Institute has no bias as it simply an information site that is sponsored by the Australian Government. It is not sponsored by a particular pharmaceutical company and the employees are primarily university based rather than corporate based.
Currency	The information released on Black Dog Institute is current. The articles we have read have been published from May 2012 until July 2014 meaning this information is current and relevant.

Appendix 3:

Community Project Gantt Chart
Goal: Create a Tumblr page with appropriate hashtags that can shine a metaphorical ray of light and hope on those struggling with depression.

Objective	Resources	Week 10	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Investigation:															
Define Community Project Goal	Seqta – Learn and Individual devices	■													
Define Research			■												
Research Process	Primary and Secondary sources			■											
Evaluation of Sources					■	■									
Planning:															
Assign Roles for Completion							■								
Create rubric for success							■								
Refine Gantt Chart							■								
Taking Action:															
Capture Photographs	iPhones, Individual Devices, Transport, Internet Connection, Instagram, Text-Write and Tumblr apps.							■	■		■		■		
Create Quotes and Hashtags									■		■				
Record Progress in Process Journal								■				■	■		
Edit Images and Synthesize										■	■				
Double check and get group feedback											■	■			
Publish on Tumblr													■		
Reflecting:															
Evaluate against rubric for success	Seqta – Learn and individual devices													■	
Write TEDx-style Talk Script														■	
Create Appendix and Bibliography														■	
Double-check, edit and refine														■	
Presenting:															
Deliver TEDx-Style Talk for report	Projector, Individual Devices, Recording Device														■

Rubric for Community Project Success				
Specifications:	**Specification 1: Photographs need to be aesthetically pleasing.**	**Specification 2: Photographs need to provide a visual representation of hopefulness.**	**Specification 3: Text needs to be encouraging and relevant for a person struggling with depression.**	**Specification 4: Hashtags on Tumblr need to be authentic and compliment the message of the photograph.**
7 - 8	Photographs consistently employ camera techniques in an excellent manner in order to create aesthetically pleasing images.	Photographs consistently convey a message of hopefulness through the choice of camera technique, subject matter and lighting.	Accompanying text is relevant to the age group who access Tumblr and is consistently encouraging and useful for a person struggling with depression.	All hashtags that accompany photographs are authentic and make obvious and sophisticated connections to the image.
5 -6	Photographs mostly employ camera techniques in an effective manner in order to create aesthetically pleasing images.	Photographs mostly convey a message of hopefulness through the choice of camera techniques and subject matter.	Accompanying text is relevant to the age group who access Tumblr and is encouraging and useful for a person struggling with depression.	Most hashtags that accompany photographs are authentic and make obvious connections to the image.
3 - 4	Photographs sometimes employ camera techniques in order to create aesthetically pleasing images.	Photographs sometimes convey a message of hopefulness through the choice of subject matter.	Accompanying text is sometimes relevant to the age group who access Tumblr and is somewhat relevant and useful for a person struggling with depression.	Some hashtags that accompany photographs are authentic and make obvious limited connections to the image.
1 -2	Photographs rarely employ camera techniques. Images only are not aesthetically pleasing.	Photographs barely convey a message of hopefulness. The message is not clear.	Accompanying text is rarely relevant to the age group who access Tumblr and is not very relevant or useful for a person struggling with depression.	A very limited number of hashtags that accompany photographs are authentic and make limited connections to the image.

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Appendix 5:

COMP

C – Central Point
When you enter the learning environment, whether it be school or home, take a pause and say to yourself: 'I am part of this Learning Zone,' in order to focus your mind on the central point.

O – Organise the Mind!
Ensure you fully understand and know why you are learning. Prepare your mind to engage, think, communicate, collaborate and demonstrate knowledge and concepts and content.

M – Me Time!
When you are active participate in a leaning zone, it is not the right time or the right place for you to have Me Time.

P – Pack it Up!
Before you leave the Learning Zone, ensure that you have been able to summarise the learning objectives and have a clear idea of what is ahead. As you physically pack up, ensure you also mentally pack up.

Appendix 6:

Link to Tumblr page:

MYP Community Project

Academic Honesty Form

Student(s) name:	
School name:	
School number:	
Teacher name:	
Teacher comment:	

Student declaration

We confirm that this work is our own and this is the final version. We have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials.)

Teacher declaration

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student(s).

Students signature	Date
Supervisor's signature	Date