

Student-led KAP Application

Purpose

To give students the opportunity to propose and lead a KAP about a topic that they are passionate about, and feel is lacking from the current KAP offerings. This gives students the opportunity to share their passions and gain experience as leaders.

Leader Name (Include your full name)	Big commitments that you will have in Semester 2 of 2024/2025 (Example: Student Council, sports teams, drama production, etc.)
#1: Ziyi (Alicia) Chai	
#2: Chengxi (William) Wang	HS Football team

***If there will be more than 2 student leaders, please add a row to the table. Be ready to explain in your interview why you need more than two student leaders.**

KAP Name	不为人知的文化遗产/The Unknown Cultural Heritage
Objectives	(What will students learn/get out of being in your KAP? What skill/thing/etc. will they take away with them at the end of the 12 weeks?) By participating in our KAP, students will be able to learn about several traditional cultural heritages. Specifically, we will offer a presentation of each of the topics, and students will get the chance to create a work (artwork, poster etc.) that is relevant to the cultural heritages they explored. We, as KAP leaders will collect their work for each topic. After the 12 KAP sessions, we will be organizing an exhibition that exhibits their work throughout the entire semester, showing their learning progress and creativity. They will be able to take away their work after the exhibition.
12-week plan	Week 1–Introduction into KAP & Introduction to the first cultural heritage: Chinese Gold–Extraction

	– (15min) Self–Introduction: Ice Breaking Games (Remembering the previous student’s names and hobbies) – (10min) Introduction to KAP: Aim, Plan, Overview – (25min) Introduction to Chinese Gold–Extraction (Interactive presentation offered by the KAP leaders) Leading Question: What do you notice about the development of goldmining? What plays a key role in this development?) Intro to: Origin, Development (Technologies and strategies), Interesting Stories, Modern gold–extraction, Effect on Chinese economy – Reminder for student: fill out a form on what they would like to learn for their fifth topic. Week 2–Continue to explore their first cultural heritage: Chinese Gold–Extraction – (5min) Introduction to the Agenda – (10min) Activity to review the previous session: Kahoot – (25min) Activity: Make a poster about the history of Chinese gold–extraction (12 students(ideally) will split into 4 groups, each group makes an A3 poster) – (10min) 2–3minutes for each group to present their poster The activity will be the Exit Ticket for the KAP session, KAP leaders will scan their work of art. Week 3– Introduction to the second cultural heritage: Chinese Porcelain – (5min) Introduction to the Agenda – (30min) Introduction to Chinese Porcelain (Interactive presentation offered by the KAP leaders) Leading Question: Share your experience when you first see
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	a piece of Chinese Porcelain, what is your impression? How do you think they are made? Intro to: Origin, Method, Historical Value, Interesting Stories – (15min) Activity: Kahoot (questions about porcelain) Week 4– Continue to explore their second cultural heritage: Chinese Porcelain – (5min) Introduction to the Agenda – (10min) Recap of the previous KAP session about Chinese Porcelain (students will share their knowledge of this cultural heritage, KAP leaders will lead the discussion) – (35min) Activity: Design your own Chinese Porcelain! (Students will be divided into groups of 1–2) Students will draw and annotated their own porcelain design The activity will be the Exit Ticket for the KAP session, KAP leaders will scan their work of art. Week 5– Introduction to the third cultural heritage: Chinese Myths – (5min) Introduction to the Agenda – (30min) Introduction to Chinese Myths (Interactive presentation offered by the KAP leaders) Leading Question: What is the definition of a Myth? Can you give an example of a Myth? Intro to: Origin, Progression, Historical Value, Interesting Stories (Watch some myths that were acted out) – (15min) Activity: Look at the picture and guess which myth it is about Week 6– Continue to explore their third cultural heritage: Chinese Myths – (5min) Introduction to the Agenda – (10min) Recap of the previous KAP session about Chinese
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	Myths (students will share their knowledge of this cultural heritage, KAP leaders will lead the discussion) – (35min) Activity: Write your own Myth/Research on a myth (Students will be divided into groups of 2–3) Students can choose from the options below: Research on the characteristics of Chinese myths during a specific era (create a poster) Research on two different myths and make a comparison table between the two (create a canva project) Write an “aftermath” for a chosen Chinese myth Create your own myth with Chinese elements The activity will be the Exit Ticket for the KAP session, KAP leaders will collect their work. Week 7–Introduction to the fourth cultural heritage: Chinese Mural Paintings – (5min) Introduction to the Agenda – (30min) Introduction to Chinese Mural Paintings (Interactive presentation offered by the KAP leaders) Leading Question: What Mural Paintings have you ever seen? Where did it come from, and when? What is your impression? Intro to: Origin, Progression(chronological), Historical Value, Interesting Stories (Examples of mural paintings), Effect on Chinese traditional art – (15min) Activity: Look at several mural paintings and guess what stories are they about? KAP Leaders will be preparing photos of Mural Paintings that convey certain stories Students will be guessing which story does the painting refer
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	to, and they may get gifts(candy) if they got it correct Week 8– Continue to explore their fourth cultural heritage: Chinese Mural Painting – (5min) Introduction to the Agenda – (10min) Recap of the previous KAP session about Chinese Myths (students will share their knowledge of this cultural heritage, KAP leaders will lead the discussion) – (35min) Activity: Create your own Mural Painting! /Learn more about Mural Paintings! Students can choose from the options below: Create a “newspaper” showcasing an important investigation of Mural Painting Create your own Mural painting with Chinese elements Creating your own Mural painting for a chosen Chinese Myth The activity will be the Exit Ticket for the KAP session, KAP leaders will collect their work. Week 9– Introduction to the fifth cultural heritage: Topic chosen by the students – (5min) Introduction to the Agenda – (30min) Introduction to Cultural Heritage (Interactive presentation offered by the KAP leaders) Leading Question Intro to: Origin, Progression, Historical Value, Interesting Stories etc. – (15min) Activity: Playing a game that is relevant to the introduction The game is set to make sure that the students learned something from the presentation This game can help them to create their project of this
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	cultural heritage Week 10: – Continue to explore their fifth cultural heritage: Topic chosen by the students – (5min) Introduction to the Agenda – (10min) Recap of the previous KAP session (students will share their knowledge of this cultural heritage, KAP leaders will lead the discussion) – (35min) Activity: The activity will be designed according to the topic KAP Leaders will be first introducing the task specifications KAP Leaders will provide support to the students accordingly Week 11– Preparation for the exhibition – (5min) Introduction to the Agenda – (10min) Quickly go through all the topics covered in the precious 10 classes & Specific introduction to the exhibition – Prepare for the exhibition: Students will engage into the process of preparing the exhibition, being their own curator Students will be focusing on: Refining their previous works if needed Arranging their own projects into the exhibition section with aesthetic designs KAP leaders will help the students with details of the exhibition, enduring the unity in style and the quality of the information Templates and partial of the exhibition will be done for the section slides to remind students of what was learnt in previous sessions and lesson their workload and ensure the quality of their work. Week 12–Reviewing and celebrating the student’s progress
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	– (5min) Introduction to the Agenda Reflecting the progress throughout the semester – (30min) Students will be visiting the final exhibition, that is composed by their own works. Bring the students to the exhibition site, and introduce the exhibition to them Student may start discussions while visiting the exhibition They can reflect on their progress throughout the year – Watching a slideshow that the KAP leaders made, showing their progress throughout the year (with their photos during KAP sessions, things they learn, projects they accomplish etc.)–10 min KAP Leaders will be recording videos or taking photos during KAP KAP Leaders will edit the photos and videos into a Recap Video Students can recall their experience throughout the previous KAP session
Budget (If needed)	No

**Please complete and attach this document to the form found here.
Rename the file to match the name of your KAP.
Requests for late applications cannot be accepted.**