


RISK

For 2 to 4 Players
Ages 4 and Up

Yahtzee Jr.
Your child's first Yahtzee game



CONTENTS
5 dice, 20 scoring cards, 100 tokens, 100 tokens, 100 tokens

OBJECT
Score 100 points or more on the board.

OPERATION Instructions

Ages 6 and Up
1 or More Players

WARNING:
CHOKING HAZARD - Small parts
Not for children under 3 years.

Object: Collect the most money
by performing successful "opera-
tions."

Contents: Gameboard with
"Cavity Sam" patient and tweezers,
24 cards, 11 "Anatomy" parts, play
money with rubber band.

The First Time You Play
Carefully twist the 11 "Anatomy"
parts off the runner. Discard the
waste.

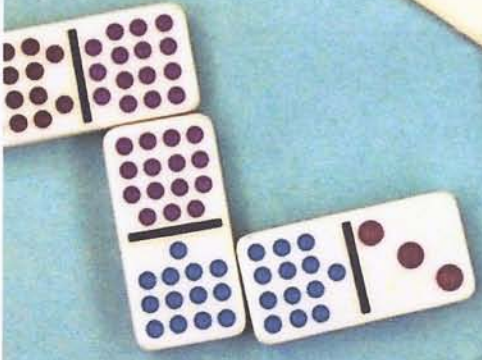
Remove the tweezers by pulling
down on the front and pulling
them out from under
as shown in Figure 1.

Figure 1

Insert and Test Batteries
Insert 2 "D" size alkaline batteries
into the battery compartment
matching the "+" and "-"
as shown in Figure 2.



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RISK

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PICTIONARY™
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THE NEW EDITION



Clue

ROOMS

- Hall
- Lounge
- Dining Room
- Kitchen
- Ballroom
- Conservatory
- Billiard Room
- Library
- Study

Dear Senior Capstone Expert-in-the-Field,

A Collegiate High School student has solicited your assistance with his/her Senior Capstone Project because he/she has determined you to be skilled and/or experienced in a particular field of interest and/or research. The student would like for you to advise and oversee the completion of his/her Senior Capstone Project *field work*. **Thank you for agreeing to be a Capstone Expert-in-the-Field!**

The Capstone Project allows each senior the opportunity to demonstrate his/her years of educational experience in reading, writing, speaking, accessing information, thinking, problem solving, organizing and time-managing. These skills will be showcased in a four-part process, consisting of the following components:

- a word-processed research paper on a topic of the student's choosing
- **a physical product, performance, skill, or service related to some aspect of the research paper, guided by a student-selected Expert-in-the-Field**
- a portfolio documenting the entire process
- an oral presentation synthesizing the first three components. The oral presentation is given before a panel judges made up of community members.

In addition, each student is asked to incorporate a personal "**stretch**." For the purpose of the Capstone Project, a "stretch" indicates learning or accomplishment clearly beyond what the student previously had achieved intellectually, creatively, emotionally, or physically as appropriate to the nature of the student's project.

To be successful, the student must complete and pass all components of the project, which is required for graduation. When the fifteen hours of field work is finished, ***you will be asked to verify the student's performance throughout the Expert-in-the-Field.***

All of us connected with the Senior Capstone Project at the Collegiate High School at Northwest Florida State College sincerely appreciate your willingness to support this program by serving as a Expert-in-the-Field. We hope your experience is a rewarding one.

Sincerely,



Christine Rogers
Senior Capstone Project Coordinator

Senior Capstone Project Expert in the Field Requirements and Responsibilities

Requirements:

- May not be a family member
- Be an expert in the field with significant experience in the student's topic
- Be over 21 years of age
- Be available for consultation with the student during the field work stage of the senior's capstone project

Responsibilities:

- Act as a primary resource for the student in the product phase
- Provides the student with practical knowledge in the area of the chosen topic
- Provides the student with feedback for the project
- Suggests sources that the student can use for his/her project
- Encourages the student to perform at his/her best ability
- Serves as a good role model
- Provide verification that the student has met with him/her during the field work at regular intervals and has seen the field work progress.

Advice for Experts-in-the-Field

<p>Develop a professional relationship with your senior.</p>	<p><i>Your senior has chosen you for a mentor because of your expertise. Help your senior develop professional skills in your area of expertise. Establish appropriate rapport and set appropriate boundaries. Think of yourself as an employer and teacher, not as a parent or personal friend. You have the potential to become a significant adult influence in this young person's life by helping him or her develop attitudes, skills, ethics, and expertise to succeed professionally.</i></p>
<p>Treat your senior as an adult and expect adult behaviors from your senior.</p>	<p><i>We expect our seniors to develop skills necessary to succeed in the world beyond high school. Help your senior develop those skills, giving constructive feedback when necessary.</i></p>
<p>Be consistent in expectations of senior.</p>	<p><i>In your first meeting, make a list of what you need from each other and agree to honor those needs. In subsequent meetings, look at the list and discuss how the two of you are doing with expectations.</i></p>
<p>Be reliable and maintain regular contact.</p>	<p><i>Make appointments for meetings and let the senior know in advance of any changes.</i></p>
<p>Be involved, yet allow your senior to work independently on the project.</p>	<p><i>Share your expertise, give critical feedback, but allow the senior to work independently unless your involvement is essential.</i></p>
<p>Be positive and encouraging about the Senior Capstone program.</p>	<p><i>Seniors are trying new roles and embracing challenges that could result in failure. We do not expect perfect projects; we do expect learning stretches by the seniors. If your senior does not have at least one setback, then he/she is probably not having a learning stretch. It is with these setbacks that your senior will learn perseverance and self-reliance. Your senior's sense of self will be shifting with this project. Encourage and treat your senior as capable. If you do the work for the senior, you will be sending a message that you do not think he or she is capable. Help your senior develop resilience and problem-solving skills. Rather than saying, "What you should do is...", "ask your senior, "What do you think you could do?"</i></p>

Acknowledge successes and celebrate failures if those failures are the result of taking risks and result in learning.

This is a rigorous project with high standards. Students sometimes get discouraged, lose their way, and give up. You may hear your senior complain about the work, or about the project. This complaining is part culture, part coping mechanism, part age, and part reality. When the significant adults participate in the culture of complaining, then the young adult is pulled down and may infer that the adult does not believe the student is competent and capable of succeeding with this project. Let your senior know that, no matter how high the standards, how difficult the challenge, how stressful the deadlines, your senior is capable of succeeding. During these moments, Expert-in-the-Field will be called on to believe in the seniors more than they believe in themselves.

Ask for help if your senior does not respond to your guidance or you are concerned about the progress or the integrity of the Project.

*1) **Help your senior to understand the learning involved in failure.** Ask, "What did you learn? What could you have done differently?"*

*2) **Give effective positive feedback.** Instead of giving general praise, such as "Great" or "Terrific," describe specifically what the student is doing well. "You answered all of the customer's questions and even gave additional information that she needed". Specific praise will help your senior to develop pride in the work and criteria for success. It is better for the senior to develop internal motivation through self pride than external motivation through trying to please others.*

*3) **Give constructive negative feedback.** When you see areas the senior needs to improve, then facilitate awareness of standards. Show examples of good work and ask your senior to compare them. Ask: How could you improve this? What could you do differently? Why is this not working? What do you need to do next?*

**Collegiate High School at Northwest Florida State College
Senior Capstone Project Agreement**

Thank you for volunteering your time to serve as an expert in the field for the Collegiate High School Senior Capstone Project. We appreciate the time and effort that you will spend with this senior as he/she works toward complete of this project.

Since the student selected his/her own project, it is his/her responsibility to explain the project to you. He/she should also be able to explain what he/she needs for you and how he/she will benefit from your expertise.

Please sign below to indicate that you agree to give your time to assist this student.

Christine Rogers

Collegiate High School at NWFSC
100 College Blvd.
Niceville, FL 32578

729-6417
rogersc@nwfsc.edu

Student's name (please print) _____

Name _____

Place of employment _____

Job title _____

Work/home/cell phone numbers _____

E-mail address _____

Home address _____

Signature _____ Date _____

**Collegiate High School at Northwest Florida State College
Senior Capstone Project Expert-in-the field Verification Form**

Student's name _____

Expert's name (please print) _____

Since most of the time spent on the project / field work section of the Senior Capstone Project was completed outside of the school day, verification of the student's efforts is appreciated. Please answer the following questions to help us evaluate your student's project / field work.

1. Can you verify that the student spend at least 15 hours completing this project / field work?

YES _____ NO _____

Comments: _____

2. Have you seen the field work at different stages of completion, not just the final phase?

YES _____ NO _____

Comments: _____

3. What specific problems did the student encounter and overcome?

4. What successes have your seen the student achieve through this project?

5. When did the student meet with you? _____

Expert-in-the-field signature _____

Date _____