* List your extra-curricular activities and any applicable leadership positions:
  + Vex Robotics Competition: Captain
  + FIRST Robotics Competition: Captain
  + Debate Competition Team: Captain
  + Combat Robotics: Captain
  + Theatre Productions: Officer
  + Computer Science Honour Society: Officer
  + Robust Adaptive Network Project: Founder, President
  + Pedal Power Project: Founder, President
  + Taekwondo Competition Team: First Degree Black Belt
  + Discobots Community Outreach Programs: Captain
  + Soccer: Midfielder
  + Boy Scouts: Star Scout Rank, Den Chief
  + Swimming: State-level competitor
* Why do you want to be an IB Ambassador? (300 words max)
  + Being an IB ambassador gives me the chance to learn by helping others, improve this program I am a part of, and represent Lamar at a higher-level. Becoming an IB ambassador for Lamar would entail helping my peers through the intricacies of their requirements as an IB student. Becoming an IB ambassador would give me the responsibility of helping these peers such as with activities like the IB Diploma Picnic, the Extended Essay, and CAS. By helping my peers, not only do I develop a better student body and relations with other students, but I also further increase my own understanding of the program to pass on to anyone else who may need assistance.

Additionally, as an IB ambassador, I will have the opportunity to contribute into Lamar’s IB program, improving its various characteristics from a student’s perspective. I already have a significant passion for IB and Lamar’s diploma program, so becoming an IB ambassador would add an extra appreciation and sense of direction for me to enhance the IB program experience.

Finally, becoming an IB ambassador makes me a representative of Lamar High School, a position of pride. The IB Programs, courses, and diploma of Lamar give it a unique appeal and value for the students. I am very passionate about being a Lamar IB Diploma student, and representing the group of my peers as the IB Program’s student leadership is a position that I know I will carry out well.

* Identify one major strength and one major weakness of the IBDP at Lamar. How would you address any areas for improvement as an IB Ambassador?(300 words max)
  + One major strength of the IB Diploma program at Lamar is the vast amounts of resources available to any student who tries to explore, and take advantage of Lamar’s IBDP offerings. From the writing lab, to the early start of EE, and the covering of all IB themes in TOK, the IB Diploma Program at Lamar has a wealth of assets to assist any student in excelling. Another aspect of the program that lends many resources is its size. The IB Diploma program at Lamar is very vast, covering hundreds of students. Although this may bring significant benefits to the participants of the IB diploma program, this characteristic is also one of the program’s biggest weaknesses.

While covering such a vast number of candidates, it is an immense challenge for teachers, mentors, or any resources to effectively touch and improve the experiences of every candidate. Many students may feel left behind or feel as if the IBDP did not meet up to its full potential, simply because it is an insurmountable obstacle for our configurations to handle every last IBDP participant. This is where, as an IB ambassador, I would make the pledge of creating significant change. As an IB ambassador, I would act as a hub with spokes towards various other students, ensuring that I lift up the whole program, by implementing a more personal, curated IBDP experience to as many students as I can.

* We're looking for your honest feedback on the Extended Essay writing process. The lunch meetings were implemented based on this year's seniors saying that they wished they could have started the EE in the fall. Was it effective? What worked about it? What didn't? What solutions or suggestions could you propose? (300 words)
  + From the experience of my peers and I, the new format of increasing guidance for the Extended Essay was beneficial to the students. This format let many students have greater confidence in completing the Extended Essay.

On the other hand, some students, including myself, feel as if the process of the Extended Essay throughout both semesters was too bureaucratic. The regular tasks of assignments like reading external research novels, answering tests on passages, and going through assignments that did not directly build on essay progress had the effect of making the general process rushed and of limited quality. One simple solution to this problem would be to make the Fall sessions of extended essay development focus solely on making the research question and writing instead of having side lessons that teach academic sources, research habits, strategies, etc.

Another quick solution to enhancing the EE writing experience would be to have less assignments/scoring because many students tend to be discouraged in creativity and flexibility when the Extended Essay begins to feel like a loose set of extra assignments. The many worksheets with assignment rules and boxes to fill discourage many students from making a genuine effort towards this fruitful exploration, instead, students want to get rid of the negatively associated workload as soon as possible. To replace the worksheets’ needed structure and accountability, the EE should instead be guided by mentors such as teachers or Students (like the IB ambassadors). In this way, the students are still motivated not to fall behind (due to having an IB ambassador keeping track of them), but have more room to be flexible, creative, and enjoy the process, while completing the aspects of this very personal project on a more personal level, rather than being prescribed a path they may view as a burden.