The PP Skinny Guide ▶

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Student Name: _____

The Personal Project

As a tenth-grader, you are entering your final year as a student in the IB Middle Years Program at Harding University High School. The completion of a personal project over the course of the 10th-grade year serves as the culminating experience of this journey. Completing the personal project will give you the opportunity to apply the skills that you have been developing since the day you enrolled at HUHS. It also gives you the freedom to choose a project that is personally interesting to you!

embodying the IB Learner Profiles in an attempt to become life-long learners! This will definitely be a journey that you will remember long after you graduate from Harding and this experience will be invaluable in preparing you for your future beyond this class!
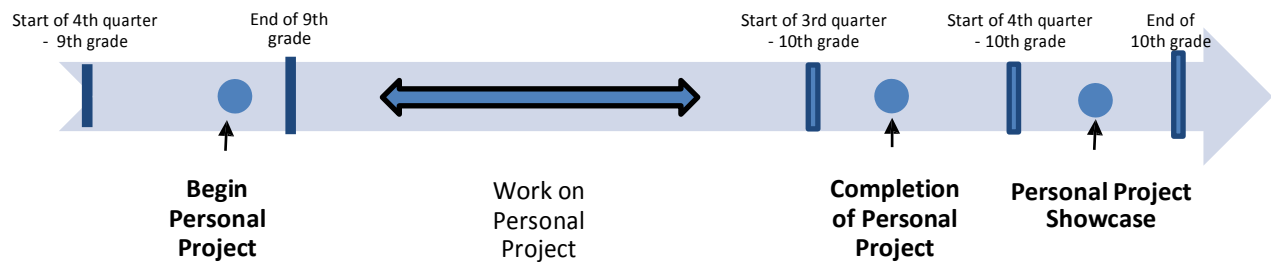-Mr. Ward

"Your first projects aren't the greatest things in the world, and they may have no money value, they may go nowhere, but that is how you learn - you put so much effort into making something right if it is for yourself." - Steve Wozniak - co-founder of Apple

This is an exciting experience where you will get to study a topic of your choice while practicing and

RESEARCH

PERSONAL PROJECT OVERVIEW

What is the Personal Project?

- A project with a topic that YOU CHOOSE because it matters to you
- A project in which YOU define a goal and work towards accomplishing that goal
- An independent study – so you do it on your own with the help of an adult supervisor. It is not a requirement for any one class; it is an MYP requirement for all Senn students.
- *A project that impacts your attitude and behavior because you:*
  - o *Develop a new area of personal interest*
  - o *Share new understandings with peers, teachers, and family*
  - o *Are able to make a difference through your decisions and your actions!*
- It concludes with a public ***showcase*** of your work near the end of 10th grade

Start of 4th quarter - 9th grade	End of 9th grade		Start of 3rd quarter - 10th grade	Start of 4th quarter - 10th grade	End of 10th grade
Begin Personal Project		Work on Personal Project	**Completion of Personal Project**	**Personal Project Showcase**	

What are the major parts of the Personal Project? (What do I turn in?)

There are three major components to the Personal Project:

1. **The Process Journal** – You have to document all the steps you take and your evolving thinking about the project – from brainstorming a topic to reflecting on your final product.
2. **The Product/Outcome** – This is the 'thing' you produce in order to accomplish your project goal. Examples include: a video, an essay, a play, a fundraising campaign, a sculpture, etc. You evaluate its success by measuring the product/outcome against specifications that you create in advance *(see 'What are project specifications and how do I create them?' on page 6 of this handbook)***.**
3. **The Report** – You must create a detailed report of your project including evidence that you have met the Personal Project Assessment Criteria *(see 'How is the project graded?' on page 10 of this handbook)***.** The report must have a specific structure, and you will receive in-class guidance on writing it.

Process Journal

Decide on a format and use it throughout the project

A place for:
- Brainstorming
- Planning
- Recording interactions with sources (e.g. books, online sources, teachers, supervisor)
- Important ideas/quotes
- Reflection

Product/Outcome

Based on the goal you define

Evaluated based on specifications you create

Can have multiple formats - your chance to be creative!

Project Report

Contains evidence that you met the assessment criteria

Your supervisor uses it to score your project

Must follow a specific format

Submit with 5-10 extracts from your Process Journal as evidence of meeting the assessment criteria

What steps do I have to take in order to complete the Personal Project?

All steps are summarized below, and then detailed on pp. 4-8 of this handbook.

1. Investigate

Begin your **Process Journal** at the beginning of this step and use it throughout	Brainstorm & identify a suitable **topic**	Identify & record relevant **prior learning** & **subject knowledge**	Identify one **Global Context** on which you will focus	Decide on a challenging, yet realistic **goal** that you can accomplish	Conduct research & record in Process Journal

2. Plan

Continue your **research** & **record** it in your process journal

Create **specifications** to **evaluate** your product/outcome

Develop & **record** in Process Journal a **plan** to create product/outcome

3. Take Action

Analyze & evaluate information in your research by considering:
- Why does this information matter?
- How is this relevant to my stated goal?

Use the information – **transfer and apply** it to your goal by:
- Making decisions
- Creating solutions
- Developing understanding

Create the **product/outcome** defined by your goal

4. Reflect

Evaluate the product/outcome using the **specifications** your created in step 2

Explain how completing the project extended your knowledge/ understanding of the topic and global context?

Explain how you have grown as a learner by completing the project?

Explain how what you have learned has impacted your attitudes and behavior

5. Report your Project

Use your Process Journal to help you complete the report

Organize the report according to the proper structure

Write clearly and concisely (don't use more words than necessary)

Choose 5-10 extracts from Process Journal highlighting completion of criteria

How do I decide on a goal?

I.   INVESTIGATE – How do I get started?

➤ Begin your choice of *Process Journal* with some brainstorming in order to find a topic that best suits your interests.
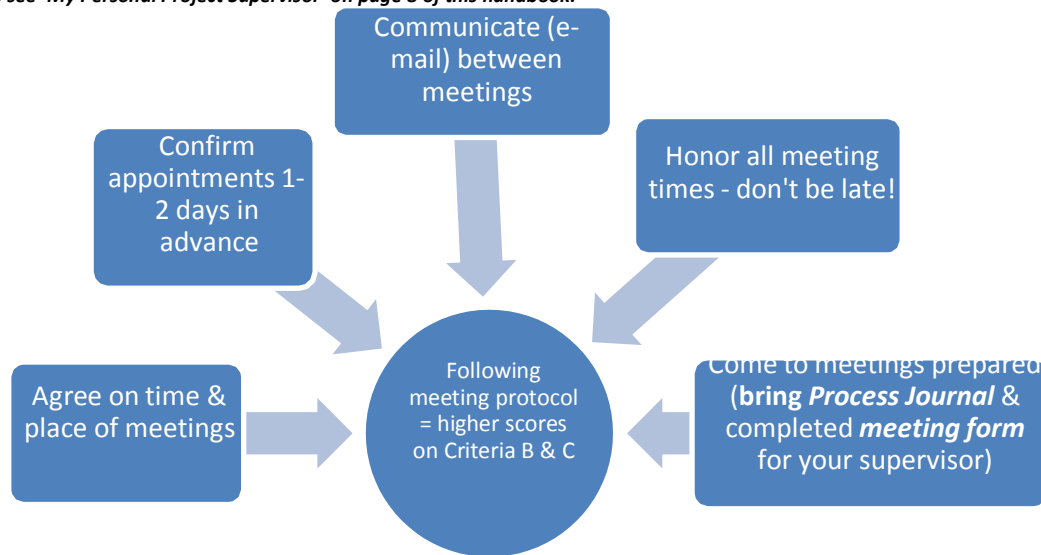
Possible Formats for your Process Journal…

- A journal notebook
- An organized binder
- A wiki/blog

➤ Meet your supervisor to share your topic and review the **meeting protocol**.

*Also see 'My Personal Project Supervisor' on page 8 of this handbook.

Communicate (e-mail) between meetings

Confirm appointments 1-2 days in advance

Honor all meeting times - don't be late!

Agree on time & place of meetings

Following meeting protocol = higher scores on Criteria B & C

Come to meetings prepared (**bring *Process Journal* &** completed ***meeting form*** for your supervisor)

➤ You will do some **background research** on your topic before you can develop a worthwhile goal.
➤ Make sure to use your process journal during your research to record ALL sources you encounter – even if you do not end up using a particular source.

CHOOSING A GLOBAL CONTEXT:

➤ There are six Global Contexts. Each of them is described on page 9 of this handbook. They are:

1. **Identities & Relationships**
2. **Orientation in Space & Time**
3. **Personal & Cultural Expression**
4. **Scientific & Technical Innovation**
5. **Globalization & Sustainability**
6. **Fairness & Development**

Consider the following questions as you choose a global context through which to focus your project.

✓ What do I want to achieve through my project?
✓ What do I want others to understand through my work?
✓ What impact do I want my project to have?
✓ How can a specific context give greater purpose to my project?

➤ You must choose ONE of these contexts through which you will explore your topic.
➤ Topics often lend themselves to one or more of the Global Contexts; think about which ones seems to fit well with the topic you have chosen and the way you wish to approach it.
➤ The Global Context that you choose will help you to formulate your goal!

How do I decide on a goal?

➢ Now that you've chosen a topic, done some research, and selected a Global Context, use these to help formulate a challenging, yet realistic goal.

Your interest

Topic of choice → Global context → **YOUR GOAL**

Research
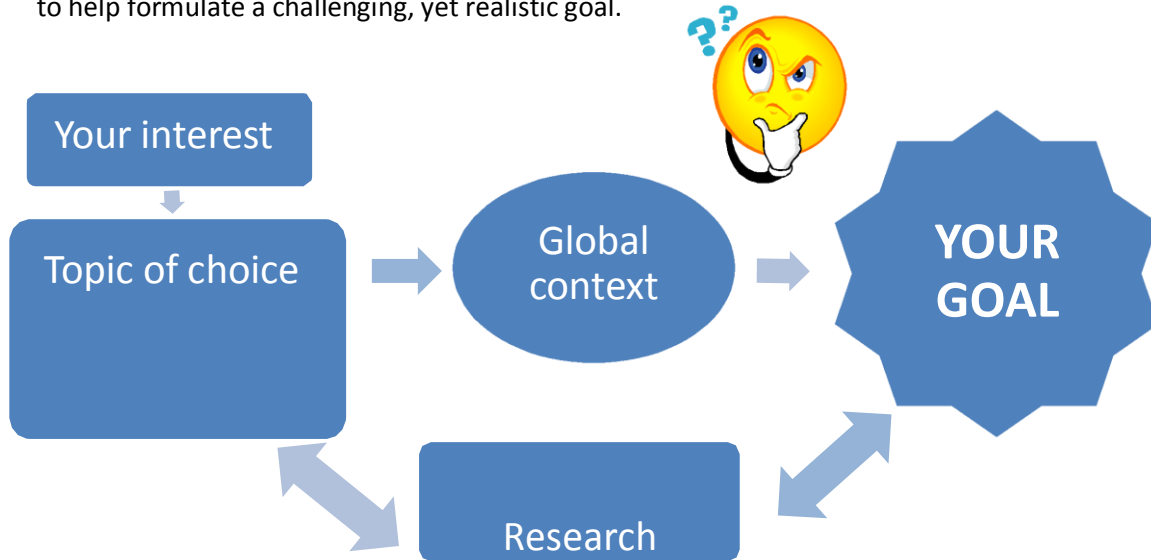
Consider the following examples of Personal Projects:

	Challenging (worthwhile)	HIGHLY Challenging (not advised!)
A	Create a cyber-bullying awareness campaign in the school	End cyber-bullying among teenagers in Chicago
B	Write/perform a hip hop song for peers and have a question & answer session	Write and record/produce a hip hop album
C	Create a 15-minute documentary about race and inequality in Chicago	Create a feature-length (90 minute) documentary about race and inequality in the United States
D	Organize a 5K run in Edgewater to raise funds for a charity	Organize a city-wide marathon to raise funds for charity

Samples adapted from the IB's Personal Project Guide

ACTIVITY: Considering the Global Contexts

What might be the Global Context for each of the above sample Personal Project goals? (refer to p.9)

Project	Possible Context	Explanation of why the Global Context fits the project goal
A	*Identities/Relationships* or *Scientific/Technical Innovation*	- *Focus on creating more positive peer relationships in the school emphasizing our common humanity (outcome might be a petition drive) OR* - *Focus on the negative impact of widespread irresponsible use of social media (product might be an exposé article or presentation)*
B	*Personal/Cultural Expression* or *Orientation in Space/Time*	- *Focus on the way the song was written and performed help to creatively express your ideas OR* - *Focus on how your song fits in the development of hip hop over time and across the world*
C	_____ or	
D	_____ or	

For further explanation, see 'Explaining the Global Contexts' on page 9 of this handbook.

II. PLAN - How do I conduct my research?

➢ You must use a *variety* of resources.
➢ Remember to begin with **your own prior knowledge** about the topic and any related information you have learned in one of your classes. Don't forget to record this prior knowledge in your process journal!
➢ Be very careful to record the bibliographic information for every resource that you consult
➢ Use MLA for referencing (your History teacher will help with this)

Possible sources include:
- Your supervisor
- Other teachers/librarian
- Books & periodicals
- Adults in the community
- Websites
-

➢ When your resource is a person, get the correct spelling of their full name and the record the date on which you spoke
➢ For websites, print off one page and get the URL and date you accessed the site

You can more easily evaluate a website by checking out the „About" link on the site"s homepage!

When **evaluating** your sources, consider:

➢ *Origin* – where did the information come from? Who is the author or interviewee? What is their background?
➢ *Purpose* – Why did the author write it? Who is the intended audience?
➢ *Value* – Is the author credible? Is the information current? Is it accurate?
➢ *Limitation* - Why does its origin and purpose the source make the source NOT so believable/ trustworthy/timely

*Based on your research, develop a plan – including a timeline – to create your product/outcome. Record the plan in your process journal!

What are project specifications and how do I create them?

ASK YOURSELF:

What qualities or properties should my product or outcome have in order for me to say at the end…
"YES! This is exactly as I planned it."

➢ Specifications (or 'specs') are criteria that help us measure the success of a product/outcome.
➢ So, a product/outcome is successful if it meets the specifications.

➢ Create a checklist of the criteria you decide to use for your project specifications.
    Your specifications checklist could look something like this…

	Project Specifications for 5k Run
☐ Complete	My 5k run will take place in a safe and secure location (away from car traffic)
☐ Complete	There will be a minimum of 100 participants in the 5k run
☐ Complete	Runners will collect a minimum of $1000 in pledges toward my charity

II. PLAN - How do I conduct my research?

➢ First, you must _analyze_ the information you gather. You should do this while you are selecting and evaluating your sources in the previous step.
1. Make sure you choose sources that are relevant to your topic.
2. You want to be able to answer the following questions about your research:
   ▪ Why is this information important?
   ▪ How will this information help me achieve my goal?
➢ When you are able to answer the above questions, it should be easier to _transfer and apply_ the information you gathered. In your Project Report, you should be able to answer the following:
   ▪ How did I use the information I gathered to help me make decisions and/or create solutions relevant to my goal?
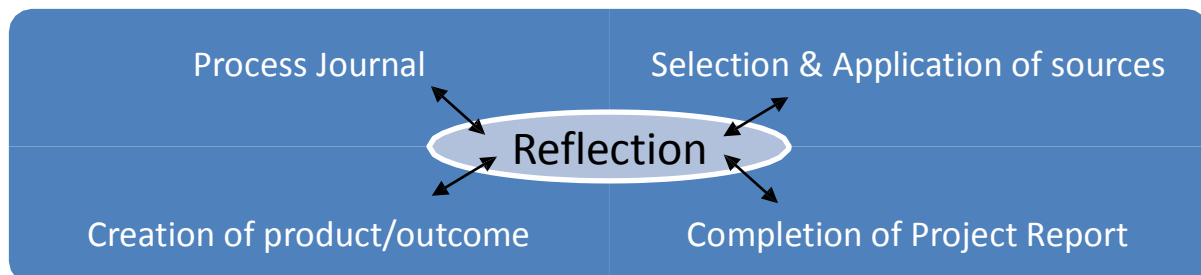   ▪ How did the information help me develop a greater understanding about my topic?

ACHIEVING YOUR GOAL will take some time and will involve a different process from one project to another, depending on the defined goal. Some important things to remember:
- **Plan** out how you will create the product/solution **before getting started**.
- Leave enough time to accomplish this before the deadline.
- Use the specifications you created to guide your work.
- In the „Achievement of the Goal" section of your Project Report, you will evaluate your product/outcome by showing how it met or did not meet the specifications.

IV. REFLECT – How do I reflect on my learning?

There are three big questions/prompts that should guide you in your reflection:

1. How did completing the project extend your knowledge/understanding of the topic?
2. How did completing the project extend your understanding of the chosen Global Context?
3. How have you grown as a learner by completing the project?
4. How has what you have learned impacted your attitudes and behavior

➢ You should reflect on your learning throughout the entire process and record these reflections in your Process Journal
➢ You must explain your reflections in the 'Reflect on Learning' section of your Project Report

Process Journal	Selection & Application of sources
Reflection	
Creation of product/outcome	Completion of Project Report

HOW DO I COMPLETE MY PROJECT REPORT?

<u>Much of your grade on this project comes from your supervisor reviewing the report you submit. It is therefore VERY important that you follow the guidelines below for completing your Project Report!</u>

- ➢ You must have a written report ready to present to your supervisor by the project due date.
- ➢ The written report may be on paper or in a digital format.
- ➢ The report must have the structure described below:

Title Page	Table of Contents	Body of Report (the sections)	Bibliography	Appendices
•Student name •Student ID* •School Name •Supervisor name •Title of Project •Month & Year of submission	•Section names •Corresponding page numbers	•Investigation •Planning •Taking Action •Reflection	•MLA Format •Alphabetical order	•**Journal Extracts** •Charts/graphs •Photos/ drawings •Other supporting material

* ID number will be provided by IB Coordinator

- ➢ The minimum length of the report is 1,500 words.
- ➢ The maximum length is 3,500 words.
- ➢ The word count applies only to *Body of Report*; appendices, bibliography, etc. do not count.
- ➢ *You must choose 5-10 extracts from your Process Journal to submit with the Project Report.*
  - ✓ *Choose extracts that highlight how you have achieved the assessment criteria (p.**10**)*
  - ✓ *Annotate each extract to show how it demonstrates your achievement of the criteria.*

A LITTLE HELP, PLEASE?

My Personal Project Supervisor

- ➢ You will have a teacher or other faculty member assigned to work with you as your Personal Project Supervisor. No Personal Project supervisor will be assigned to more than three students.
- ➢ You must give to your supervisor *a reliable e-mail address that you will check regularly*.
- ➢ Your supervisor will check in with you from time to time; but it is YOUR responsibility to arrange meetings with the supervisor and to come to those meetings prepared (see 'meeting protocol' on p.4).
- ➢ You and your supervisor must sign off that the work is your own on the *MYP projects academic honesty form*, so be careful to cite every source and do not just copy and paste!

- ➢ You English II Teacher & PP Coordinator, Mr. Ward, will supervise your progress and manage assessment. Mr. Gatewood, your spring Honors-IB History Teacher, will also facilitate and oversee the completion of this project.
- ➢ You will receive some time in your **English II & History** classes to support your preparation for the showcase.

No Plagiarism

EXPLAINING THE GLOBAL CONTEXTS

➢ Global contexts direct your learning toward inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, your project can develop meaningful explorations of:

Identities and Relationships -

You may explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Orientation in Space and Time -

You may explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.

Personal and Cultural Expression -

You may explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Scientific and Technical Innovation -

You may explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

Globalization and Sustainability -

You may explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision making on humankind and the environment.

Fairness and Development -

You may explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Students must identify one of these global contexts for their MYP project, to establish the relevance of their inquiry (why it matters).