**Corning-Painted Personal Project**

**Student Information Packet**

As a Corning School District 10th grader (IBMYP Level 5), you will complete a Personal Project. This is your opportunity to get involved in something that you have always wanted to learn more about - something that is important to you – not for an academic class. It’s a **truly personal and creative choice** that is all yours to make!

**What is a Personal Project?**

Your Personal Project is comprised of four main parts. Each of these parts will be explained in more detail in this packet, but the list below will give you a basic idea of the parts of the project!

**Part 1 – PRODUCT:**

This is the fun part! Your Personal Project Product is **something that you create** in the course of the project- a tangible outcome of the project itself: a video, a business plan, a performance, a piece of furniture, object or clothing, etc. This can take almost any form you can think of. However, it must be something that you can see, show or touch. For instance, if you are interested in developing your skills for football, the product can’t be “a better football player” or “making the varsity squad”. But your product might be the training plan you develop to work on your skills.

You will develop specific specifications to measure the quality of your final outcome/product and determine how well you met those specifications. This means you must define what constitutes a high‐quality outcome or product. Some appropriate tools for setting standards and assessing quality include checklists or rubrics. You will document the specifications in your process journal and use them to assess the final outcome/product.

**Part 2 – RESEARCH:**

No matter what your project is, there must be a **research component**. You will work with your teachers on the MISO method of research that will help you to find the information you need to research your project and to create your product.

**Part 3 - PROCESS JOURNAL:**

The process journal you create as you're working on your project **will record all of your ideas**, struggles and success along the way. The process journal is where you'll record your ideas, research, mistakes, accomplishments and reflections on what you're doing as you're working.

Your process journal will not just help to keep you organized along the way, but will help you as you reflect on your process during and at the end of the project, and as you prepare for your oral presentation. You will be creating your progress journal on your very own website, which you will create with your teacher.

**Part 4 - ORAL PRESENTATION:**

The oral presentation is where you get to **show off your project** and share what you did! You will report on how you chose your topic, your research, your processes, what you made or did as your product and what you learned about project management, your topic and yourself over the course of the project.

As you're working on your project, think about how you're going to want to present to a panel. Will you use a PowerPoint or some other electronic presentation tool? Are you going to make a video? Will you bring in your musical instrument and perform the song you wrote? How will you incorporate the website that you created? You have the freedom to showcase your work and yourself in any way you want!

**Preparing For Your Project: Global Contexts**

In the Personal Project, the act of learning the process of putting together a major project is just as important as your final product. The information on this page will help you go through the steps necessary to understand the ideas that go into develop the personal project, to find an idea for your project, and to make a plan of action to successfully plan and complete your process for your project.

**Global Contexts**

Within the MYP Program, Global Contexts are used to help students direct inquiry - or build and explore questions - to help them focus their ideas and build learning. Global Contexts are broad categories of ideas that focus on human interaction and relationships, within which all different types of learning, questioning and action can be defined. They serve as a lens to help students focus their ideas

The Global Contexts include:

* identities and relationships
* orientation in space and time
* personal and cultural expression
* scientific and technical innovation
* globalization and sustainability
* fairness and development

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| **Identities and Relationships:**  A student’s grandparent is a retired florist. The student wants to learn more about their grandparent’s life, background, career and values. To help develop this relationship, the student asks her grandparent to teach her to arrange flowers, to explain why that was the grandparent’s chosen career, and to share stories/anecdotes about the impact some of the arrangements created over the course of that career affected people. They create arrangements together, and the student puts together a scrapbook of pictures of the arrangements and her grandparent’s stories as a gift for family. | **Globalization and Sustainability:**  A student is interested in environmental science, and ways in which agricultural development hurts the planet, and how innovative programs can actually help. Working with a “green”house, the student learns what kind of flowers have different kinds of impacts, learns about responsible growing practices, types of flowers with positive impacts, and how to create arrangements that are good for people and the planet. The student creates responsible arrangements, and shares them with others interested in sustainability. |
| **Personal and Cultural Expression:**  A student is interested in anime, manga and other forms of Japanese entertainment. This spurs an interest in Ikebana, a Japanese style of flower arranging. The student researches this art and learns about its origins, development and how it has influenced other styles. The student creates some arrangements, and creates a website featuring photos of the arrangement, and information they have gathered, as a resource for others wishing to learn about Ikebana. | **Orientation in Space and Time:**  A student studies the historical and traditional meaning of flowers – which emotions/situation the flowers traditionally represent. They use this knowledge to create arrangements with specific meanings based on the type of flowers that they contain. They create an arrangement that represents positive affirmations and donate them to local community organizations. |

Students might focus projects differently, if they’re working and thinking within different Global Contexts. For example, a past CPP student project involved a student who learned how to arrange flowers. The chart below shows how that same project focus – learn to create a flower arrangement – might be different if focused through different contexts:

**Preparing For Your Project:**

**Choosing a Topic and Principled Action**

Choosing a Topic

The Global Contexts help to provide some categories of ideas that can help to direct your thoughts and develop ideas for your Personal Project.

When choosing your topic, keep the following ideas in mind:

* In order for the project to have any real meaning for you, it must involve something you're interested in. This is an opportunity to explore something about which you are truly passionate.
* This is a project that's specifically tied to a school "subject." Just as the Global Contexts overlap content areas, your project can too. It's doesn't have to be a "math" project or an "English" topic, though the content areas you are interested in can certainly be a source of ideas for your project
* Your project needs to have a clear focus, such as a question to answer, a challenge to meet or a problem to solve.
* Whatever your project, you will need to research - research the background of your topic, look for resources to develop the process of your project, and gather information you need to create your product. This isn't the type of project where you're gathering research just to meet a research requirement - you're finding information you need to create or build something of your own.

**Principled Action**

The Personal Project allows you to develop your specific interests, skills and talents. The Principled Action component of the project allows you to take that one step further - you can extend your project to examine how those interests, skills and talents you possess can benefit others. Your project may not specifically involve an act of community service. But within your project - in the planning, as part of your process journal and within your reflection, you can consider how the project and product you've created can help others.

When considering your Principled Action, remember that action to help others includes several different types of behavior, including:

1. Direct Service: Interaction on your part that involves people (ie, tutoring younger students), the environment (creating a recycling program within the school) or animals (helping prepare shelter animals for adoption)
2. Indirect Service: You don't have to train shelter dogs to help the animal shelter. You can redo their website, distribute fliers or write letters to pet food manufacturers asking for donations. Actions such as these are examples of indirect service
3. Advocacy: Speaking on behalf of a cause or concern in order to raise awareness of the problem or issue is an act of advocacy
4. Research: Collecting information about an issue, need or problem - looking at ways to reduce the environmental impact of the school or how to reduce litter in the park - and making this information to others is helping others through Research.

The Principled Action portion of your project is something that you should think about and reflect on, write about in your process journal, and include in your final project reflection.

**Preparing For Your Project:**

**Planning Ahead**

**Making (and Sticking to) a Project Timeline**

The Personal Project is likely to be one of the more large-scale projects you have completed in your academic career so far. In order to have a successful, efficient experience, it's important to have a solid plan before you start, to establish a process, and set up regular checkpoints to be sure that you stay on track and are completing your goals.

Remember:

* Your project should be manageable in terms of time. This is an opportunity to explore your interests, and to learn about or accomplish something that you want to do. Most students spend about 50 hours, including preparation and research time, during the course of the school year to complete the project. Some spend more, depending on their product, but you should choose something that is manageable for you.
* Another area to consider is resources - make sure that you have access to the equipment and the resources that you need. You shouldn't have to make a significant financial investment to complete your personal project. When considering a topic, think about the resources that you have available to help create your desire topic.

Your teacher will help you develop your timeline. You will also use the website that you create to help you create, reference and reflect on that timeline as you move through the different stages of the project.

**Parts of Your Project: Your Product**

In the Personal Project, you will develop a variety of skills:

* You will learn to assess your own interests, talents and skills
* You will investigate an area of interest through the lens of the Global Contexts
* You will develop a project topic and plan a process for the topic
* You will learn research and investigation skills
* You will document your progress, successes and set-backs through a process journal
* You will present your learning, ideas and creations to a panel

Through all of this, you will develop some tangible product which will be the evidence that you present to the panel of your learning.

There are few limitations on what this product may be. The only true stipulation is that it must be **tangible**. So, you can not just say that your product is to a healthier diet. You need to show a food log of what you eat before and after you implement your project, the research you did to plan the diet, a booklet with your meal plan.

CPP students have created many meaningful, varied and exciting projects over the last several years. Some of the projects are being included in a list below to help spark ideas, but don't feel constricted or limited by them. Your Personal Project may be entirely different from the ideas on this list, as it will reflect YOUR skills, talents and interests.

CPP Personal Projects Topics, and the evidence shown for those projects, include:

* Project Reach Out – This student spearheaded a student council project that involved collecting used clothing and goods for needy people in the community (photos and newpapers clipping).
* A Mission to Jamaica – During the summer, a student visited Jamaica and did missionary work there (photos).
* Research Family Ancestry – After hearing that she lost relatives in the Holocaust, she wanted to find out who died during WWII (a family tree).
* Train for Track – Better times or injury free; preparing for a 5K race or just to get in better shape, improving running form (students produced a brochure, video, or photos at the presentation).
* Start an Acting Class – The student planned an acting class (his plans to hand out).
* Teach Someone How to Play Tennis – A student taught his mother how to play tennis (photos of the exercises and lessons).
* Explain How to Fly Fish – A fishing enthusiast explained the step of tying a fly and fishing with a fly (brochure).
* Learn how to Blacksmith (Metal Work) – The student mentored with an actual blacksmith (pictures and works produced).
* Learn How to Musical Instruments: play drums, bass guitar – Student learn to play drum (played at presentation).
* How to Make a Tie-Dye Shirt – Student created a manual with photos about how to tie-dye (a manual).
* Improving Playground Equipment – A student combined a Eagle Scout project and refurbished a playground in Gang Mills (photos; before and after).

**Parts of Your Project: Research**

Research is an integral part of the Personal Project. Whatever your project topic and your intended product, you will need to gather facts, information, ideas and suggestions. This isn't the type of research you may have done before where you have to gather a certain number of sources or take notes in a certain way - you will need to devise the questions you need answered to successfully complete your project, and to create your product.

Towards this end, you'll be required in this project to expand your research methods. You won't just be using internet or print sources (though those will certainly be a component of your research process. You'll be using a process of four different research methods, abbreviated MISO.

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| **Media**  Using media resources is probably the type of research most comfortable and familiar for you.  Media resources are any type of visual or print reference created by someone else and available to you in print of digitally. These include:   * books/newspapers/magazines * internet sites * documentary films * how-to videos | **Interview**  Many of the topics students choose for their Personal Projects don't necessarily lend themselves to easy internet research. However, the help of another person - someone skilled in the area you're exploring - can be invaluable.  Interviews enable you to ask questions, seek advise, and utilize the experience of another person. Interview-based research helps make your project unique - the information you get from whomever you interview isn't going to be something that just anyone can look up on the internet! |
| **Survey**  Surveys can help you find out what people know or believe about a topic. They can be very useful to you as data, or to help you generated ideas for your topic. In particular, they can be helpful in figuring out ways to incorporate principled action into your project - what do people want or need to know/receive help with in relation to your project? In what form would they like to receive that help?  There are many different ways to survey people - digital surveys, paper surveys, verbal surveys. You can survey people you know, specific groups, or random samplings of people. Again, the information that you get through a survey is going to be unique - it's data no one else has - and will help to make your project original and special. | **Observation**  Research through observation and experience involves becoming personally involved in the topic that you want to research.  This involves going to the place you're researching, watching someone who creates what you want to create, or observing a situation you're interested in. If you're doing a project to gather resources for a food bank, this might mean going there and watching a delivery, seeing who comes to pick up food, when they come, what they need. You might help pick up or deliver food, and experience what the workers there experience. If you're doing a project on bullying, this may involve watching your peers in the cafeteria, little kids on the playground, or the dynamics on the bus. Observation is one of the most personal types of research and, again, produces highly personal results. |

**Parts of Your Project: Research**

**The Annotated Bibliography**

As part of the research process, you will create an **annotated bibliography** to help track, guide and share your MISO research.

**What is an Annotated Bibliography?**

An annotated bibliography is similar to the Works Cited pages that you have created in the past. Like in a Works Cited page, you will create citations (using EasyBib, a citation generator) for your research (including your original research). What makes an annotated bibliography different, however, is that it includes a paragraph that you write for each source, detailing the strengths of the source and evaluating the information that it includes to explain and justify using it as a resource for your project.

**Why Create an Annotated Bibliography**

Annotated bibliographies serve a lot of purposes. They:

* create a detailed resource of research materials on a topic
* help you to organize and use your research
* establishing credibility for you as a researcher and the product you’ve created
* demonstrate examples of the different types of sources that you used in your research
* enable others to access and use your research

Your annotated bibliography will be included on your project website, and can be an excellent resource to share with your panel during the Oral Presentation

**Parts of Your Project: The Process Journal**

The **Process Journal** is a required, assessed part of your Personal Project. It will also be very helpful to you - helping you track your successes and frustrations, serving as a place to remind you of what you still need to accomplish, and of what you did well and where you had missteps when it's time to complete your reflection.

You can include all types of information in your Process Journal - it can be used to record your progress, thoughts, ideas, decisions, feelings and reflections as you work on your project. You should update it often, as this is what your teacher will use to determine your progress and to help you. The information you record in your process journal will also help in the organization of your oral presentation.

You don’t need to write long, detailed paragraphs of information for your process journal (although you certainly can!). Documenting your process might include other types of reflection tools, including:

* Mind Maps
* bullet lists
* charts
* short paragraphs
* notes
* timelines
* annotated illustrations
* pictures

**Guided Reflection in Your Process Journal**

Many of the entries in your Process Journal will be prompted entirely by you and your experience. Some entries, though, will consist of responses to prompts given to you by your teacher. These prompts are based on questions your evaluators will ask you or criteria they will be looking for when they assess your project. Reflecting on these questions in your journal will help you successfully complete your project, guide your oral presentation and help you reflect on your progress.

**Blogging Your Process Journal on Your Weebly Website**

All CPP students maintain a Process Journal on their own Weebly for Education website! Your teacher will provide you with this account and instruction on how to create it. These webpages are an exciting way for you to not only record and manage your Process Journal, but to also save and showcase research, resources, photos and other artifacts of your project. Project documents that you are assigned by your teacher will also be uploaded to your Weebly website. You may even be able to incorporate your website into your final oral presentation!

**Parts of Your Project: The Oral Presentation**

Your oral presentation is an opportunity for you to share all of your hard work with an audience! You will spend 5-10 minutes discussing your project to a panel of 3-4 teachers from across the district. You will talk about your process, your research, your Process Journal, your product, and everything else you learned/discovered as you completed your project. As with your Process Journal you have a lot of freedom in how to structure your report. However, you must show your process journal, your product and any visuals that you will need for your presentation. You may invite your mentor and/or family to the presentation as well!

Your report must be clear and have a structure that follows the objectives and the assessment criteria. Points that you must cover in your presentation include:

* Your goal (see criterion A)
* The sources you reviewed and selected (see criterion A)
* How you developed criteria for your product (see Criterion B) ·
* How you planned the for the completion of your product (see criterion B)
* How well you achieved your goal and met your specifications (see criterion C)
* Your Reflection on what you learned (see criterion D)

**Plan and Practice**

Just as you've planned the other parts of your project, you will also need to plan your oral presentation. Your teacher and the CPP Personal Project website have a lot of resources to help you plan the presentation, and you will have opportunities to practice it in class. Be sure to rehearse the presentation in front of others before you give it to your panel!

**Reflecting on Your Project: The IB Learner Profile**

Part of the reflection that you will do after completing your product, both through your process journal and in your presentation, will involve evaluating what – and how – you learned throughout the course of the project.

You will use the IB Learner profile to help identify your traits as a learner, both traits that you possessed before the project, and those that you developed throughout the process.

As IB Learners, we strive to be:

**Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global signi­ficance.

**Thinkers**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators**

We express ourselves con­fidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-Minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-Takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change

**Balanced**

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.