Personal Project Workshop

MYP Class of 2022

June 4, 2019

Concordian International School
## Schedule for Today

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:35 - 8:35</td>
<td>Topic of Interest, Global Context</td>
<td>Ms. Rachel</td>
</tr>
<tr>
<td>8:40 - 9:35</td>
<td>Refining Goal, Inquiry Questions, Prior Knowledge and Skills</td>
<td>Ms. Charne</td>
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<tr>
<td>9:40 - 10:35</td>
<td>Work Period for Goal</td>
<td>Ms. Rachel</td>
</tr>
<tr>
<td>10:35 - 10:50</td>
<td>Break</td>
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<tr>
<td>10:50 - 11:45</td>
<td>Design Specifications</td>
<td>Ms. Charne</td>
</tr>
<tr>
<td>11:50 - 12:45</td>
<td>Research, ATLs, Subject Specific Knowledge</td>
<td>Ms. Rachel</td>
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<tr>
<td>12:45 - 1:25</td>
<td>Lunch</td>
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</tbody>
</table>
Time Line

May 3 to June 4, 2019
➢ Introduction to Personal Project
➢ Investigation of topic
➢ Set topic and goal
➢ Action plan

August 14 to November 4, 2019
➢ Independent research
➢ Collaborate with Supervisors
➢ Taking action with outcome/product
➢ Product submission (November 4, 2019)

November to February 2020
➢ First draft submission (January 13, 2019)
➢ Final report (February 3, 2019)
➢ PP Exhibition (February 18, 2019)
➢ Projects are graded and submitted to IB
## FAQ (Questions from last session)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do the Personal Project?</td>
<td>The PP is an opportunity to work on an area of learning based on personal interest outside of your classes, and to demonstrate the skills and learner profiles you have developed as an MYP student.</td>
</tr>
<tr>
<td>How is my grade reported?</td>
<td>Reports are graded according to the 4 criteria (investigating, planning, taking action, and reflecting) at school and then submitted to the IB for external moderation.</td>
</tr>
<tr>
<td>How can I choose the right topic?</td>
<td>Your project should be based on personal interest to be sustainable for 8 months, you will also have to create a challenging goal that combines different topics and skills to create a product so there is no “right” topic, it depends on what you want to investigate and create!</td>
</tr>
<tr>
<td>How much time should I devote to the project?</td>
<td>The recommended time is at least 25 hours but the time you spend on it will vary depending on your product/outcome, research, report writing skills, etc.</td>
</tr>
<tr>
<td>How do I write the report?</td>
<td>There will be workshops over the year to help write the final report however, the MOST IMPORTANT tool that will help you is the process journal. Keep regular entries of all actions, thoughts, research, changes, etc. as it will be the evidence in your appendix when you write about skill development.</td>
</tr>
<tr>
<td>What are the due dates?</td>
<td>The dates will be posted and updated on the library website and reminders will be sent over the year.</td>
</tr>
<tr>
<td>When will I know my supervisor?</td>
<td>Supervisors will be assigned in August, your first meeting with your supervisor is on August 14th. You are encouraged to seek out mentors and advisors before that date since the supervisor’s main role is to help you with self-management and report writing, not necessarily your topic.</td>
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</table>
Self Management Starts Now!

- Managebac - use it for process journal and to post all files regarding the PP
- Emails about the PP - label them and save them to find information easily (https://youtu.be/U75wuP9XnMw)
- Library Guide - bookmark it for deadlines and tools (http://concordian-thailand.libguides.com/personalproject)
- Google folder - to organise your documents, handouts
What is the Personal Project?

Read the student samples of final reports…

• What do you have to write about?
• Create an Outline of the Structure and Requirements for the Project.
Personal Project Cycle

**Investigating**
- Goal
- Prior Knowledge
- Research Skills

**Planning**
- Criteria for product/outcome
- Plan and record the process
- Self-Management Skills

**Taking Action**
- Create a product/outcome
- Thinking Skills
- Communication and Social Skills

**Reflecting**
- Quality of product/outcome
- Extension of knowledge and understanding
- Development as an IB Learner
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Strands</th>
<th>Levels</th>
</tr>
</thead>
</table>
| A-Investigating   | i. Define goal, global context, personal interest  
                    ii. Identify prior learning and subject-specific knowledge  
                    iii. Demonstrate research skills | Maximum 8       |
| B-Planning        | i. Develop criteria for the product/outcome  
                    ii. Plan and record development of process  
                    iii. Demonstrate self-management skills | Maximum 8       |
| C-Taking Action   | i. Create product/outcome  
                    ii. Demonstrate thinking skills  
                    iii. Demonstrate communication and social skills | Maximum 8       |
| D-Reflecting      | i. Evaluate quality of the product/outcome  
                    ii. Reflect on knowledge and understanding of topic and global context  
                    iii. Reflect on development as IB learner | Maximum 8       |
Types of Projects

- Piece of literary fiction
- Written piece of work on special topic
- Presentation of a developed business, management or organizational plan
- Invention or specially designed object/system
- Original work of art
- Original science experiment
- Presentation of a new student / community organization
- Presentation of a special event
MULTICULTURAL FASHION
Sustainably produced water filter out of cellulose.
ECO-FRIENDLY MULTIFUNCTIONAL FURNITURE
ORGANISING A 3 v 3 FOOTBALL TOURNAMENT
The Goal

➢ what you will produce or perform to demonstrate what you have learned
➢ the personal and/or community impact you strive to achieve
➢ it must be clear and highly challenging

* you define whether the goal is challenging, ex. If you have never played the violin then self-teaching and playing a 30 sec piece might be challenging for you. HOWEVER, someone who has played the violin for years may choose to learn and play Paganini’s Caprices.
# Example Goal Statements

<table>
<thead>
<tr>
<th>Outline a <strong>basic</strong> and appropriate goal</th>
<th>Define a clear and <strong>challenging</strong> goal</th>
<th>Define a clear and <strong>highly challenging</strong> goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>To <em>design</em> my own electric violin</td>
<td>To research violin design and making and then <em>design</em> my own electric violin</td>
<td>To research violin design and making, then <em>design</em> and <em>produce</em> my own 4 or 5 stringed electric violin</td>
</tr>
<tr>
<td>To <em>design</em> my own summer clothing collection</td>
<td>To research current fashion trends and then <em>design</em> my own summer clothing collection</td>
<td>To research current fashion trends and how to <em>design</em> patterns. Then <em>design</em> and <em>create</em> a summer clothing collection and then <em>learn</em> how to <em>create</em> a &quot;template website&quot; to <em>market</em> my designs.</td>
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</tbody>
</table>
Are these goals any good?

- To raise $1500 for an orphanage in Bali
- To produce a hip hop dance for my end of year dance assessment
- To make a quilt that captures my family’s history on the farm
- Improve the litter situation at CIS
Goal statement (Criterion A-Strand 1)

- To investigate vegan/vegetarian lifestyles and use the research to create a cookbook promoting healthy eating that is good for human well-being and the environment.
- To produce a short movie that will educate young tennis players on basic skills for match play whilst improving my movie making skills.
- To create a photo book of scenes relating to Trigg Island beach and surf club and learn the skills required to develop a small business to promote and sell them with all the profits donated to Trigg Island SLSC.
- To research the history of vintage pattern and then design and create pieces of clothing to reflect those designs.
Tips - from topic to goal statement

1. What’s the learning here?
2. What am I going to do?
3. Who is it for? (audience/need/community)
4. What’s my action?

To research...to produce...for...by doing...
## Extension - Smart Goal

### Specific
- What do I want to accomplish?
- Why do I want to accomplish this?
- What are the requirements?
- What are the constraints?

### Achievable
- How can the goal be accomplished?
- What are the logical steps I should take?

### Relevant
- Is this a worthwhile goal?
- Is this the right time?
- Do I have the necessary resources to accomplish this goal?
- Is this goal in line with my long term objectives?

### Measurable
- How will I measure my progress?
- How will I know when the goal is accomplished?
Global Contexts - where do they appear in the criteria?

Global contexts are in 3 of the four criterion (A,C and D)

• Criterion A: How does it connect to the goal?
• Criterion C: How is the global context reflected in the product/outcome?
• Criterion D: As a result of the project what do I now know about the global context I didn’t know before?
To research my family history on the farm from 1970-2000 and produce a quilt for my room to record this timeframe

- Scientific and technical innovation
  - This connects to my goal because there have been a number of changes in technology and the way my family have farmed over the years. What are they and what has been the effect of them? Or, I might investigate how the family has adapted to changes in climate, especially low rainfall. How have they coped?
- Personal and cultural expression
  - This connects to my goal because I will decide on what parts of the family history will be in my quilt, the design, type of materials what I actually want to express about my family
- Fairness and development
  - This connects with my goal because this global context looks at how we share our natural resources with others. My family have been producing crops and distributing for 30 years. How have they done this in a sustainable way to support others? How has this help them and the community?

- Identities and relationships
  - This connects to my goal because I am looking at a particular time in history (1970-2000) and a specific location (space) which is the farm in the town of Mingnew.
- Orientation and space in time
  - This connects to my goal because I need to research family history of my mother and grandparents on the farm. So, their identity and what they did, what was farm life like, who were their friends and neighbours?
Identify a Global Context

• Explore two possible GCs and follow the model in the Global Context Support Material ppt
  – **Choose** Global Context
  – **Identify** part of statement to be explored
  – **Explain** why you chose that part of the GC

* you will only CHOOSE ONE GC for your PP
Prior Knowledge and Skills
Outside of School

You should transfer your knowledge and understanding from your past experiences to help you reach your full potential.

• Create a list or mind map of the EXPERIENCES and the SKILLS from outside school that could help you for your project

• Ex. travelling in/out of country, special workshop, internship, volunteer work, club, lessons, etc.
Prior Knowledge and Skills At School

You should transfer your knowledge and understanding from your classes to help you reach your full potential. Ex.:

**English**- MLA Format, Report Writing

**Individual & Societies**- Global Issues, Evaluating Sources

**Arts**- Creative concepts, Communication

**Design**- Specifications and Marketing, Planning

**Math**- Critical Thinking, Verifying and Justifying

**PHE**- Health and Social Education, Perseverance

**Sciences**- Innovations, Critical Thinking
### How can my classes help me?

Your subjects not only provide you with content knowledge but also skills to complete your project and write the report.
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>You learn how to represent information, to explore and model situations, and to find solutions to familiar and unfamiliar problems. Math provides an important foundation for the sciences, engineering and technology, as well as other fields.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>You create, perform and present in ways that engage and convey feelings, experiences and ideas. Art stimulates imaginations, challenges perceptions and develops creative and analytical skills, and supports the development of an inquiring and empathetic world view. You challenge and enrich your personal identity and build awareness of the aesthetic in a real-world context.</td>
</tr>
<tr>
<td>Physical and Health Education</td>
<td>You focus on both learning about and learning through physical activity to develop the knowledge, skills and attitudes that will contribute to a balanced and healthy lifestyle. PHE promotes the holistic nature of well-being. You learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. You get many opportunities to build positive interpersonal relationships that can help you to develop a sense of social responsibility.</td>
</tr>
<tr>
<td>Design</td>
<td>You apply practical and creative thinking skills to solve design problems and consider your responsibilities when making design decisions and taking action. Design focuses on a holistic design process rather than final products and solutions. You inquire and analyse design problems, develop and create feasible solutions by testing and evaluating models, prototypes, products or systems.</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Language and Literature</td>
<td>Language is essential for development of critical thinking, which leads to intercultural understanding and responsible membership in local, national and global communities. You interact with a range of texts, and generate insight into moral, social, economic, political, cultural and environmental themes. You grow your ability to form opinions, make decisions, and reason ethically.</td>
</tr>
<tr>
<td>Language Acquisition</td>
<td>You develop insights into the features, processes and craft of language and the concept of culture, and realize that there are diverse ways of living, viewing and behaving in the world.</td>
</tr>
<tr>
<td>Individuals and Society</td>
<td>IAS encourages respect and understanding of the world and equips you with the skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. You are encouraged to consider local and global contexts. You collect, describe and analyse data used in studies of societies, test hypotheses, and learn how to interpret complex information, including original source material.</td>
</tr>
<tr>
<td>Sciences</td>
<td>You investigate issues through research, observation and experimentation. Working independently and collaboratively, you discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. Science fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations.</td>
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</tbody>
</table>
Prior Knowledge and Skills

• Create a list or mind map of the CONTENT (units, activities, projects, etc.) and the SKILLS from your subjects that could help you

• Give 3 examples of content from at least 2 different subjects

• Give 3 examples of ATL skills from at least 2 different subjects
Action Plan

• What do I have to do to achieve my goal?
  – Pre-research, investigating, brainstorming
  – Relevant research, evaluating sources
  – Contacting experts
  – Creating, testing, improving my product
  – Writing my report, proofreading for final submission
## Goal Statement:

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Responsible Person</th>
<th>Deadline</th>
<th>Necessary Resources</th>
<th>Potential Challenges</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>What needs to be done?</td>
<td>Who should take action to complete this step?</td>
<td>When should this step be completed?</td>
<td>What do you need in order to complete this step?</td>
<td>Are there any potential challenges that may impede completion? How will you overcome them?</td>
<td>Was this step successfully completed? Were any new steps identified in the process?</td>
</tr>
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The Process Journal

➢ You must show evidence of regular use of the process journal and show it to your supervisor each time you meet.

➢ Maintained throughout the project using Managebac

➢ May include ongoing reflections, mind maps, bulleted lists, research notes, charts, short paragraphs, timelines, action plans, pictures, videos, annotated illustrations, sketches, video files, etc.

➢ Annotated extracts (maximum 10) must be submitted with the final report.

The process journal is used in the assessment of ALL CRITERIA so it also helps you write the project report.
The process journal is:

- used throughout the project to document its development (record of intents, processes, accomplishments)
- a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised
- a place for recording interactions with sources, e.g. teachers, supervisors, external contributors
- a place to record selected, annotated and/or edited research and to maintain a bibliography
- a place for storing useful information, e.g. quotations, pictures, ideas, photographs
- a means of exploring ideas and solutions
- a place for evaluating work completed, reflecting on learning
- devised by the student in a format that suits his or her needs

The process journal is not:

- used on a daily basis (unless this is useful for you)
- written up after the process has been completed
- additional work on top of the project; it is part of and supports the project
- a diary with detailed writing about what was done
- a static document with only one format.
Throughout the project

Students must use the process journal to record evidence of their:

- Research Skills
- Self-Management Skills
- Thinking Skills
- Social and Communication Skills
- Development as an IB learner
Write your process journal entry for today’s workshop, process journals should not only describe what happened but describe the skills you used/developed. Upload the journal AND your work for today onto Managebac.

<table>
<thead>
<tr>
<th>Accomplishments</th>
<th>Problems</th>
<th>Next steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How are the big ideas shaped by my global context?</td>
<td>• Where will I find the information I need to meet my goals?</td>
<td>• How am I going to use the information I’m gathering to reach my goals?</td>
</tr>
<tr>
<td>• How will my GC help frame my project?</td>
<td>• Who can I go to for help when I get stuck?</td>
<td>• How can I visualize the project objectives?</td>
</tr>
<tr>
<td>• How am I organizing my time and staying motivated?</td>
<td>• What ATL skills do I need to develop?</td>
<td>• In what ways am I reflecting on this process?</td>
</tr>
<tr>
<td>• How am I communicating with supervisor, mentor, others who can help me?</td>
<td>• Does my process journal provide the evidence I need towards the assessment criteria?</td>
<td></td>
</tr>
<tr>
<td>• What information literacy skills am I using? How do I know I am using them?</td>
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