

Corning Painted Post Personal Project Student Guide



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Corning-Painted Post Personal Project

As a Corning School District 10th grader (IB MYP 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. It's a truly personal and creative choice that is all yours to make! It is a chance for you to develop skills that you can use throughout your life.

What do I really
need to do?

2.

The Process Journal

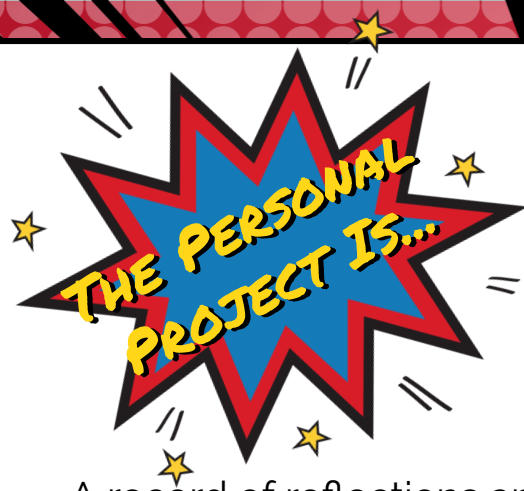
You must have and maintain a process journal throughout your entire project. It is your personal "workbook", for your project. The process journal is a place where you can record your progress, obstacles, achievements, and reflections.

Using your process journal will help you to produce and document evidence of addressing the three objectives to demonstrate achievement at the highest levels of the criteria. There are many models for recording your process journal. Your teacher may require you to use a specific model.

*You should start your personal journal as soon as you begin brainstorming ideas.

3.





- A means of exploring ideas and solutions
- A place for evaluating work completed
- A place for reflecting on learning
- Devised by you in a format that suits your needs
- A record of reflections and formative feedback received
- To be used throughout the project to document its development
- An evolving 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, for example teachers, supervisors, external contributors
- A place to record selected, annotated and/or edited research and to maintain a bibliography
- 4. • A place for storing useful information, for example quotations, pictures, ideas, photographs.



ATL Skills in the Process Journal



Through the process of inquiry, action and reflection, you are encouraged to demonstrate and strengthen your approaches to learning (ATL) skills. Recording the progress of your personal project in the process journal is important, but it is not enough. You must also record your efforts to develop as an IB learner. As you work through the personal project, you should think about how you are growing in the IB learner profile and the IB approaches to learning (ATL skills).

5.





Learning Skills in the MYP Approaches to Learning (ATL) Skills

These are the skills you need to develop to learn.

Thinking Skills

Critical Thinking

Creative Thinking

Transfer

Social Skills

Collaboration

Communication Skills

Communication

Self-Management Skills

Organization

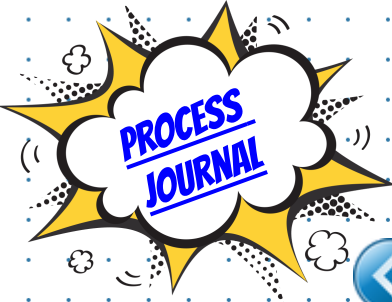
Affective Skills

Reflection

Research Skills

Information Literacy

Media Literacy



6.

●clickable



Do the best you can
until you know
better. Then, when
you know better, do
better. *-MAYA ANGELOU*

7.

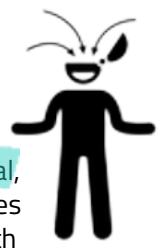


LEARNER PROFILE



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.



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.



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.



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.



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.



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.



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.



KNOWLEDGE:

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.

8.



The **objectives of MYP projects** encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Listed below are the objectives of the personal project.

Objective A: Planning

- i. state a learning goal for the project and explain how a personal interest led to that goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria.

Objective B: Applying Skills

- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal
- ii. explain how the ATL skill(s) was/were applied to help achieve their product.

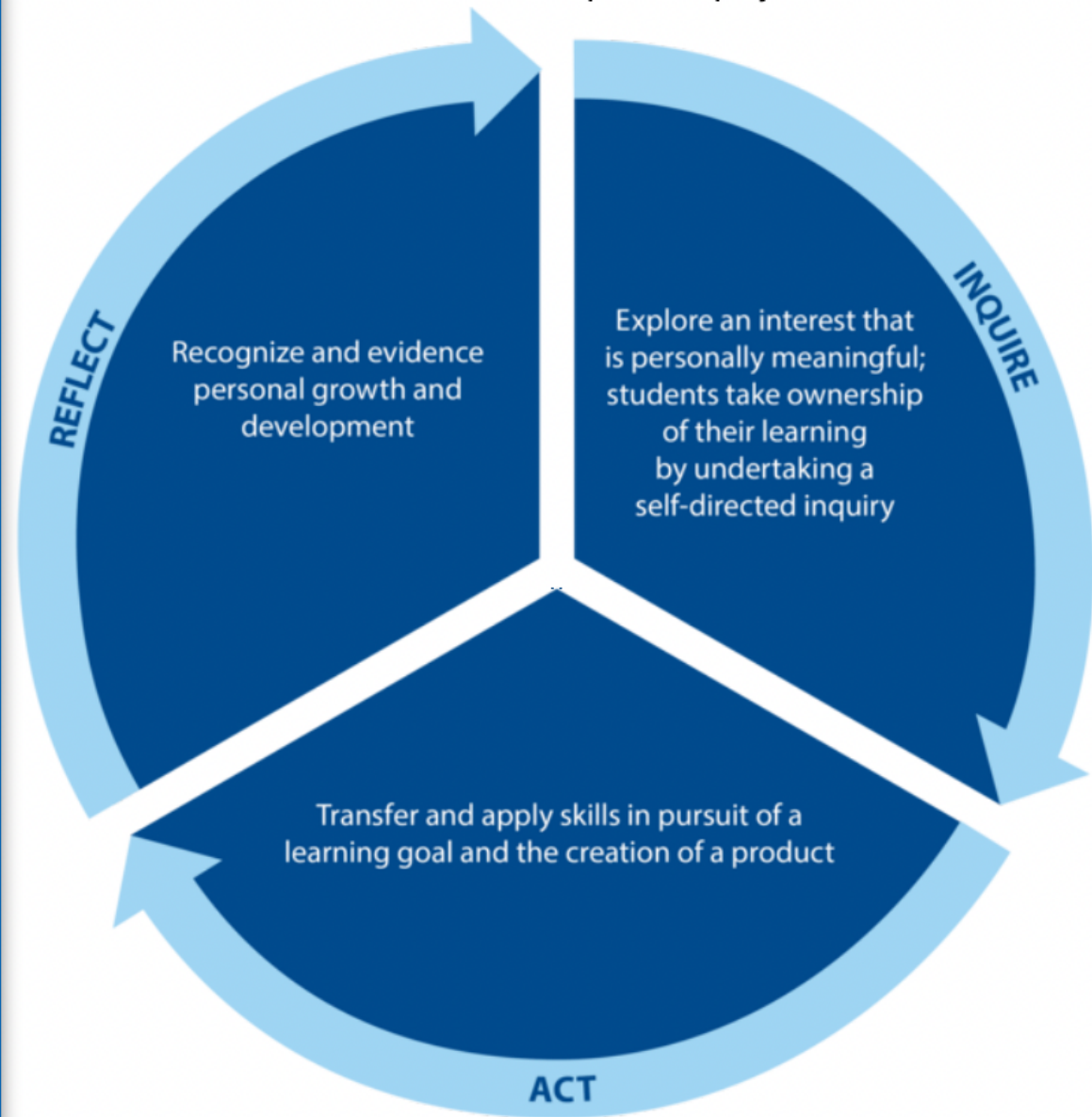
Objective C: Reflecting

- i. explain the impact of the project on themselves or their learning
- ii. evaluate the product based on the success criteria.



Aims of MYP Personal Project

The personal project consists of a **process**, a **product** and a **report**. Through the **process** of creating a product, you will explore an area that is personally meaningful, take ownership of your learning in a self-directed inquiry, and transfer and apply skills in pursuit of a learning goal and the creation of a product. The **product** provides a focus for exploring an interest that is personally meaningful, and a basis for recognizing and evidencing personal growth. Finally, preparing the **report** is an opportunity for you to engage in a structured reflection on the process and the product, allowing you to recognize and evidence your growth and development. While the report is the only component that is assessed, the report reflects both the process and the product.



10.





Virtual Personal Projects



Teen Entrepreneurs



The Global Goals

Finding Inspiration!



Google Arts & Culture



DoSomething.org



Young Inventors



Setting Goals

The personal project is personal because **you** will set your own goal based on something **you** find interesting. You may draw inspiration from:

- a global context that you find particularly compelling
- a service as action experience that you would like to build on
- a unit of inquiry that you would like to explore further
- an interest or hobby that you would like to pursue outside school

Questions To Get You Thinking

What kinds of subjects/topics/classes have you enjoyed in school?

Have you participated in out of school activities that have interested you?

Are there extracurricular activities, clubs or groups that you enjoy participating in or would like to try?

Do you enjoy keeping up with current events that you'd like to learn more about?

Are you interested in helping others or exploring ways to improve a situation in your community or your school?

What have you always wanted to do?

What do you do in your free time? What would you like to do in your free time?

What IB learner profile attribute best describes you?

What IB learner profile attribute would you like to develop?

What problem within your community most affects you?

Which is your favorite academic discipline?





Examples of Goals

<u>Learning Goal</u>	<u>Product</u>
Learn Japanese	Create a children's book with Japanese and English
Develop my cooking skills and learn about Bosnian food	Create a YouTube channel where I cook Bosnian food and explain the culture significance of each dish
Understand homelessness in my community and take action to support the homeless community	The organisation of an event where students prepare donation boxes for the local homeless centre

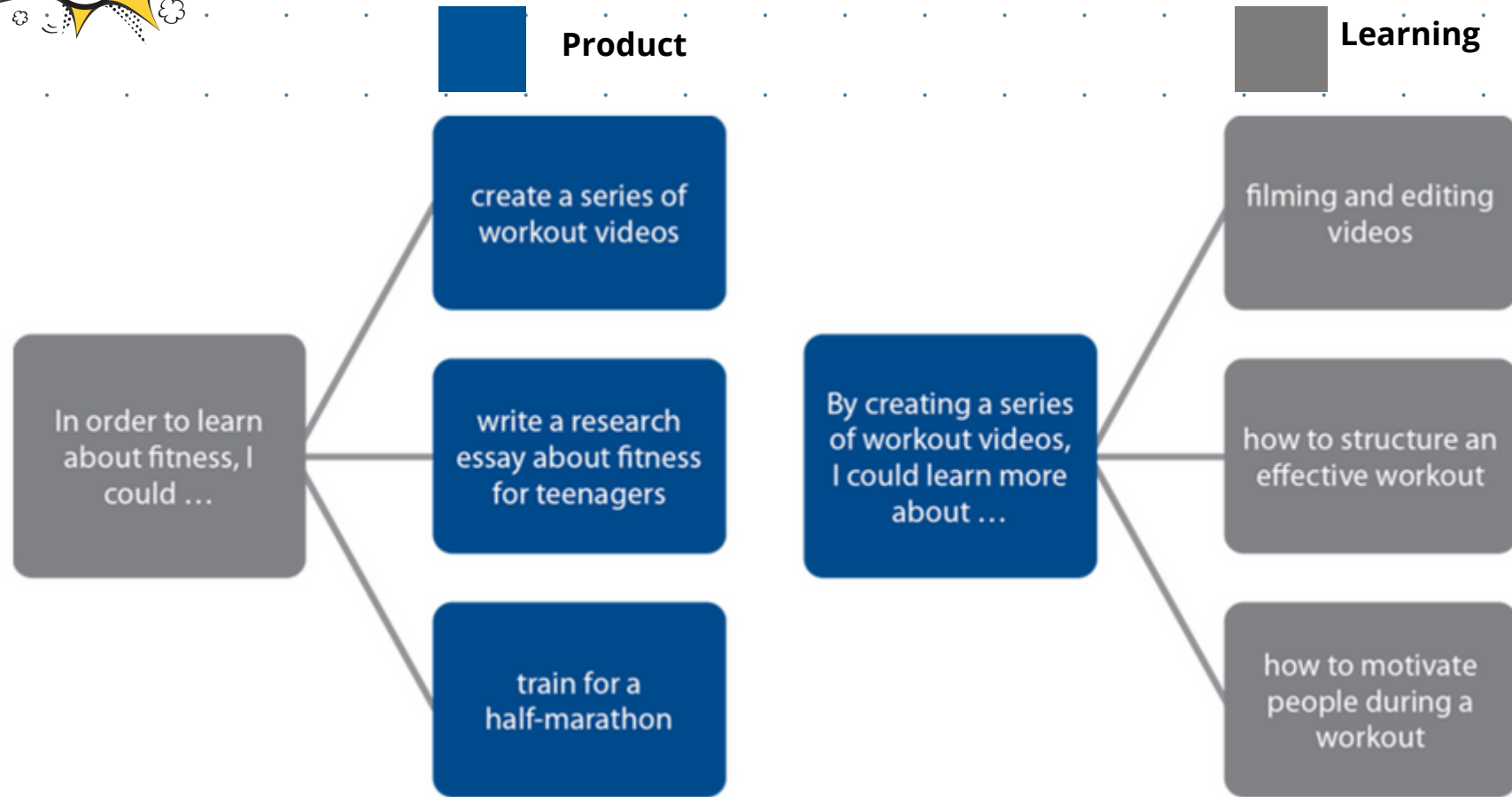
*The learning goal is what you want to learn.

*The product is what you will create.





Examples of Goals



You can start with a learning goal then create a product based on your learning.

OR

You can start with a product goal then create learning goals base on what you will learn when developing your product.

14.



Align your goals with the objectives!

Objectives Project	Planning (A)	Applying Skills (B)	Reflecting (C)
Learning Goal	State a learning goal for the project and explain how a personal interest led to that goal	Explain how the ATL skill(s) was/were applied to help achieve your learning goal	Explain the impact of the project on yourself or on your learning
Product Goal	State an intended product and develop appropriate success criteria for the product Present a clear, detailed plan for achieving the product and its associated success criteria	Explain how the ATL skill(s) was/were applied to achieve your product	Evaluate the product based on the success criteria

15.





S



SPECIFIC

Be clear and specific so your goals are easier to achieve. This also helps you know how and where to get started!

M



MEASURABLE

Measurable goals can be tracked, allowing you to see your progress. They also tell you when a goal is complete.

A



ACTIONABLE

Are you able to take action to achieve the goal? Actionable goals ensure the steps to get there are within your control.

R



REALISTIC

Avoid overwhelm and unnecessary stress and frustration by making the goal realistic.

T



TIMEBOUND

A date helps us stay focused and motivated, inspiring us and providing something to work towards.



Product:

Your 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 of clothing, etc. This can take almost any form you can think of.

You will develop specific specifications to measure the quality of your final outcome/product and determine how well you met those specifications.

Action Plan:

You need a plan for achieving your goal and creating your product.

What do you need to learn? What skills do you need to develop? What research do you need to do? How will you determine success in achieving your goals?

4 MAIN PARTS OF THE PERSONAL PROJECT

Process Journal:

Use the process journal to record your ideas, struggles, success, research, mistakes, accomplishments, reflections.

You will be creating your progress journal on your own website, which you will create with your teacher.

Presentation:

Report on your topic, your research, your processes, what you made or did.

Tell what you learned about project management, your topic and yourself.

How will you present? PowerPoint? Google Slides? Video? Perform? How will you incorporate the website you created? You have the freedom to showcase your work and yourself any way you want!

