CLASS OF 2022
PERSONAL PROJECT
STUDENT HANDBOOK
School Year 2019-2020
Nicholas Senn High School
An International Baccalaureate World School

5900 North Glenwood Avenue
Chicago, Illinois 60660
Phone: (773) 534-2365
Fax: (773) 534-2369
www.sennhs.org
www.sennhs.managebac.com
Personal Project Overview

What is the Personal Project?

- A student-directed inquiry project completed in Year 5 (Grade 10) of the MYP
- Great preparation for the design and research process
- 3 Parts: Process Journal, Product, Written Report
- A requirement for ALL 10th grade Senn Students MYP students
  - Mandatory for students interested in IB Diploma Programme or Course Candidacy
  - Mandatory for students continuing in SennArts
- A part of your class grade in your support class
  - DPP Technology, Design II, SennArts Music, Theater, Dance, or Visual Arts.
- Work on this project is recognized on student transcripts and through the MYP Pinning Ceremony

What types of projects have students created in past Personal Projects?

- Personal projects take many forms! This is completely up to you and should be based on your own strengths and interests.
  - An original work of art (visual, performance, or dramatic)
  - A written piece of work on a special topic
  - A piece of literary fiction or creative writing
  - An original scientific experiment
  - An invention or specially designed object or system
  - The presentation of a developed business, management, or organizational plan

Are there any specific examples of Personal Projects?

- Designing a beach chair
- Directing a documentary on personal family history
- Writing and applying for a grant to improve a local park
- Creation and performance of original music
- Following the care of a premature infant over several months in the NICU
- Creating a fashion magazine with international influences
- Creating a video game
- A website for soccer tutorial or cyber bullying
- Make an animated film clip to a song
- Choreographing and performing a dance
- Designing a training program to meet personal athletic goals
- Designing and backing a wedding cake
- Designing and building models of energy efficient houses
- Making puppets and performing a show for younger children
# Personal Project Student Timeline

<table>
<thead>
<tr>
<th>DATE(S)</th>
<th>STUDENT TASKS</th>
</tr>
</thead>
</table>
| November 11/12/19 | - Personal Project Proposal Form  
- 3 Process Journals  
  - JOURNAL # 1 – Who are some adults, peers, and mentors who can assist me in the Personal Project? What am I looking forward to doing with the project? What questions do I have about the project in general and my project specifically? How can I be open-minded throughout the process of completing the Personal Project?  
  - JOURNAL # 2 – Throughout the project, I will need to balance your time between many things (homework, entertainment, home responsibilities, etc…) – how will I start to manage your time? What are my next steps on the Personal project? List 3-5 next steps and set a date for completion.  
  - JOURNAL # 3 – What would I like to talk about with my supervisor at our first meeting? What topics do I need to research in order to be successful? What topic(s) am I already very knowledgeable about that will help me with my project?  
  - STRETCH – How will my product achieve my goal, be high quality, and incorporate the Global Context? |
| January 1/13/20   | - 3 Source Evaluations (3 OPcVL or alternative)  
- 3 Process Journals  
  - JOURNAL # 4 – What advice/feedback did my supervisor & support teacher provide that I will use to guide my project? What have I done to begin working on my product or outcome so far? Have I met the “next steps” that I outlined in journal #2? What can I adjust in order to meet those “next steps”?  
  - JOURNAL # 5 – What challenges am I encountering in the Personal Project? What solutions can I create to these challenges? Are there any changes I would like to make to my project? Explain.  
  - JOURNAL # 6 – What has been the most helpful information that I found from my research? Reflect on my Personal Project performance thus far – what am I proud of? What do I need to work harder on? List 3-5 next steps and set a date for completion.  
  - STRETCH – In what ways did my research change my Personal Project? |
| February 2/10/20 | - Report First Draft with Bibliography  
- 3 Process Journals  
  - JOURNAL # 7 – Is my project matching my goal at this point? How has it transformed? What do I need to do to finish my project (time frames, uncompleted tasks, unanswered questions, additional research) in order to complete it on time?  
  - JOURNAL # 8 – How will the new knowledge and skills I learned and developed through the Personal Project help me in the future? What IB learner profile traits (principled, inquirer, knowledgeable, thinker, communicator, risk-taker, balanced, reflective, caring, open-minded) did I demonstrate throughout the past 20 weeks while working on my project?  
  - JOURNAL # 9 – What has been the most challenging part of the Personal Project? What have I been most successful with during the Personal Project? What advice would I give to a 9th grader about the project?  
  - STRETCH – In the future, how will I apply what I learned about myself to future projects? |
| March 3/16/20    | - Adjust and finalize your report based on feedback  
- Personal Project Due- Report, Product, & Process Journals  
- All documents uploaded or linked to ManageBac. If there is a product to turn in, upload evidence to MBac, and physical products to Ms. Lucchesi in Room 148 or to support teacher. |
| April 4/29/20 4/30/20 | - Personal Project Showcase  
- Practice presentations  
- See support teacher or Ms. Lucchesi for directions, assignments, and schedule |
Aims & Objectives

AIMS
The aims of the Personal Project are your learning opportunities. The aims of the MYP projects are to encourage and enable students to:
• participate in a sustained, self-directed inquiry within a global context
• generate creative new insights and develop deeper understandings through in-depth investigation
• demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
• communicate effectively in a variety of situations
• demonstrate responsible action through, or as a result of, learning
• appreciate the process of learning and take pride in their accomplishments.

OBJECTIVES
The objectives of the Personal Project define what you will be able to accomplish as a result of completing the personal project. These objectives relate directly to the assessment criteria found in the “Personal Project Assessment” section of this handbook

• Investigating
  o Students should define a clear goal and context for the project, based on personal interests
  o Students should identify prior learning and subject-specific knowledge relevant to the project
  o Students should demonstrate research skills.

• Planning
  o Students should develop criteria for the product/outcome
  o Students should plan and record the development process of the project
  o Students should demonstrate self-management skills.

• Taking Action
  o Students should create a product/outcome in response to the goal, context and criteria
  o Students should demonstrate thinking skills
  o Students should demonstrate communication and social skills

• Reflecting
  o Students should evaluate the quality of the product/outcome against their criteria
  o Students should reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
  o Students should reflect on their development as an IB learner through the project.
Requirements

The following is an overview of the requirements for a successful Personal Project:

1. Work with your support teacher & school supervisor (Senn teachers) who will facilitate information gathering, provide guidance and feedback, and adhere to deadlines.

2. The project must focus on one Global Concept.

3. A Process Journal is a safe place to record your thoughts and decisions throughout the process. In ManageBac it can be used to organize research.

4. The project will include a Personal Report. This will be in a written format.

5. A Product/Outcome must be created and submitted. The product can take many forms and is separate from the Report.

6. The Showcase is the last step of the Personal Project. Is is a presentation of the Personal Project to the Senn community. This time is meant for sharing the process, product, and lessons learned.

7. Assessments will be made using the MYP Personal Project Assessment Criterion.

School Supervisor

You will be assigned a Senn staff member as your school supervisor in addition to your support teacher. These staff members will act as your mentors and facilitators to guide your Personal Project. Their roles will include:

• Provide and explain the guidelines and the assessment criteria for the Personal Project
• Emphasize the importance of keeping an effective process journal
• Periodically check the completion of each stage within the deadlines set
• Support student with the research, design, and follow through of your Personal Project
• Ensure that academic honesty is followed throughout the Personal Project
• Take part in the assessment process of the Personal Project
• Ensure the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issue

You must take initiative to make contact and meet deadlines.
It is not the responsibility of the School Supervisor or Personal Project coordinator.
Global Contexts

The Global Contexts in MYP are the basis of the programme and foundation of its curriculum. They contribute to an education resulting in global awareness, international understanding and an appreciation of cultural diversity. There are six Global Contexts: identities and relationships, orientation in space and time, personal and cultural expression, scientific and technical innovation, globalization and sustainability, fairness and development. Choose ONE to focus on for your Personal Project.

IDENTITIES & RELATIONSHIPS

• Through this Global Context students will 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.

• Ask yourself…
  o Who am I?
  o Who are we?

• Project Goal Example: Over four months, I will research and analyze how people’s online identities affect their values and relationships IRL for better or worse.
• Project Example: How online identities impact offline relationships, a research essay

ORIENTATION IN SPACE & TIME

• Through this Global Context students will 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.

• Ask yourself…
  o What is the meaning of “when” and “where?”

• Project Goal Example: Over four months I will interview family members’ experiences with migration to gain a better understanding of my personal history and make a documentary.
• Project Example: A 15 minute documentary

PERSONAL & CULTURAL EXPRESSION

• Through this Global Context students will 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.

• Ask yourself…
  o What is the nature and purpose of creative expression?

• Project Goal Example: Over four months I will take dance classes and choreograph a dance that is at least one minute long. I will combine the techniques learned in class and my own cultural expression. Project Example: Self-expression through dance at the local community arts centre, a performance
SCIENTIFIC & TECHNICAL INNOVATION

- Through this Global Context students will 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.

- Ask yourself…
  - How do we understand the world in which we live?

- **Project Goal Example:** Over four months, I will research nano fibers and how they are used to make bikes. I will then build a model of a bike with Nano fibers to show how they can improve bikes.
- **Project Example:** Nano fibers build stronger bikes, a model of bike with nano fibers

GLOBALIZATION & SUSTAINABILITY

- Through this Global Context students 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.

- Ask yourself…
  - How is everything connected?

- **Project Goal Example:** Over four months, I will compare and contrast two countries’ approaches to the rainforest- preservation or cultivation. I will research and interview experts to evaluate the approaches and present them to my peers. My peers will be able to judge the rainforest policies and take action on their own.
- **Project Example:** The role of the developing countries in protecting the tropical rainforest, a collection of slides

FAIRNESS & DEVELOPMENT

- Through this Global Context students 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.

- Ask yourself…
  - What are the consequences of our common humanity?

- **Project Goal Example:** Over four months, I want my community to become aware of how people who work in other countries are exploited and treated unfairly when we buy cheap products. My community will be able to identify and understand the importance of fair trade products from companies that treat their workers fairly.
- **Project Example:** Supporting fair trade, an awareness campaign of our school cafeteria
Personal Project Process Journal

The Process Journal is a record of your progress throughout the Personal Project. The Process Journal is a requirement. The Process Journal is a particularly useful tool for you because it supports reflection and organization of your project.

A Process Journal can be...

- Notebook or journal, Electronic document or blog, Audio recordings, Video recordings
- Must be recorded in ManageBac
- Combination of any of the above!

Journal Entries can include...

- Rough ideas of throughout the course of your project
- Drawings, doodles, pictures
- Reflective writing or thinking
- Lists and Agendas
- Sources
- Websites to check out
- Your ideas, feelings, decisions
- Successes and failures
- Step by Step procedures

Minimum Journal Entries

JOURNAL # 1 – Who are some adults, peers, and mentors who can assist me in the Personal Project? What am I looking forward to doing with the project? What questions do I have about the project in general and my project specifically? How can I be open-minded throughout the process of completing the Personal Project?

JOURNAL # 2 – Throughout the project, I will need to balance your time between many things (homework, entertainment, home responsibilities, etc…) – how will I start to manage your time? What are my next steps on the Personal project? List 3-5 next steps and set a date for completion.

JOURNAL # 3 – What would I like to talk about with my supervisor at our first meeting? What topics do I need to research in order to be successful? What topic(s) am I already very knowledgeable about that will help me with my project?

STRETCH – How will my product achieve my goal, be high quality, and incorporate the Global Context?

JOURNAL # 4 – What advice/feedback did my supervisor & support teacher provide that I will use to guide my project? What have I done to begin working on my product or outcome so far? Have I met the “next steps” that I outlined in journal #2? What can I adjust in order to meet those “next steps?”

JOURNAL # 5 – What challenges am I encountering in the Personal Project? What solutions can I create to these challenges? Are there any changes I would like to make to my project? Explain.

JOURNAL # 6 – What has been the most helpful information that I found from my research? Reflect on my Personal Project performance thus far – what am I proud of? What do I need to work harder on? List 3-5 next steps and set a date for completion.

STRETCH – In what ways did my research change your Personal Project?

JOURNAL # 7 – Is my project matching my goal at this point? How has it transformed? What do I need to do to finish my project (time frames, uncompleted tasks, unanswered questions, additional research) in order to complete it on time?

JOURNAL # 8 – How will the new knowledge and skills I learned and developed through the Personal Project help me in the future? What IB learner profile traits (principled, inquirer, knowledgeable, thinker, communicator, risk-taker, balanced, reflective, caring, open-minded) did I demonstrate throughout the past 20 weeks while working on my project?

JOURNAL # 9 – What has been the most challenging part of the Personal Project? What have I been most successful with during the Personal Project? What advice would I give to a 9th grader about the project?

STRETCH – In the future, how will I apply what I learned about myself to future projects?
Personal Project Report & Academic Honesty

The Report

All students must complete a report at the end of their personal project. The MYP personal project report demonstrates a student’s engagement with his or her personal project by summarizing the experiences and skills recorded in the process journal. High quality process journals are easy to turn into a report.

The report should be presented in identifiable sections, following the MYP project objectives—investigating, planning, taking action and reflecting. The report must include evidence for all the strands of all criteria.

The report is extremely important to IB and demonstrates your completion of the Personal Project design cycle. In the end, your supervisor will read and mark your report

- The written report must be uploaded to ManageBac worksheet page.
- File Name: “First Name Last Name PP Report”
- Length of report: 1,500 to 3,500 words.
- The word count applies only to Body of Report; appendices, bibliography, etc. do not count.
- Appendix
  - 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
    - Annotate each extract to show how it demonstrates your achievement of the criteria.
- Sections of the Report:

<table>
<thead>
<tr>
<th>Title Page</th>
<th>Table of Contents</th>
<th>Body of Report (the sections)</th>
<th>Bibliography</th>
<th>Appendices</th>
</tr>
</thead>
</table>
  | • Student name  
  • IB ID (in MB)  
  • 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  
  | • 5-10 Journal Extracts  
  • Charts/graphs  
  • Photos/drawings  
  • Other supporting material  |

Academic Honesty

Senn students are asked to display academic honesty in all areas of their work, including the Personal Project. Senn students are regularly responsible for the production of their own original and authentic work using their own words and phrases. Students are responsible for citing sources as prescribed by their teachers and refraining from plagiarism and collusion.
Personal Project Design Cycle

The Design Cycle should be documented in ManageBac through the Process Journal tab.

Investigate

• Brainstorm topics that are interesting to you using
• Choose ONE Global Context
• Draft goals related to Global Contexts
  o What do I want to achieve through my project?
  o What is the purpose of my project?

<table>
<thead>
<tr>
<th>Challenging (worthwhile)</th>
<th>HIGHLY Challenging (not advised!)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Create a cyber-bullying awareness campaign in the school</td>
</tr>
<tr>
<td>B</td>
<td>Write/perform a hip hop song for peers and have a question &amp; answer session</td>
</tr>
<tr>
<td>C</td>
<td>Create a 15-minute documentary about race and inequality in Chicago</td>
</tr>
<tr>
<td>D</td>
<td>Organize a 5K run in Edgewater to raise funds for a charity</td>
</tr>
</tbody>
</table>

Plan

• Brainstorm sources that will help you achieve your goal
  o Interviews, articles, books, websites, blogs, videos
• Think about how to create the product, create a timeline and action items
• Research sources identified, take notes, and document sources

Take Action

• Analyze your research
• Apply research to revise your plan, product and investigation
• Create the product

Reflect

• Process Journal Entries
• Report
  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