

MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO | WAYS OF KNOWING

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What's Your Passion?

It's the journey, not the destination...

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Who are You?

Stand if your school ...

- Is a public school
- Has a partner school
- Has a non-5 year program
- Has a diverse population
- Is in a urban area
- Links with a PYP or Diploma program
- Blends experienced IB students with IB novices
- Will be **REQUIRED** to do a Community Project
- Is ready to meet the requirements of the Community Project





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Our MYP information

We...

- Are a 3-year MYP Whole School program
- Have been authorized since 2006

Our first culminating project..;

- Unofficially called the “Passion Project”
- Began in the in the 2006/07 school year
Was a voluntary, independent project



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Components

Community project component	How it is assessed
Focus on service as action	Evident in the presentation
Process journal	A selection of extracts in appendices of the report
Presentation	The content of the report assessed using all four criteria



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Defining a Goal/ Addressing a Need

Defining a goal to address a need in the community

Some examples of goals are:

- to raise awareness
- to actively participate
- to research
- to inform others
- to create/innovate
- to change behaviours
- to advocate



A need can be defined as a condition or situation in which something is required or wanted; a duty or obligation; or a lack of something requisite, desirable or useful.



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Collaboration



Students can choose to work on the community project independently or in small groups.

In cases where students work together, they:

- work collaboratively to address the objectives of the project,
- develop their service learning together,
- give their presentation at the end as a group,
- define goal collaboratively



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Presentation Requirements

At the time of the presentation, students must submit to the community project supervisor:

- a completed academic honesty form for each student
- the proposal for action
- process journal extracts
- any supporting visual aids used during the presentation
- bibliography/sources





Process Journal

The process journal is:

- 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 storing useful information, for example quotations, pictures, ideas, photographs
- a means of exploring ideas and solutions
- a place for evaluating work completed
- a place for reflecting on learning
- a record of reflections and formative feedback received.

The process journal isn't:

- used on a daily basis (unless this is useful for the student)
- 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.



Defining Terms

Community: Communities include groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.

Community Goal or Need can be:

- to raise awareness
- to actively participate
- to research
- to inform others
- to create/innovate
- to change behaviours
- to advocate.

Proposal for Action

- specific tasks or activities to complete to develop project. Examples: checklists, rubrics, timelines, flow charts or other strategies to prepare their proposal.



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Community Examples

Community		Examples	
A group of people living in the same place	Singapore's Indian neighbourhood	Belgian citizens	Korowai people of Papua
A group of people sharing particular characteristics, beliefs and/or values	An online forum for people with Down's syndrome	Vegetarians	History club year 3 students
A body of nations or states unified by common interests	European Union	United States of America	United Nations Human Rights Council
A group of interdependent plants or animals growing or living together in a specified habitat	Madagascar's indigenous bird population	Flora of the Middle East in Western Asia	South Korea's Ecorium project (wetland reserve)



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Global Context

Personal and cultural expression

Identities and relationships

Orientation in space and time

Fairness and development

Scientific and technical innovation

Globalization and sustainability



How we aligned the two...



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Structure

Students:

- take survey of interest
- are assigned to coach based on interest
 - Ex: digital media, sports, fashion, social issues, arts and crafts, science, tech, music, animals, travel, culture, writing, etc.
- document tasks in quarterly Process Journals organized around four objectives





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Project Objectives

Objective A: Investigating

Students should:

- i. define a goal to address a need within a community, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Objective B: Planning

Students should:

- i. develop a proposal for action to serve the need in the community
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Objective C: Taking action

Students should:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Objective D: Reflecting

Students should:

- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. reflect on their development of ATL skills.



Objective A: Investigating

- Develop a viable guiding question that is focused, specific, open-ended, measurable and answerable
- Link to Global Context
- Address a community need
- Identify Approaches to Learning
- Choose advisor with knowledge of topic
- Choose collaborators within interest group
- Document tasks in Process Journal #1



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Excerpt from Process Journal (PJ) #1

Topic/Working Title of Project:

--

To complete this project I will need to investigate the following:

1.
2.
3.
4.

I have identified the following members of my Collaborative Group with whom I will

- Brainstorm
- Share ideas
- Conduct and share research
- Discuss options and obstacles

1. Me	3.
2.	4.



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PJ #1: Guiding Question

Working Guiding Question Draft 1 from page 7—share this with your group, your coach & your advisor:

Specific Project Goals:

Who is the audience this project is intended to reach and how will members of that audience benefit or learn from this project?



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Objective B: Planning

- Research
 - Create a research plan
 - Identify sources
 - Evaluate sources for reliability and relevance
 - Cite sources
- Design Specifications-Backmapping
 - List of tasks
 - Task Calendar
- Document and reflect in Process
Journal #2





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Excerpt from PJ #2

Final (revised) Approved Guiding Question:

--

To provide a viable answer or solutions to this question, my project must address the following:

1	
2	
3	
4	
5	

and my answer or solution will address this global concern:

--



Excerpt from PJ #2

Passion Project List of Tasks

Updated Project Topic:

Healthy cakes

Updated Global Context:

Science and Technical Innovation

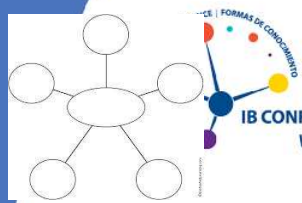
Updated Guiding Question

How can I use substitutions to make healthier cakes?

This is the list of steps/tasks (in order) that I will need to complete to answer my guiding question and produce a good quality product (add more cells below, if needed)



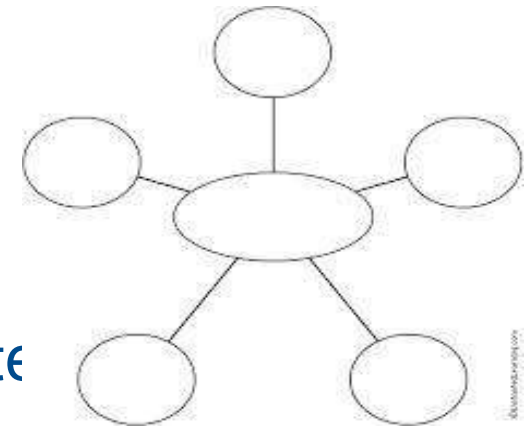
	*Date needed	Task or step
1	12/20/13	Meet with Ms. Moore
2	12/20/13	Research healthy substitutions and easy recipes to change
3	1/2/14	Meet after school with Julia to discuss our recent research
4	1/7/14	First draft for recipe
5	1/11/14	Bake first cake with Julia
6		



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Objective C: Taking Action

- Research is circular--have they changed their topic or guiding question?
- Finalize idea for product
- Create list of materials needed
- Blueprint Options:
 - Inspiration
 - PowerPoint storyboard or storyboard template
 - Cut-away diagram
- Create final product
- Begin Panel Presentation



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Excerpt from PJ #3

Updating Passion Project Information:

Have I changed my *Project Topic*? Highlight Yes (write new one below and **be sure to explain the change** in Reflection 3A) OR No (write N/A)

Have I changed my *Global Context*? Highlight Yes (write your new one below and **be sure to explain the change** in Reflection 3A) OR No (write N/A)

Have I changed my *Guiding Question*? Highlight Yes (write your new one below **and be sure to explain the change** in Reflection 3A) OR No (write N/A)



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PJ #3: Materials List

Updated Project Topic:

Sports Photography

Updated Global Context:

Cultural & Personal Expression

Updated Guiding Question

Does sports photography offer a new view on the sport?

I need to obtain the following materials:

*Date needed	Product or Material	Purpose	Source	Cost
1 2/27/14	Have at least 2 shoots	To have photos for project	Friends/Family	\$0
2 3/17/14	Have at least 3 more shoots	To have photos for project	Friends/Family	\$0
3 4/3/14	Get photos developed	To have physical copies of the pictures	Probably SnapFish	Depends on how many pictures
4 4/19/14	Buy photo portfolio	To use as final product	Probably Plaza Art	\$30-\$60
5				



PJ#3: Blueprint

Visualizing a Working Product Blueprint

In order to create a “blueprint”, the first step is to clarify the type of “product” you will produce for your project, types include:

- An physical artifact (model, booklet, artwork, etc)
- A digital/electronic media product (web page, video, glog, wiki, etc)
- a combination

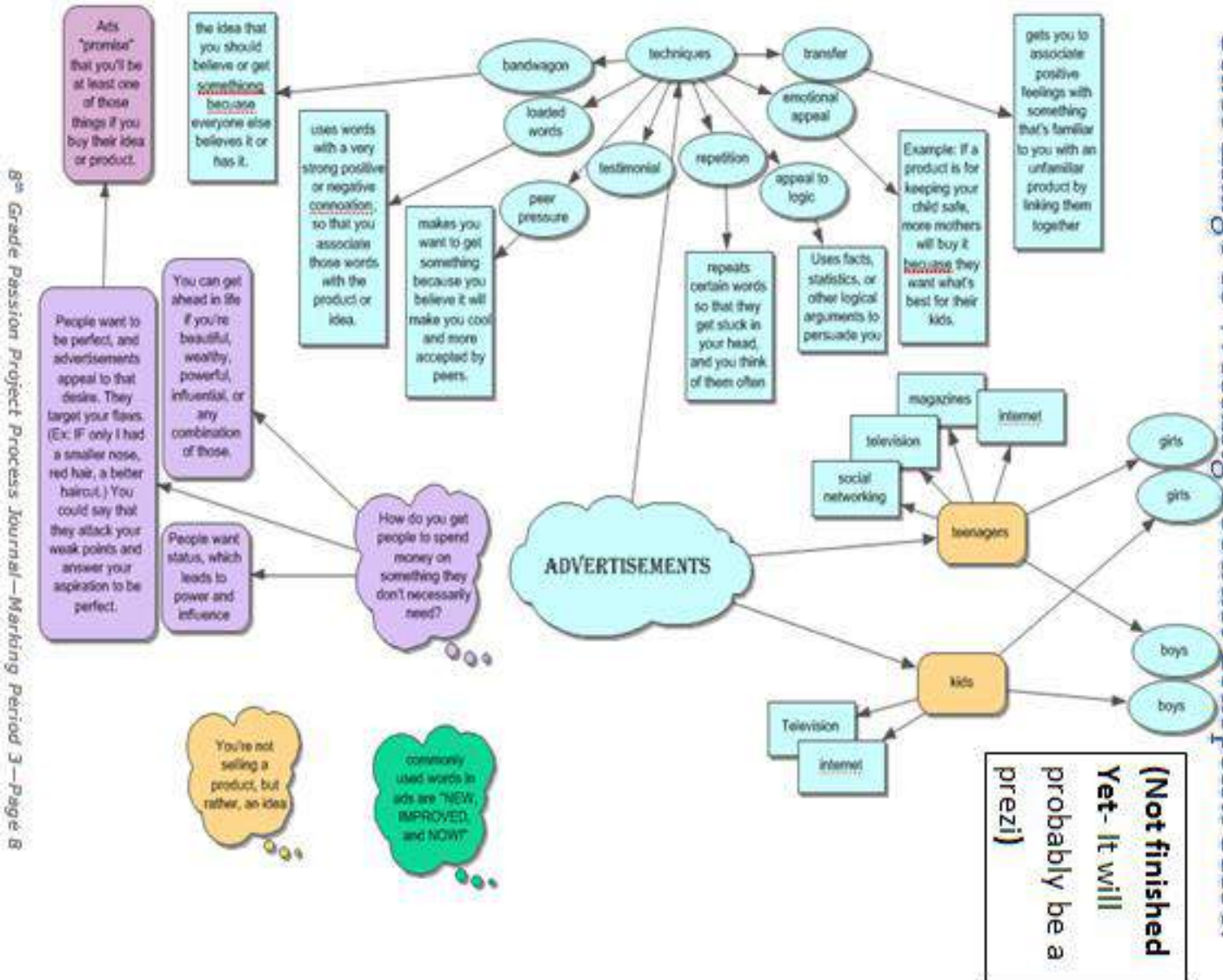
Please note that a PowerPoint is NOT a product, it is a planning & presentation tool

If your product is:

Artifact	Combination	Media
Write a description of your physical artifact in the box below	Write a description of your media product in the box below	Write a description of your media product in the box below
The product for my project is...	The product for my project is...	The product for my project is...

PJ #3 Blueprint

Place Image of Working Product Blueprint Here:





PJ #3: Blueprint

Passion Project Storyboard

Scene 1

- Tom is put on the talent show list by his friends.
- Setup Scene

Scene 2

- The gang is walking down the hallway talking about how to get Tom out of the talent show.
- Setup Scene

Scene 3

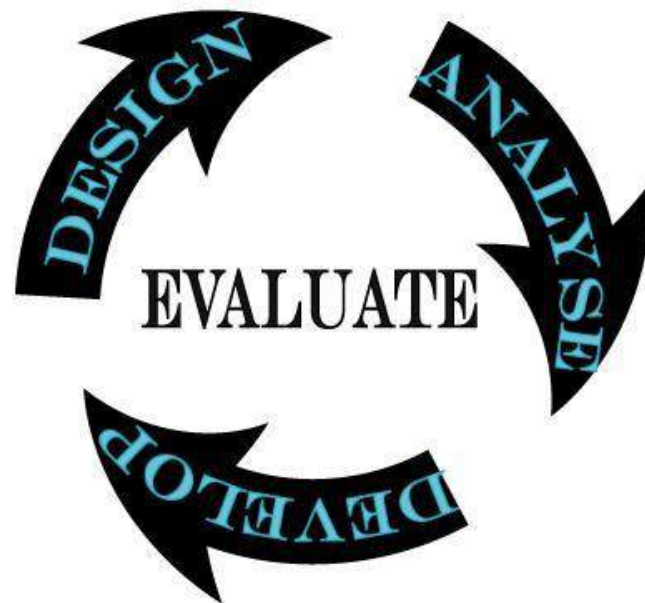
- They walk out of the counseling office after a failed attempt to get Tom off the talent show list. They decide to talk to a hacker named Acer.
- Setup Scene



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Objective D: Reflecting

- Make final changes to product
- Prepare MYP Panel Presentation
- Present to Panel
- Reflect on product and presentation;
process





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PJ #4: Reflection

Passion Project Reflection Composition

My Passion Project: Cyber bullying

For me, I had hoped that I would learn more on the impact and effects of cyberbullying and I did (also by witnessing it). I had hoped that through my project, students (the sixth graders) would learn the effects that happen when they cyberbully someone. I also hoped that they would learn how to be a good bystander in these kinds of situations. I wanted to teach it to the sixth graders because they should get a pretty good foundation of knowledge on that and then keep on growing up with it. I really wanted to, through my product, show them that even if they don't see it, there are negative impacts on cyberbullying that they might not even be aware of and that one of the best ways to stop cyberbullying was to take action on the victim so basically befriend them or comfort them, etc...



Challenges

Student challenges

- developing a viable guiding question
- documenting work
- research skills/ protocols
- motivation

Staff challenges

- defining an appropriate product
- accountability (independent study w/no set meeting time)
- scoring standardization



Examples

Example	Guiding Question	Global context
Ian, Nick, Sam, Elias: <u>Humor</u>	What makes a movie funny?	Orientation in time and space
Aida: <u>B Guitar</u>	How do features on an electric guitar affect the sound?	Scientific and technical innovation
Isaac: <u>Computer and Game</u>	Can I build a computer and make a game?	Scientific and technical innovation
Josie & Julia: <u>Healthy Baking</u>	Can we make a cake healthier?	Globalization and sustainability
Celia: <u>Say No to GMOs</u>	How can we persuade about the importance of mandating labels for GMOs?	Globalization and sustainability



Examples

Example	Guiding Question	Global context
Amy & Isabella: <u>Sexism in Schools</u> Josh: <u>Head Injuries</u>	How can we raise awareness of gender roles in schools? How can pitchers be protected from head injuries in baseball?	Identities and relationships Scientific and technical innovation
Grace: <u>Up-cycle</u>	How does shopping at thrift stores help the environment?	Orientation in space and time
Maggie: <u>Advertising</u>	What makes an advertisement effective?	Fairness and development
Maya & Marike: <u>Writing an original song</u>	What are the building blocks to song writing?	Personal and cultural expression



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