



# **Eastlake High School Class of 2009**

## **Project Plan Instructions**

### **How to plan your work and learning for your senior project**

The project plan is the foundation of your project. A well-planned project usually goes smoothly and the student finds him/herself able to adapt the plan if problems or opportunities arise. Poor planning paints the student into a corner than can require extra hard work to get out of later in the year.

**Your goal is to put together a plan for at least 60 hours of meaningful work that will take you from start to finish on your project.** The plan must include an estimate of your specific project activities, as well as an estimate of the time they will take. Please remember that we understand that this plan is an *estimate*. If you estimate that it will take 10 hours to complete the first part of your project and it actually ends up taking 15 hours, that's just fine. Same thing if you estimated 15 and it ended up taking 10. We need to see that you have thought about your tasks and that you have mapped out the year in a way that will allow you to break your project down into small enough steps that it is possible for you to complete it with minimal stress and maximal satisfaction.

**A project plan is complete and eligible for approval when you have mapped out 60 hours of work. To be approved, your hour estimates need to be reasonable. If you think it will take 70 hours and experience has shown your panel that it will take only 30, then they will send it back to have you add new learning and work components to make it a significant project. If you think it will take 70 hours and experience has shown your panel that it will take 150, they will send it back and ask you to revise your estimates OR refocus your project so that it is more manageable.**

#### **Some things to think about before you start**

Activities that count for hours:

- research that applies directly to project (most panels will limit you to 10 hours of research UNLESS they have approved you to do a research project- which is fairly rare)
- classes you take to learn how to do your project
- looking for classes to take (this should take a minimal amount of time, 1-2 hours)
- selecting project materials
- actually working on your project
- locating and speaking with experts on your topic
- visiting suppliers or volunteer agencies to look for opportunities
- volunteering in connection with your project

Activities that do not count for hours:

- Driving
- undocumented thinking or practice (practice sessions must be recorded to be counted)
- Activities (including research) connected to I-Search, portfolio, and presentation

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#### **Completing your Project Plan**

1. Open the Template document and save it to your My Documents folder on the server.
2. Leave all the formatting and text in place.
3. Read and respond to the questions in the template. This part is similar to the project proposal you have already completed, but the questions are NOT the same. It is a series of questions you need to answer that help to explain your time line and estimates.
4. **Read all the remaining instructions in this document prior to completing the rest of the steps!!**
5. Fill in the Project Tasks and Time Line table. To enter information, place your cursor in the appropriate box.
6. Complete the Project budget estimate.
7. Save the document.
8. Follow your panel's instructions about submitting the Project Plan, but be sure to do so on or before **November 10, 2008**.
9. Questions? Please contact Ms. Nasby at [dnasby@lwsd.org](mailto:dnasby@lwsd.org) or in D204 on 1/3/5 days.

## Categories and Tasks

Project planning breaks down into two levels: categories and tasks. Categories are the big areas of work that are made up of several tasks. Tasks are the individual activities that fall under larger categories of work.

### Some examples...

<b>Project:</b> Volunteering at Little Bit Therapeutic Riding Center	<b>Project:</b> Learning Black & White Photography
<b>Categories of work:</b> Orientation, research on specific disabilities of my riders, working with my riders, taking care of horses, training sessions	<b>Categories of work:</b> selecting camera, classes, taking pictures, developing and finishing, reading and research, meeting with experts
<b>Tasks and how they relate to categories:</b> Orientation tasks: <ul style="list-style-type: none"> <li>• General orientation</li> <li>• Orientation to rider #1</li> <li>• Orientation to rider #2</li> </ul> Research on disability tasks: <ul style="list-style-type: none"> <li>• researching cerebral palsy</li> <li>• researching autism</li> </ul> Working with riders tasks: <ul style="list-style-type: none"> <li>• Rider #1</li> <li>• Rider #2</li> </ul> Taking care of horses tasks: <ul style="list-style-type: none"> <li>• Grooming</li> <li>• Feeding</li> <li>• Veterinary care</li> </ul> Training sessions tasks: <ul style="list-style-type: none"> <li>• Teacher training</li> <li>• risk management training</li> <li>• working with parents training</li> <li>• horse care training</li> </ul>	<b>Tasks and how they relate to categories:</b> Selecting Camera tasks: <ul style="list-style-type: none"> <li>• on-line research on cameras and lenses</li> <li>• visiting camera stores</li> <li>• interviewing photographers</li> </ul> Classes tasks: <ul style="list-style-type: none"> <li>• finding classes</li> <li>• taking classes (if you took more than one type of class, you would have more than one task for this. Example: composition <u>and</u> darkroom classes)</li> </ul> Taking Pictures tasks: <ul style="list-style-type: none"> <li>• each type of picture or setting in which you take pictures (or specific skill you are working on) would be a separate task</li> </ul> Developing and Finishing tasks: <ul style="list-style-type: none"> <li>• darkroom</li> <li>• matting photos</li> </ul> Research and reading tasks: <ul style="list-style-type: none"> <li>• reading photography books</li> </ul> Meeting with experts tasks: <ul style="list-style-type: none"> <li>• feedback from photographers</li> <li>• feedback from galleries</li> </ul>

## Planning backwards and estimating time

- DETERMINING THE SEQUENCE OF EVENTS.
  - Some projects are very sequential: you can't do category two before you complete category one. It must be done in a specific sequence. Others can have several tasks going on at once. Most projects require some sort of sequence but are most flexible once the process is underway.
  - Ask yourself: How sequential is my project? If every step must be done in order, assign that order to the categories and tasks you listed in the previous exercise – give them numbers)
  - If some steps have to be done in order, but then it gets more flexible, assign numbers to the things that have to be done first and leave the rest unnumbered.
- ESTIMATING TOTAL TIME FOR EACH TASK
  - It is helpful to think in terms of percentages. Suppose you are learning black and white photography. You are willing to commit more than the 60 hours that are required. You know your classes will take up 30 hours but the rest seems pretty open. Figure out what percentage of your remaining time you think you will spend on each of the other categories of work. Then convert those percentages to hours and divide them out among the tasks as it makes sense to you. Don't worry about it adding up to exactly 100%, but it should be close (the example adds up to 101%).

### Example:

Category and tasks	Percentage	Estimated hours per task	Estimated start date	Estimated completion date
Selecting Camera				
on-line research on cameras and lenses	2%	2 hours	10/30/2005	11/10/2005
visiting camera stores	2%	2 hours	11/11/2005	11/20/2005

interviewing photographers	1%	1 hour	10/30/2005	11/10/2005
<b>Classes</b>				
finding classes	1%	1 hour	10/2/2005	10/15/2005
Composition & lighting classes	20%	20 hours	1/3/2006	2/28/2006
Darkroom classes	10%	10 hours	2/1/2006	3/30/2006
<b>Taking Pictures</b>				
Still life photos	10%	10 hours	1/3/2006	4/15/2006
Landscape photos	15%	15 hours	1/3 2006	4/15/2006
<b>Developing and Finishing</b>				
Darkroom (on my own)	15%	15 hours	3/31/2006	5/1/2006
matting photos	5%	5 hours	4/2/2006	5/5/2006
<b>Research and reading</b>				
reading photography books	10%	10 hours	1/3/2006	5/5/2006
<b>Meeting with experts</b>				
Feedback from photographers	5%	5 hours	3/5/2006	5/5/2006
Feedback from galleries	5%	5 hours	4/5/2006	5/5/2006

Here are the specific instructions for each question.

<b>Project Changes</b>	<i>If your project has changed since submitting your Proposal, explain the changes and the reasons for them here.</i>
<b>Project Goals and Outcomes</b>	<i>This is the most important information you provide your panel, because it focuses your project on LEARNING rather than on just doing stuff. If you define your learning goals and intended outcome carefully, the details of how you go about reaching those goals can be flexible. Also, if you have clear learning goals, you will have a direction in mind in case some part of your project doesn't work out.</i>
<b>Participants</b>	<i>Anyone who helps you or contributes something to your project is a participant on your project team. <b>List names of all participants and enter their physical and email addresses and phone numbers.</b></i>  <i>Project plans that do not include this information will be sent back for rework no matter how well done the rest of the plan is – this is the kind of missing information that sinks projects in the spring.</i>
<b>Potential Risks and Mitigation Strategy</b>	<i>Now that you know more about your project, list the potential risks you may face, and how you plan to overcome them. Be as specific as you can at this stage</i>

Hit "save".