

The Brain Project Checklist

Research

- ☐ Reminded myself of the key criteria for note-taking:
 - System of organization
 - Written in my own words
 - Fewest words possible to capture essence of ideas
 - Digging deep (focusing on the processes of *how* things work the way they do)
 - Challenging myself to be thorough
 - Challenging myself to take steps to fully understand the material
- ☐ Created a place where I will take notes (could be comp book or a Word or Google doc; could be both; needs to be purposeful; hand-written notes are encouraged)
- ☐ Created a place to record my sources
- ☐ If working with a partner, decide who will be responsible for which parts of the research
- ☐ Decided on a note-taking system that would help me record notes using my own words and the fewest words possible to capture the essential information
- ☐ Found a site/resource with good diagrams of the brain to base my diagram on
- ☐ Made notes from **at least six** different resources, including at least one source with age-appropriate content (you can use Wikipedia as a starting point, but it does not count as one of your sources)
- ☐ Challenged myself to dig beneath surface answers
- ☐ Identified unanswered questions
- ☐ Attempted to discover answers to those questions
- ☐ Dug deep into how and why my brain part does the things that it does
- ☐ I understand where in the brain my part exists
- ☐ I understand the function of my part of the brain, *in detail*
- ☐ Discovered which parts of the brain my brain part functions most closely with
- ☐ Visited with **at least five** people in class to discover how my brain part is connected to their brain part (*how* does information or action get passed from one part to another?)
- ☐ *Optional:* Explored what is happening in my part of the brain while I meditate or express gratitude; and/or what is happening in my part of the brain for a neurodiverse person
- ☐ Careful rereading of rubric

Target Date _____

Design

- ☐ If working with a partner, we decided how is responsible for each interactive/aspect
- ☐ Explored the interactive templates made available by the Great and Mighty Prof. Wu Wei
- ☐ Visited the interactive template website and explored the options
- ☐ Explored the other interactive links on the class blog
- ☐ Decided which six templates I am going to use (or more if adding extras)
- ☐ Printed out all my templates
- ☐ Explored how to make full use of all aspects of each template
- ☐ Decided which template I am going to use for each aspect
- ☐ Sketched out how I am going to place my interactives within the lapbook – I can justify my choices: I know why I placed each interactive in each place, in relation to the other interactives and in relation to the lap book as a whole
- ☐ Created a rough draft of my web of research notes
- ☐ Sketched out my comic strip and did rough copy of dialogue
- ☐ Sketched out my design for the cover of the lapbook
- ☐ Experimented with other ideas for my cover
- ☐ Finalized my idea for my cover
- ☐ Sketched out how I will print my brain part name on the back of my lapbook
- ☐ Explored possibilities for my memory aid
- ☐ Finalized how I will approach the memory aid
- ☐ Decided whether or not I will add extra interactives and made rough drafts of that work
- ☐ Identified aspects that I less than confident in creating/drawing
- ☐ Practiced creating/drawing those aspects until I felt my confidence increase
- ☐ Careful rereading of rubric

Target Date _____

Making

- ☐ Consider: what design elements might run through all aspects of my lap book?

Then, these can be done in any order:

1.

- ☐ Reread rubric – written description
- ☐ Draft of written description of brain part
- ☐ Proofread written description of brain part
- ☐ Asked a peer to proofread my written description
- ☐ Final copy of written description

2.

- ☐ Reread rubric - diagram
- ☐ Created diagram
- ☐ Proofread diagram

3.

- ☐ Reread rubric – comic strip
- ☐ Made any adjustments necessary to my draft
- ☐ Created comic strip
- ☐ Proofread comic strip
- ☐ Final copy of comic strip

4.

- ☐ Reread rubric - connections
- ☐ Created connections to other brain parts
- ☐ Proofread my text

5.

- ☐ Reread rubric – web of research
- ☐ Created web of research
- ☐ Proofread web
- ☐ Made connections across the web

6.

- ☐ Reread rubric – memory aid
- ☐ Created my memory aid

- ☐ Proofread any text in the memory aid

7.

- ☐ Reread rubric – front cover
- ☐ Created front cover

8.

- ☐ Do I have time for extra interactives and content?

Do these after all of the above is complete:

- ☐ Proofread all written content
- ☐ Compared each aspect of the lapbook against the rubric
- ☐ Glued in interactives
- ☐ Considered what common design elements can help my lap book look like a purposeful whole?
- ☐ Added common design elements
- ☐ Final Artist Moment for each interactive
- ☐ Final Artist Moment for project as a whole
- ☐ **Self-assessed on rubric**
- ☐ **Completed reflection**
- ☐ Handed in the lap book, the self-assessed rubric, and my reflection
- ☐ Did something nice for myself
- ☐ Slept for 5000 years

Due Date _____