

## PERSONAL PROJECT

### Guidelines for MYP Students

prepared by the MYP Coordinator: Beata Urbaniak

#### I. What is Personal Project in the MYP ?

It is a long-term project which focuses on your independent learning experience and consolidates your learning in the Middle Years Programme.

#### II. MYP Personal Project Aims

The aims of the MYP projects are to encourage and enable you to:

- conduct a 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.

#### III. PP Components => *There are three main components of the Personal Project*

- **The Process Journal** (*in which you will document the process of addressing Personal Project Objectives and creating your PP*)
- **The Product or Outcome** you create
- **The Report or Presentation** you make that explains what they have done and learned.

You should also attach:

**MYP Project Academic Honesty Form** (with your signature on it), **appendix** and **bibliography**

*See attachment 1: 'MYP Personal Project' brief*

#### IV. STEPS .....

##### OBJECTIVE A: Investigating

**STEP 1. Identify your interests and abilities:**  *Personal Project Mind-Map => Spend time thinking about what product/outcome you would like to create and why. Draw a mind-map of ideas (which should be the first thing included in your process journal). Make sure this is a project that will maintain your interest for a longer time.*

*Topic decision chart => Decide what topics you find most interesting.*

**STEP 2. Choose a process journal that best suits you** => *From the very start of your work to finish, document your project work in the process journal. Remember that journals can take many forms and can be recorded in a variety of media.*

*Extracts from your journal, which demonstrate achievement in all criteria, are submitted as appendices of the report or presentation at the conclusion of the project.*

*An extract may include: • visual thinking diagrams • bulleted lists • charts • short paragraphs • notes • timelines • action plans • annotated illustrations • annotated research • artifacts from inspirational visits to museums, performances, galleries • pictures, photographs, sketches • up to 30 seconds of visual or audio material • screenshots of a blog or website • self and peer assessment feedback.*

**STEP 3. Define a clear goal =>** State exactly in your process journal what you want to create for your personal project and how this is based on your personal interest. Explain why you want to achieve something, how and when. What makes your project personal? (interests, ideas or perhaps experiences?)

What is the difference between a basic, challenging and highly challenging goal?

- ◆ Basic goal - what am I going to do or make?
- ◆ Challenging - what am I going to do and for what purpose?

What is the difference between a basic, challenging and highly challenging goal?

- ◆ A highly challenging goal has multiple parts to it and leads to greater learning.
- ◆ Consider the number of verbs you have in the goal. The more verbs the greater the likelihood of learning and challenge
- ◆ For example, design, research, learn, create, explore, develop, manage, market, purchase...

Outline a <b>basic</b> and appropriate goal	Define a clear and <b>challenging</b> goal	Define a clear and <b>highly challenging</b> goal
To <b>design</b> my own electric violin	To <b>research</b> violin design and making and then <b>design</b> my own electric violin	To <b>research</b> violin design and making, then <b>design</b> and <b>produce</b> my own 4 or 5 stringed electric violin
To <b>design</b> my own summer clothing collection	To <b>research</b> current fashion trends and then <b>design</b> my own summer clothing collection	To <b>research</b> current fashion trends and how to <b>design</b> patterns. Then <b>design</b> and <b>create</b> a summer clothing collection and then <b>learn</b> how to <b>create</b> a "template website" to <b>market</b> my designs.
To <b>raise</b> \$400 for the education of an Indonesian child	To <b>sponsor</b> an Indonesian child to university for 4 years by <b>raising</b> \$1500.	To <b>volunteer</b> at the International Humanities foundation over the Christmas holidays and then <b>raise</b> \$1500 to <b>sponsor</b> an Indonesian child to university for 4 years.
To <b>donate</b> money to a school in Bali.	To <b>raise</b> money for a school in Bali and then <b>donate</b> the money raised to the school.	To <b>research</b> schools in Bali and then <b>raise</b> money to <b>purchase</b> stationery for the school to <b>support</b> student education.

Source: Pictures from the training video: 'How to write a goal' (occ.ibo.org)

**STEP 4. Define a global context**

Select **one** global context from the six global contexts below that best applies to your project:

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development.

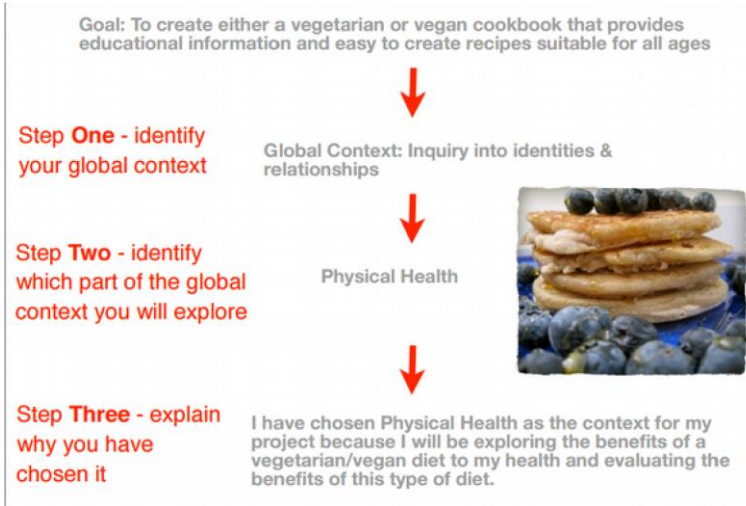
Then decide on an area of exploration within this global context.


Explain in your **process journal** how the global context and area of exploration you have chosen can help you answer the following questions:

- What do I want to achieve through my project?
- What do I want others to understand through my work?
- What impact do I want my project to have?
- How can a specific context give greater purpose to my project?

See attachment 2: 'Defining a global context'

Example:



 **Inquiry into Identity and Relationships**

Who am I ? Who are we?

An inquiry into identity and relationships explores the following areas:

- Identity
- Beliefs and values
- Personal health
- Physical health
- Mental health
- Social health
- Spiritual health
- Human relationships, including families, friends, communities and cultures
- What it means to be human

Source: Pictures taken from the presentation created by PLC.Perth (occ.ibo.org)

**STEP 5. Clarify Your Goal => clarify your initial goal and document this in the your *process journal*.**

*See attachment 3: 'Clarifying your goal'*

<p><b>S</b> (Specific) What? Where? How?</p>	
<p><b>M</b> (Measureable) From - To</p>	
<p><b>A</b> (Assignable) Who?</p>	
<p><b>R</b> (Realistic) Feasible?</p>	
<p><b>T</b> (Time-based) When?</p>	

**STEP 6: Identify prior-learning and subject-specific knowledge**

*In your **process journal** identify how much you already know, recall what you have learned in your MYP subjects and how this will help you achieve your personal project goal.*

**STEP 7: Start a research process and document the sources you have found**

Use the research model below which you will include in your **process journal**. Make sure you have 1 – 3 **primary sources** and 4 – 8 **secondary sources**.

**See attachment 4**



Remember that all the sources should be documented in your **process journal**. Analyze the attached examples. Annotate how you can apply these sources to your product/outcome.

**STEP 8. Evaluate each source:**

**Authority** – Who is responsible for presenting this information?

- Who has written or provided this information and can you check their qualifications?
- Is the information from an ‘expert’ in this field?

**Accuracy** – Is the information accurate, can it be proven and verified?

- Is the information correct?
- Can you check the accuracy of information through links, footnotes and bibliography?

**Objectivity** – Is the information based on facts, things you can observe or based more on opinions and emotions? Is it from just one point-of-view?

- Is there personal bias?
- Can you verify that facts, statistics and links to sources are accurate and truthful?

**Currency** – How old is the information and is this important?

- Has the author(s) provided a date for when the information was written?
- Has the information been revised or updated, and if so, when?

Ensure you document your source evaluation in your **process journal**.

**See attachment 5: ‘Evaluating your sources’**

At the end of the phase of investigation, reflect on how your **research skills** have developed over the duration of the project. Have you shared your research skills to help your peers as they progressed through their projects too? How and in what circumstances?

**OBJECTIVE B: Planning****STEP 1: Develop criteria for your product/outcome**

Develop a set of specifications for your product/outcome. Ask yourself the following questions:

- What form will my project take on?
- What is the purpose of my project?
- How will I know when I have achieved my goal?

- How can I judge the quality of my product/outcome?

*You need to create a minimum of five **rigorous specifications** for your criteria.*

**See attachment 6: 'Designing criteria'**

*Present your specifications to your supervisor for approval. Write both the draft form and the final copy in your **process journal**.*

### **STEP 2: Develop a plan and development process**

*Create a timeline with the following sections:*

- due dates for particular phases of the Personal Project
- meetings with supervisor
- stages for the completion of your product/outcome
- how you will manage your time to complete your personal project
- draft of report
- final copy of report
- submission of whole personal project – process journal, report and product/outcome.

*In your process journal constantly document your progress. **See attachment 7: 'Timeline'***

### **STEP 3: Demonstrate self-management skills**

*As you create your product constantly document your **self-management skills** in your **process journal**. Reflect also on your ability to move your project forward and putting your goal into action (which will be the main aspect in the next stage of your PP - 'Taking action').*

*Here are the skills that you should develop as you create your 'Personal Project':*

#### **Organisational skills:**

- Meet deadlines
- Stick to your goal
- Maintain your process journal with regular updates
- Select and use technology effectively and productively

#### **Affective skills:**

- Mindfulness – practise strategies to overcome distractions and maintain mental focus
- Perseverance – demonstrate persistence and perseverance
- Self-motivation – practise analysing and attributing causes for failure and practise positive thinking

#### **Reflection skills:**

- Develop new skills, techniques and strategies for effective learning
- Keep a journal to record reflections
- Identify strengths and weaknesses of personal learning strategies (self-assessment)

**See attachment 8: 'ATL skills'**

*\*In your process journal explain how you have overcome some of the self-management difficulties and how you can achieve selfmanagement success.*

### **OBJECTIVE C: Taking action**

#### **STEP 1: Create a product/outcome in response to the goal, context and criteria**

*In this part of your personal project you **put your goal** (specified in your 'investigation section' and planned in your 'planning' section) **into action**. Remember to constantly document the creation of your product/outcome in your process journal. Take regular photographs and annotate these in your process journal.*

#### **STEP 2: Demonstrate thinking skills**

*As you progress through creating your product/outcome you need to document your **thinking skills**. Focus on the following:*

- Problems you encountered and how you critically and creatively solved these problems

- How you have transferred and applied information from the documented primary and secondary sources to make decisions when creating your product/outcome
- Skills you developed as you created your product/outcome
- How your prior-learning informed the creation of your product/outcome
- How your knowledge and skills have grown throughout the creation of your product/outcome
- How have you planned improvements

### STEP 3: Demonstrate communication and social skills

As you progress through creating your product/outcome you need to document your **communication and social skills**. Focus on the following:

- Communication with experts and how their advice informed the creation of your product/outcome (provide evidence for this)
- Communication with your supervisor and how their feedback informed the completion of your Personal Project (make sure you save all emails and record Skype sessions, etc.)
- How you have got acquainted with a variety of sources for information on your personal project
- How you have transferred information given through communication to your product/outcome
- How you have made inferences and drawn conclusions.

*See attachment 9: 'Process Journal Exemplar – Taking Action'*

### OBJECTIVE D: Reflecting

#### STEP 1: Evaluate the quality of the product/outcome against their criteria

In order to evaluate the quality of the product go back to your specifications and criteria for success rubric that you created in your 'planning' part of the PP. In your **process journal** highlight what you think your product/outcome has achieved against the specifications you have set. Justify your reasoning. If you have not achieved the top achievement levels you need to justify why and explain how you can improve your product/outcome.

#### STEP 2: Reflect on how completing the personal project has extended your knowledge and understanding of the topic and the global context

In your **process journal** answer in detail the following questions:

- How has completing the personal project extended your knowledge and understanding of the topic of your product/outcome?
- How has completing the personal project extended your knowledge and understanding of the global context you have chosen?

#### STEP 3: Reflect on development as a learner

Choose **at least 2** of the learner profile attributes and reflect on how you have developed the attributes of the learner profiles of your choice as you have progressed through the personal project. *See attachment 10: 'Process Journal Exemplar – IB Learner Attributes'*

*See attachment 11: 'IB Learner Profile'*

## V. Writing your personal project report

### STEP 1: Start with a project report checklist

You have created your product/outcome and documented each step of the personal project. Now, you need to transfer this information to your personal project report. This is a formal piece of writing (1500 words to 3500 words) that provides a report on the completion of your personal project.

Start with a project report checklist and make sure that while writing a report you address each item given:



<b>Criteria A: Investigating</b>	
<b>Define a clear goal and context for the project, based on personal interests</b>	In my report: <input type="checkbox"/> I give the precise meaning of the goal of my project; I explain “what I wanted to achieve; when, where, how and why I wanted to achieve it”. <input type="checkbox"/> I define the global context that applies best to my project and explain its connection. <input type="checkbox"/> I describe what makes my project personal: the experiences, interest and ideas that make it important to me. <input type="checkbox"/> If I made changes to my goal during the project, I explain the changes and why I made them.
<b>Identify prior learning and subject-specific knowledge relevant to the project</b>	In my report: <input type="checkbox"/> I identify what I already knew about this topic/project and the sources of my knowledge. <input type="checkbox"/> I identify what I learned in MYP subject before the project started, and how this was helpful.
<b>Demonstrate research skills</b>	In my report: <input type="checkbox"/> I outline the research skills I had when I started the project. <input type="checkbox"/> I discuss the research skills I developed through the project. <input type="checkbox"/> I explain how I may have shared my research skills to help peers who needed more practice.
<b>Criteria B: Planning</b>	
<b>Develop criteria for the product/outcome</b>	In my report: <input type="checkbox"/> I refer to the criteria I designed to evaluate the project product/outcome. <input type="checkbox"/> If I made changes to my criteria during the project, I explain the changes and why I made them.
<b>Plan and record the development process of the project</b>	In my report: <input type="checkbox"/> I provide evidence of my planning through timelines, milestones or other tools/strategies. <input type="checkbox"/> I present a record of how the project progressed from start to finish.
<b>Demonstrate self-management skills</b>	In my report: <input type="checkbox"/> I outline the self-management skills I had when I started the project. <input type="checkbox"/> I discuss the self-management skills I developed through the project. <input type="checkbox"/> I explain how I may have shared my self-management skills to help peers who needed more practice.
<b>Criteria C: Taking action</b>	
<b>Create a product/outcome in response to the goal, context and criteria</b>	In my report: <input type="checkbox"/> I discuss the product/outcome as the result of the process undertaken during the project. <input type="checkbox"/> I check that I have included evidence of my product to be submitted with my report.
<b>Demonstrate thinking skills</b>	In my report: <input type="checkbox"/> I outline thinking skills that I had when I started the project. <input type="checkbox"/> I discuss thinking skills I developed through the project. <input type="checkbox"/> I explain how I may have shared my thinking skills to help peers who needed more practice.
<b>Demonstrate communication and social skills</b>	In my report: <input type="checkbox"/> I outline the communication and social skills I had when I started the project. <input type="checkbox"/> I discuss the communication and social skills I developed through the project. <input type="checkbox"/> I explain how I may have shared my communication and social skills to help peers who needed more practice.
<b>Criteria D: Reflecting</b>	
<b>Evaluate the quality of the product/outcome against their criteria</b>	In my report: <input type="checkbox"/> I evaluate the product/outcome against the criteria I designed. <input type="checkbox"/> I identify the strengths, weaknesses and possible improvements of the product/outcome.
<b>Reflect on how completing the project has extended their knowledge and understanding of the topic and global context</b>	In my report: <input type="checkbox"/> I identify challenges and the solutions I developed to meet them. <input type="checkbox"/> I demonstrate a deeper knowledge and understanding of my topic and the identified global context. <input type="checkbox"/> I base my reflection on evidence, including my process journal.
<b>Reflect on their development as IB learners through the project</b>	In my report: <input type="checkbox"/> I identify how I have developed as a learner (using the IB learner profile as appropriate). <input type="checkbox"/> I discuss my strengths and weaknesses in completing the project. <input type="checkbox"/> I summarize the impact the project could have on my future learning.

See attachment 12: ‘Personal Project Report Exemplar’

See attachment 13: ‘Personal Project Assessment Criteria’

**STEP 2: Provide a bibliography and an appendix**

Ensure you provide a bibliography and an appendix. *See attachment 14: 'Documenting sources'*

**STEP 3: Email your report to your personal project supervisor and make necessary improvements according to their feedback**

Email your report to your personal project supervisor for their feedback. When they have responded with feedback you need to update your report timely and accurately.

**VI. Submission and Exhibition****STEP 1: Submit all the Personal Project components to the MYP Coordinator**

Submit the following to the MYP Coordinator's office:

- **Report** (with a bibliography and appendices=carefully selected evidence from your process journal to document your achievement in each strand of the criteria => a maximum of 10 individual extracts to represent the key developments, with a maximum total of 10 A4 pages. Also evidence of the product must be provided in the appendices of the report. )
- **Whole Process Journal**
- **Academic honesty form**, signed by yourself and your supervisor
- **Product or evidence of outcome**

The above components should be also e-mailed to the MYP Coordinator – Mrs Beata Urbaniak at: [urbaniak.ang@gmail.com](mailto:urbaniak.ang@gmail.com)

**STEP 2: Prepare an Exhibition of your product/outcome**

Get ready and be prepared for the exhibition.

*See attachment 15: 'Photos from various Personal Project Exhibitions'*

*See attachment 16: 'List of PPTopics from different schools'*

**References:**

*MYP: From principles into practice, 2014*

*Projects subject guide, 2014*

*Further guidance for MYP projects, 2015*

*OCC Support Materials for PP Teachers*

**Ready..... Steady..... Go..... !**

**Attachments:**

1. *'MYP Personal Project' brief*
2. *'Defining a global context'*
3. *'Clarifying your goal'* (in the text)
4. *'Starting a research process'* (in the text)
5. *'Evaluating your sources'*
6. *'Designing criteria'*
7. *'Sample Timeline'*
8. *'Personal Project ATL skills'*
9. *'Process Journal Exemplar – Taking Action'*
10. *'Process Journal Exemplar – IB Learner Attributes'*
11. *'IB Learner Profile'*
12. *'Personal Project Report Exemplar'*



13. 'Personal Project Assessment Criteria'

14. 'Documenting sources'

15. 'Photos from various Personal Project Exhibitions'



16. 'List of PP Topics from different schools' (in the text)

Personal Project themes
Designing public spaces in the school
Recovering my physical condition after injury
HIV Discrimination
Allergy management through health & sports
Compose and produce 4 songs using "Logic Pro"
Holistic Medicine in psychiatric patients
Responsibility when driving
How to gain muscle and lose fat
Learn a new style of dance
How to benefit from reusing plastic
Become volunteer from the Red Cross and promote it
Involving 10 <sup>th</sup> grade students in the campaign "Soy Capaz" (Peace campaign)
Improve my physical condition through nutrition
Injuries from football
How photography can change peoples' perception
Entertainment for children in hospitals
Educating children with famous people who promote healthy lives and drug prevention
Creating my own Art Exhibition
To jump 1:40 metres with my new horse
Improve my physical endurance by finding the effect of different genre of music while exercising.
Improve my asthma status doing exercise
Learn to dive finding ways to move to the next level
To help the community in the prevention of sport injuries
Learn about the c-brace and educate people from a bio medical engineering faculty
Prepare students from a public school to participate in an MUN to develop more as a global citizen.
Design an obstacle-free house
Organise a 5k race
Raise awareness of the beauty of my country and its value for tourism
Motivation for high achieving sports students at school
Analyse if the school works as a community
Raise awareness of the need of using sun block to prevent skin disease.
Achieve healthy eating habits
Explore how modifying different variables in photography to achieve the desired effects
Make an art exhibition in a public place
Educate students to have healthy habits
Improve art skills through learning new techniques
Study alternative ways of electrical conduction
School based Podcasting
Prepare to run a 10K race
Educating to manage finances well
Learn how to do a graffiti and create social awareness of how it isn't vandalism but urban art.
Time management
How nutrition affects my achievement in sports

Develop golf techniques
To promote non-popular touristic places in the city I live
Benefits of hockey to become a balanced person
Discover the most challenging aspects for a graduate from school and how to face them
Learn an object programming language: Swift
Analysis of how advertising affects the desire to eat
Create awareness of the unknown culture of a local city
How awareness of a balanced diet contributes to our health
Develop a choreography that expresses a message
Learn a new language: Portuguese
Define whether flying is my future
Experimenting with vegetarianism
Show how art helps children with Down's Syndrome
Designing a dream home
Draw an architectural design
How to improve the environment for a patient during chemotherapy
Learn an OO Programming language "C++"
To advance in scuba diving
How to gain self-confidence
How lighting works in film
Use social documentary photography to show the essence of members of the community
Healthy eating for people with diabetes.
Skills and values that video games have
Learn to kite surf and show people what you are capable of learning if you set your mind to it
Create a guide to fishing in local waters
What to wear for each occasion depending on your body shape
Gaining weight and strength while controlling my diabetes
Perspectives of beauty through black and white photography
Develop a story based on my mum's history
Prepare my brother to be a good footballer
Learn how ocular prosthesis work
To learn strategies to control my mind to live without concerns, with happiness and productivity
Create and produce my own CD and songs
How the creation of a blog of healthy recipes can improve my health and my perception of myself
Organise and produce a concert
Run a 10K mountain race
How horse therapy helps children with difficulties
Improve my game of golf by attaining greater distance with the driver
Create consciousness of the importance of stretching and warming up in adolescents
How sport helps to form people
Decide whether my future is to study infant pedagogy
Creation of a biomedical engineering device
Create a musical piece, record and produce it.
Amplify my knowledge of international negotiations in the world economy
Improve my artistic skills using 3 new techniques and developing my own technique