



LINCOLN PARK ACADEMY



PERSONAL PROJECT STUDENT GUIDE

2015-2016





Letter from the Personal Project Coordinator

Dear Students:

Have you ever wanted to create your own video game or app? Have you ever wanted to know the origins of your family tree? Do you have a secret passion to design your own line of clothing or write and direct a play? Now is your chance! The Personal Project will provide you with an opportunity to do or to create something that YOU love.

Welcome to the final piece of your IB-MYP program, the MYP Personal Project. Your Personal Project is a project that is designed, led, and created by YOU! This handbook contains everything that you will need to be successful. It is strongly suggested that you use all the materials in this book, as it will greatly assist you in completing this task.

The Personal Project is a requirement for all MYP Year 5 (10th grade) students at Lincoln Park Academy. The project is a significant body of work produced over an extended period of time and this project explores a personal passion rather than a topic someone else assigns. Your inspiration can come from anywhere. Your Personal Project should be clearly focused on an issue or theme that deals with Global Context which is learning and inquiry in relation to the world and our common goals for the planet. Global Context is explained in depth further in this guide. Your personal project should also reflect your development of Approaches to Learning as developed in the MYP program.

So you may be asking yourself, “Who is going to help me with all of this?” The answer is: your supervisor. This person is an adult in the building who will be paired up with you based on your general interests and their expertise. The supervisor will help guide you through this process and will be there regularly for you throughout this process. They may be your most valuable resource in this process.

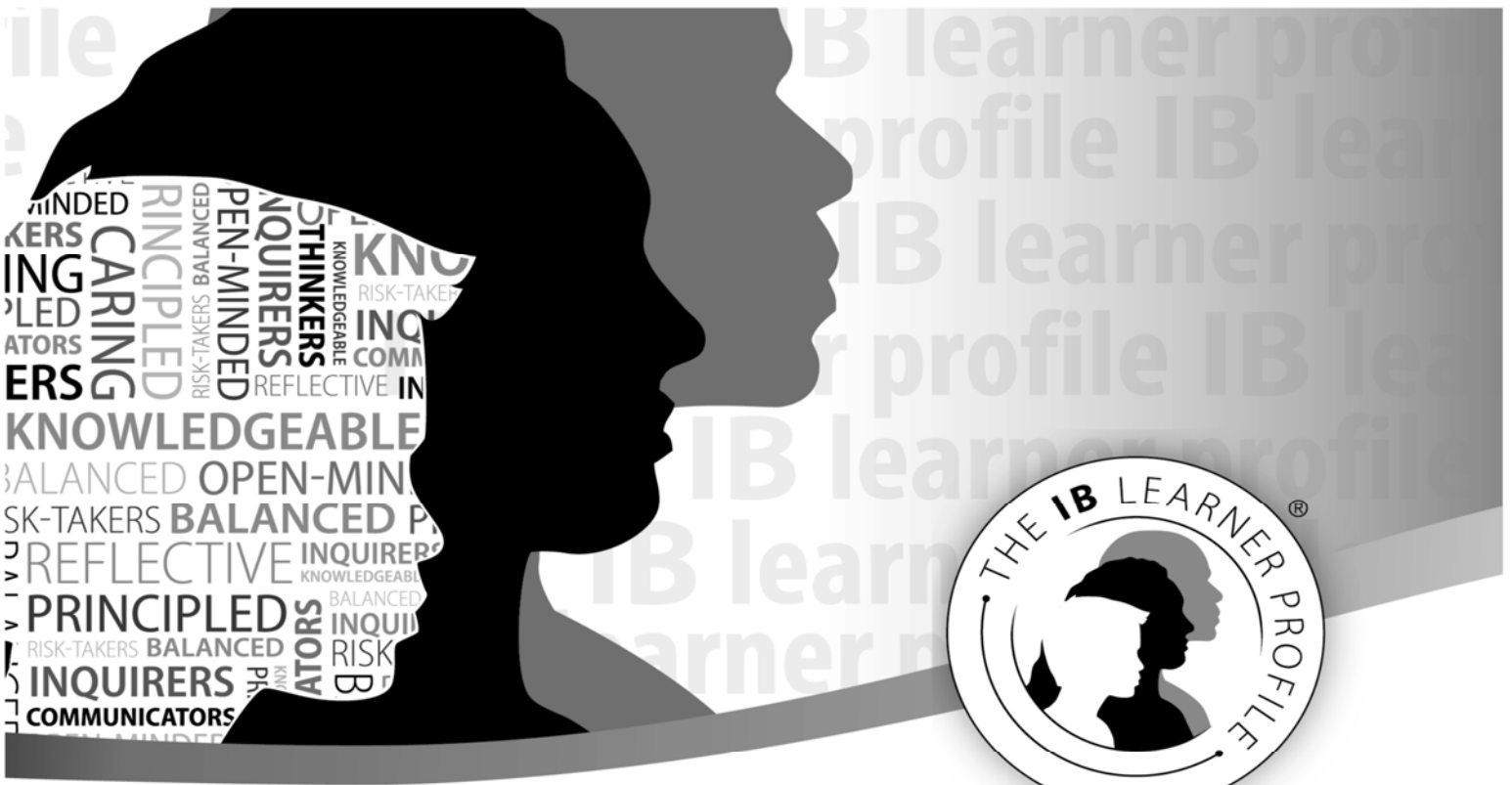
Additionally, make sure that you stick to the timeline and deadlines that you set with your supervisor. This project is designed to be done over an EXTENDED period of time and CANNOT be completed the night before the final deadline.

Lastly, make sure that you have fun with this project. This can only be accomplished if you select and design a project that is truly in tune with who you are and what you are interested in. You should enjoy this project. After all, it is YOUR Personal Project!

Good Luck! I am excited for you as you embark on this new exploration and look forward to seeing your amazing work.

Mrs. Larson
Personal Project Coordinator
Lincoln Park Academy





IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Personal Project

The personal project is a culminating project that takes place in the MYP Year 5 (10th Grade). The *personal project* encourages you as a student to practice and strengthen your approach to learning (ATL) skills and to develop an area of personal interest. The personal project provides an excellent opportunity for you to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of your learning in the MYP. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests you while considering the Global Context of your goal. The project is an individual project that you choose and guide its direction to completion. The choice of topic is completely up to you. A personal project topic is something that you will enjoy learning more about through research and development. The MYP Personal Project is a required piece to the MYP Program and is something that should be done completely outside of a classroom setting.

The Personal Project has four parts:

1. **The Process Journal** is where you document your entire project from beginning to end. You must have journal entries to describe your process.
2. **The Product** is what you do or make for your project.
3. **The Paper/Report** is where you demonstrate your research skills and document and reflect on the entire process in written form.
4. **The Presentation** is where you get to share all components of your project before a group of your peers, teachers, and community members.

Each component is described in detail in the following pages of this guide.

You must successfully complete all four parts of the Project. Your efforts on each component of the project will affect all of the others. For example, if your journal is very complete, if you document completely all the steps that you take, and if your research is thorough, you will have an excellent paper and an effective presentation. If you do not document your process well or your research is lacking, you will find difficulty in writing your paper and making your presentation.

Your Personal Project needs to meet the following standards:

- Have a **process journal, product/outcome, personal project report, and presentation**
- Be supervised by a teacher, counselor, or administrator
- Be done mostly out of class time and on your own
- Not be a part of ANY assignment for any class or coursework
- Must be submitted by the given deadline
- Be planned, researched, and completed with the guidance of your supervisor
- Use relevant and reliable sources to support your inquiry, not just your prior knowledge
- Identify a **global context** to establish relevancy to your inquiry
- You are expected to spend approximately **25 hours** on your personal project.
 - This time includes meeting with supervisors, independent learning through research, planning, development and completion of the project, and reporting the project.

Objectives

The objectives state the specific targets that are set for learning. They define what you will be able to accomplish as a result of your study. They are the guidelines you will follow to meet the requirements. They are also the items on which you will be assessed.

Objective A - Investigating

Students should:

- Define a clear goal and global context for the project, based on personal interests
- Identify prior learning and subject-specific knowledge relevant to the project
- Demonstrate research skills

You will need to identify a goal, based on areas or topics of interest to you. It is useful for you to have the opportunity to brainstorm and think about ideas, as well as to discuss ideas with other people— for example, other students, friends outside the school, relatives and teachers. Project supervisors will guide and advise you on the selection of topics for the project. Ownership of the project must remain with you.

You will need to identify your global context for the project. Choose only one global context based on the information presented to you in this guide under “Global Context.” This section also provides some examples of project goals in relation to the Global Context. You will also document your process with a process journal which is explained in the section “Process Journal” of this guide.

Objective B - Planning

Students should:

- Develop criteria for the product/outcome
- Plan and record the development process of the project
- Demonstrate self-management skills

You should develop a goal that you can accomplish, but which challenges your knowledge, skills or techniques in an appropriate way. Goals should be achievable based on the time and resources available. Some proposed projects may require overly complex procedures or a process of learning that is too lengthy. Other projects may be too simplistic and present no challenge to you. Deciding whether a project is realistic or unrealistic for you will be based on discussions between you and your supervisor.

Objective C – Taking Action

Students should:

- Create a product/outcome in response to the goal, global context and criteria
- Demonstrate thinking skills
- Demonstrate communication and social skills

You must determine a final product/outcome of your project. The product/outcome might be an original work of art, a model, a business plan, a campaign, a blueprint or architectural drawing, an essay, a course of study, a debate, a film or some other work. Again, this product is entirely up to you and means something to you personally. You will also create a Paper/Report of your project which is explained in the section “Paper/Report.”

Objective D - Reflecting

Students should:

- Evaluate the quality of the product/outcome against their criteria
- Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- Reflect on their development as IB learners through the project

This reflection will be included in your personal project report and discussed during the presentation of your project.

Process Journal

Documenting the process

The process journal is where you will record your progress throughout the project. It can be written, visual, audio, or a combination of these and it may include both paper and electronic formats. In the use of electronic/digital media, you are strongly advised to make digital copies of your journals or to transmit copies of your journals to an online storage site.

The process journal is:	The process journal isn't:
<ul style="list-style-type: none">• 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 recording interactions with sources, for example teachers, supervisors, external contributors• a place to record selected, annotated and/or edited research and to maintain a bibliography• 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• devised by the student in a format that suits his or her needs• a record of reflections and formative feedback received.	<ul style="list-style-type: none">• 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.

The process journal is personal to you, in the sense that you are also exploring ways of recording your process. You are not restricted to any single model of recording your process journals. However, you are responsible, through the use of the process journal, for producing evidence of addressing the four objectives to demonstrate achievement at the highest levels of the criteria.

The process journal is the space that you should put all of your brainstormed ideas, even if the ideas of your project change (this is important because it shows how you have molded and shaped your project and how it has transformed throughout the course of this process). You should record your progress in this journal including: notes & drawings, reflections in your ideas, achievements, obstacles, and any other information you think is relevant to your project. Below is a suggestion on how you may want to set up your journal:

- **Weekly update on work completed**—this section should detail everything that you got accomplished on your Personal Project every week.
- **Resources/Bibliography**—in this section, you should record all of the bibliographical information. Remember that you should include conversations with experts dealing with your project, as well as basic book and internet resource information.
- **Challenges/Difficulties**—this section should be dedicated for issues that arose during your project process. It is important that you record this information as it can and should show how you dealt with adversity and adapted your methods.
- **Evaluation of the Process**—in this section, you should state what your original plans and goals were for your personal project and how you achieved or did not achieve your original goals. It is acceptable for you to not have met your goals, but you must **clearly identify the issues that arose that prevented you from meeting your goals** (“I ran out of time” or “I just got too busy” are **NOT** acceptable issues).

Selecting process journal extracts

For the personal project, you should carefully select evidence from your process journals to demonstrate development in all criteria. These extracts are submitted as appendices of the report at the conclusion of the project. You should take responsibility for making the appropriate extracts available to your supervisor.

You will select a maximum of 10 individual extracts to represent the key developments of the project.

You should select extracts that demonstrate how you have addressed each of the objectives, or annotate extracts to highlight this information.

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.

Materials directly relevant to the achievement of the project should also be included in the extracts, as appropriate. For example, if you have produced a questionnaire or survey that has been described and analyzed in the report, you could include a segment of that completed survey.

An individual extract may include any of the formats that you used to document the process. Extracts should simply be supporting evidence of the process and will not be individually assessed.

Product

There are two types of products:

- Something that you do
- Something that you make

Examples of something that you DO might be the following:

- Hosting a basketball camp for disadvantaged kids
- Training for, and participating in, a triathlon
- Collecting items for needy children in another country
- Hosting a walk for a cause that is important to you

Projects like these are not tangible. You can't hold them in your hand but they are just as meaningful and important as projects that are tangible. Documentation of your process from beginning to end is important because you can't bring products like this to your presentation.

Examples of something you MAKE might be the following:

- Designing and sewing your own line of clothing
- Making a musical instrument
- Creating a video game, website or app
- Making blankets for a children's cancer center
- Writing a novel
- Creating an entire portfolio of artwork
- A video documentary of an a social issue
- Create a pod-cast to help new students settle in to their new school

Products like these are tangible and you can show them during your presentation. However, it is just as important to document your process from beginning to end with a tangible product.

Note:

- A Power Point presentation is not a product! It is a presentation tool that can show or describe the product.
- A brochure or pamphlet is not a product! It is a highlight of your work. Like a Power Point presentation, it can show or describe the product.

Paper/Report

The Personal Project Report is designed to express and detail all of the work that you have put into your personal project. A **report** is a spoken or written account of something observed, heard, done or investigated. A report aims to inform, as clearly and succinctly as possible. 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. There are many different formats that your report can take. You must remember: **If you choose to use an alternative format to report your Personal Project, it DOES NOT replace your outcome or product.**

Possible formats for the MYP personal project report are divided into four main areas: written, electronic, oral and visual.

Format	Length
Written	1,500–3,500 words, MLA Style
Electronic (website, blog, slideshow)	1,500–3,500 words
Oral (podcast, radio broadcast, recorded)	13–15 minutes
Visual (film)	13–15 minutes

Additionally, you should think about what format best suits your academic, speaking, and technology skills when deciding on how you are going to share your report. You should seek out advice from your supervisor about the format for your report. No matter the format, you should be spending the same amount of time on it as you would if it were the written format.

A **written report** aims to inform and explain the process of the personal project in a concise and succinct form and usually consists of sections with subheadings. Students must ensure that the report meets the assessment criteria and conforms to the structure as outlined above and in this guide under “Paper/Report.”

An **oral report** can take many different forms such as podcast, interview and radio broadcast. Oral reports must be recorded for internal standardization purposes and for possible submission to the IB for moderation. Students may use notes, cue cards and visual support aids for an oral presentation.

A **visual report** is usually a short film where the student addresses the key moments of his or her personal project, informed by the entries in the process journal. The short film must be structured in a manner that demonstrates his or her achievements in the development of the personal project. Planning and time allocation for the filming process and subsequent editing should be taken into account from the outset.

An **electronic report** can take many different forms such as a website, a blog, a Prezi, PowerPoint, or other slide show presentation. As in all other formats, students must ensure that the electronic report meets the assessment criteria and effectively demonstrates his or her engagement with the personal project.

When submitting the report (any format) for assessment, students must include:

- the personal project coversheet (included in the appendix)
- the completed academic honesty form (included in the appendix)
- process journal extracts
- any supporting visual aids used during the presentation, if applicable
- bibliography/sources.

Written format

The report must include: **cover sheet; academic honesty form, table of contents; body of the report; bibliography or reference list; appendices.**

The **report** is structured around the objectives and assessment criteria and it must include these sections.

- 1) Cover Page (*supplied in the appendix of this guide*)
 - a) Name of student
 - b) Student Number
 - c) School Name and year
 - d) Supervisor Name
 - e) Title of Project
 - f) Word Count
- 2) Academic Honesty Form (*supplied in the appendix of this guide*)
- 3) Table of Contents
 - a) Title of each section
 - b) Page numbers where each section can be found
- 4) Introduction
 - a) Describe your topic
 - b) Describe your goal
 - c) Explain in detail your Global Context and how it connects to your project
- 5) Objective A: Investigating
 - a) Discuss research findings and how your research affected decision-making
 - b) Discuss the influences and prior knowledge guiding your project
- 6) Objective B: Planning
 - a) Discuss the planning of your project
- 7) Objective C: Taking Action
 - a) Description of the process
 - b) Describe the process you took to complete your product
 - i) Include specific steps
 - ii) Share resources consulted
 - iii) Quote sources to justify techniques used in creation of product
 - c) Share successes and challenges in the process
- 8) Objective D: Reflecting
 - b) Evaluate the final product, overall success and connection to the Global Context
 - c) Consider anything that could have been done differently
 - a) Reflect on the impact the project had on you

- b) Discuss new insights and perspectives that could be considered
- 7) Works Cited written according to Modern Language Association (MLA) guidelines
- 8) Appendices, if appropriate (process journal extracts, visual aids, etc.)

Other formats

All other formats of reports must include: **cover sheet**; **academic honesty form**; **summary of the project** (no more than 150 words); **bibliography or reference list**.

The **report** itself must be clear and have a structure that follows the objectives and the assessment criteria.

- Introduction
- Objective A: Investigating
- Objective B: Planning
- Objective C: Taking Action
- Objective D: Reflecting

Additional Guidance

- Students should review the report with their supervisors to receive formative feedback before they submit it for summative assessment.
- Students may use any form of visual support.
- Students must acknowledge their sources regardless of their format of presentation.
- The school and the student should determine whether or not an appropriate audience would be effective for this report.
- Neither written nor other formats of reports should include question and answer sessions or formal interviews that are used to further assess students' reports or adjust levels of achievement met by the report itself.
- The report can be assessed as a live performance or as a recording.
- It is recommended that any oral reports should be recorded for internal standardization purposes.

Research

Research is defined as diligent investigation. This means a studious inquiry featuring a systematic investigation of a chosen topic. You should select relevant and reliable information from a variety of sources to develop the MYP project. The number and type of resources will vary depending upon the nature of the project; however, to reach the highest levels of achievement through investigating, you must select a range of sources and a variety of source types. Your ability to evaluate the reliability of sources should be developed through ATL skills, particularly information and media literacy skills. You should consider factors such as credibility of the author, currency, accuracy, relevance, intended audience and objectivity of the source.

Available sources may include your prior knowledge, as well as primary and secondary sources such as: subject-area content, significant people, survey data, published media, internet resources (providing a variety of resources), video or audio recordings, and images. Although you may include your prior knowledge as a source, prior knowledge alone does not provide sufficient depth or breadth of inquiry for

the project. Your paper must have a **VARIETY** of sources. Websites are great resources; however, we encourage you to also use databases, magazines, newspapers, personal interviews, and books.

You may choose to do a project on a topic that you already know a lot about. That's probably a good idea, because that would indicate a personal interest on your part. However, you must acquire **NEW** knowledge on the topic.

If you use exact information from one of your sources in your paper, you **MUST** give credit to the author! This is called citing a source. Failure to cite a source appropriately could be misinterpreted as plagiarism. Follow the MLA style of citing a source.

Presentation

The presentation is your opportunity to provide an overview of your experience with your peers, teachers and community and to display your work and relate what you have learned. The overview should include an introduction and time for questions and answers from the teachers.

- Introduce yourself and provide some interesting background information about your life.
- Introduce your supervisor and explain the role he/she played in your process.
- State your purpose and goals for your Personal Project.
- Explain the Global Context on which your project focuses.

Take no longer than five minutes to highlight your product. This part of the presentation may take on a variety of forms. Some possibilities include but are not limited to:

- Demonstrating a skill you have learned.
- Sharing an original piece of art.
- Playing an original piece of music.
- Acting out a character sketch, monologue, or puppet show.
- Conducting a scientific or mathematical experiment.
- Showing a brief clip of a video or Power Point presentation that highlights your product.

Your assessors will want a few minutes to speak with you, so prepare to answer questions about your project. They may choose to ask:

- How did the project go?
- What did you learn from the experience?
- What would you have done differently?
- What have been the strengths and the weaknesses of the Personal Project at different stages of the development?
- How many hours do you estimate you have spent on your project?

The assessors will evaluate your presentation using the IB MYP Personal Project rubrics.

Global Context

Throughout this guide you have seen mentioned “Global Context” and wondered what it is and how it relates to your project. Global Context is the way in which you view the world and your place in the world. Global contexts focus our learning towards independent and shared questioning into our common humanity and shared protection of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

You must identify one of these global contexts for your MYP project, to establish the relevance of your inquiry (why it matters).

You may consider the following questions as you choose a global context through which to focus your project.

- What do I want to achieve through my personal 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?

The following table shows some examples of the use of each global context for an MYP personal project.

Global context	Examples of personal projects
<p>Identities and relationships 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.</p>	<ul style="list-style-type: none"> • Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying • How online identities impact offline relationships; a research essay • Keeping culinary traditions; a video series following family recipes with historical relevance • The effect of mass media on teenage identity; a short film
<p>Orientation in space and time 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.</p>	<ul style="list-style-type: none"> • The Euclidean space perspective of the universe; a 3D model • Explorers in search of a new world; immigration over the ages through visual texts • The Mayflower and the dream of religious freedom; a personal family history • Charting a family history through archives and a representational statue
<p>Personal and cultural expression 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</p>	<ul style="list-style-type: none"> • Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture • The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers

creativity; our appreciation of the aesthetic.	<ul style="list-style-type: none"> • Culture and self-expression through dance at the local community arts centre; a performance
<p>Scientific and technical innovation</p> <p>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.</p>	<ul style="list-style-type: none"> • Nano fibers build stronger bikes; a prototype bike with nano fibers • What’s the matter with the anti-matter?; an informational talk • Why are genetics and genomics important to my health?; a media presentation • Can stem cells replace organ transplants?; an investigative report
<p>Globalization and sustainability</p> <p>Students will 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.</p>	<ul style="list-style-type: none"> • The struggle for water in developing countries; an awareness campaign • The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation • Education as the tool to change the future of Peru; a workshop for adults • The role of the developing countries in protecting the tropical rain forest; a collection of slides
<p>Fairness and development</p> <p>Students will 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.</p>	<ul style="list-style-type: none"> • Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade • Open-market economies and their role in fair trade; a talk for students • Exploring the intersections of race and inequality; a radio broadcast • Asylum seekers and their right to live like us; a painting

The choice of the global context will significantly shift the perspective of the MYP project. The following tables demonstrate the impact global contexts have on a topic or issue in the personal project.

Global context	Examples
Identity and relationships	Examine the question, “Why does rap speak to me?”
Orientation in space and time	Explore the development of rap as a style of music across continents
Personal and cultural expression	Perform a rap song for peers and have a question-and-answer session

Rap as a music genre

Global context	Examples
Scientific and technical innovation	Design a 3D model of a solar device with instructions for construction
Orientation in space and time	Investigate how, in history, different cultures have made use of energy for different needs
Globalization and sustainability	Debate Hervé Kempf’s ideas about “how the rich are destroying the Earth”

Solar energy devices

Approaches to Learning

Approaches to Learning (ATL) focuses on the following areas:

1. **Organization**
2. **Collaboration**
3. **Communication**
4. **Information literacy**
5. **Reflection**
6. **Thinking**
7. **Transfer**

ATL skills provide a solid foundation for learning independently and with others, demonstrating learning, and reflecting on the process of learning. They help you become more autonomous, strategic and self-motivated and ultimately prepare you for responsible participation in local and global contexts. You will demonstrate how you have met the objectives through your presentation or report at the end of the project. You will be expected to communicate clearly, accurately and appropriately, utilizing communication, organization and reflection as ATL skills.

You have the opportunity to develop emotional skills—mindfulness, perseverance, emotional management, self-motivation and resilience—throughout the entire process. You will mature as independent learners by focusing on organizational skills, research skills, time management, problem solving, etc., which are vital life skills, rather than simply teaching you to pass an exam.

Role of the Supervisor

During the process of the Personal Project, you will be paired up with an adult in the building who will serve as your supervisor. This adult will either be a teacher, a counselor, or an administrator. This adult will help you maneuver through this process and serve as a facilitator.

Your supervisor's responsibilities include:

- ensuring the chosen personal project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- providing guidance to students in the planning, research and completion of the personal project
- confirming the authenticity of the work submitted
- assessing the personal project according to the criteria
- taking part in the internal standardization of assessment process established by the school.

Additionally, your supervisor should give you support and guidance regarding the following information:

- guidelines about the personal project
- the assessment criteria
- advice on how to keep and use a process journal
- the importance of personal reflection and analysis
- formative feedback
- the importance of positive attitudes such as initiative, willingness to correct or perfect their work
- responsibility and a sense of organization
- the requirement for academic honesty

Personal Project Timeline

Phase 1: Investigating—Sept/Oct

The first phase of your personal project is to define your goal and to narrow your focus for your project into something that is manageable and feasible to complete in the given time frame. You will be meeting with your supervisor that has been assigned to you and they may end up being a teacher, counselor, or administrator at Lincoln Park Academy. During Phase 1, you will begin your process journal (since you will officially be beginning the process of your personal project). Use the Worksheet for Phase 1 located in the **Personal Project Forms Section** to get you started this phase.

Phase 2: Planning—Oct/Nov

The second phase of the personal project is planning. In order for this process to be smooth and successful, your personal project needs to be organized and well planned. Once you have your project planned, it is vital that you regularly **check**, **reflect**, and **journal** on your plan to maintain the focus of your personal project. If your plan changes due to unforeseen circumstances, that is okay. Just make sure that you document the change in your process journal (including why you had to modify or adapt your plan). Use the Phase 2 Worksheet located in the **Personal Project Forms Section** to get started on your planning.

Phase 3: Taking Action—Oct - Feb

Phase 3 is the phase where you finally have the opportunity to create your product and obtain your outcome. You will have a substantial amount of time to get this piece of your project done. Despite the fact that you have ample time, you will still need to be efficient in your work on your personal project. It is imperative that you also regularly work on your project and check-in with your supervisor. In this phase, you are carrying out the plan that you have come up with during Phase 2 of this process. Please understand that not all projects will achieve the outcome you have designed, and that some plans may fail. This will not affect your grade or credit for this project, as the process you have gone through is equally important to the actual product/outcome you were hoping for. Use the Phase 3 Worksheet in the **Personal Project Forms Section** for guidance in this phase.

Phase 4: Reflecting—March

The last and final phase to your personal project is the reflection of what you have learned and the presentation of your project. You will evaluate the quality of your project and reflect on how completing the project has extended your knowledge and understanding of the topic and global context. Along with your project supervisor, you will determine the best way for your project report to be communicated. Please reference the Phase 4 worksheet in the **Personal Project Forms Section** for guidance through this phase.

Personal Project Assessment Criteria

The following forms will be used by your advisors to assess your progress for each criterion.

Criterion A: Investigating = Process Journal

Maximum: 8

In the personal project, students should:

- i. define a clear goal and global context for the project, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none">i. state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibilityii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevanceiii. demonstrate limited research skills.
3–4	The student is able to: <ol style="list-style-type: none">i. outline a basic and appropriate goal and context for the project, based on personal interestsii. identify basic prior learning and subject-specific knowledge relevant to some areas of the projectiii. demonstrate adequate research skills.
5–6	The student is able to: <ol style="list-style-type: none">i. define a clear and challenging goal and context for the project, based on personal interestsii. identify prior learning and subject-specific knowledge generally relevant to the projectiii. demonstrate substantial research skills.
7–8	The student is able to: <ol style="list-style-type: none">i. define a clear and highly challenging goal and context for the project, based on personal interestsii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the projectiii. demonstrate excellent research skills.

Criterion B: Planning

Maximum: 8

In the personal project, students should:

- i. develop criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: i. develop limited criteria for the product/outcome ii. present a limited or partial plan and record of the development process of the project iii. demonstrate limited self-management skills.
3–4	The student is able to: i. develop adequate criteria for the product/outcome ii. present an adequate plan and record of the development process of the project iii. demonstrate adequate self-management skills.
5–6	The student is able to: i. develop substantial and appropriate criteria for the product/outcome ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills.
7–8	The student is able to: i. develop rigorous criteria for the product/outcome ii. present a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills.

Criterion C: Taking action

Maximum: 8

In the personal project, students should:

- i. create a product/outcome in response to the goal, global context and criteria
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none">i. create a limited product/outcome in response to the goal, global context and criteriaii. demonstrate limited thinking skillsiii. demonstrate limited communication and social skills.
3–4	The student is able to: <ol style="list-style-type: none">i. create a basic product/outcome in response to the goal, global context and criteriaii. demonstrate adequate thinking skillsiii. demonstrate adequate communication and social skills.
5–6	The student is able to: <ol style="list-style-type: none">i. create a substantial product/outcome in response to the goal, global context and criteriaii. demonstrate substantial thinking skillsiii. demonstrate substantial communication and social skills.
7–8	The student is able to: <ol style="list-style-type: none">i. create an excellent product/outcome in response to the goal, global context and criteriaii. demonstrate excellent thinking skillsiii. demonstrate excellent communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the personal project, students should:

- i. evaluate the quality of the product/outcome against their criteria
- ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- iii. reflect on their development as IB learners through the project.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none">i. present a limited evaluation of the quality of the product/outcome against his or her criteriaii. present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. present limited reflection on his or her development as an IB learner through the project.
3–4	The student is able to: <ol style="list-style-type: none">i. present a basic evaluation of the quality of the product/outcome against his or her criteriaii. present adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. present adequate reflection on his or her development as an IB learner through the project.
5–6	The student is able to: <ol style="list-style-type: none">i. present a substantial evaluation of the quality of the product/outcome against his or her criteriaii. present substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. present substantial reflection on his or her development as an IB learner through the project.
7–8	The student is able to: <ol style="list-style-type: none">i. present an excellent evaluation of the quality of the product/outcome against his or her criteriaii. present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. present excellent reflection on his or her development as an IB learner through the project.



APPENDIX



PERSONAL PROJECT FORMS AND WORKSHEETS

2015-2016





Personal Project Topic Notification Form

Student name

Student number

Supervisor name

The information I am providing below is a formal declaration and outline of my personal project:

My Product/Outcome will be:

The Global Context through which I approach this project will be:

The goal of my personal project is:

My reason for choosing and my motivation for reaching this goal is:

I will know I have met my goal when:

Supervisor's Signature: _____ Date: _____



MYP Personal Project Academic Honesty Form

Student name			
Student number			
School name			
Supervisor name			
<p>Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.</p> <p>Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.</p>			
	Date	Main points discussed	Signature/initials
Meeting 1			Student: Supervisor:
Meeting 2			Student: Supervisor:
Meeting 3			Student: Supervisor:
Supervisor Comments:			
Student declaration I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).			
Supervisor declaration I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.			
Student's signature			Date
Supervisor's signature			Date



Personal Project Coversheet

Student name

Student number

School name

School year

Supervisor name

Title of the project

Goal of the project

Length (word count and/or presentation time):

Included when submitting the project

A completed academic honesty form

Process journal extracts

Any supporting visual aids used during the presentation, if applicable

Bibliography/sources

Phase 1 Worksheet: Investigating

Be creative as you brainstorm answers to the following questions. Record your answers in your process journal.

- What topics interest you?
- What hobbies or interests do you have that might grow into a Personal Project?
- Is there something you've always wanted to do?
- Is there a question you've always wanted to know the answer to?
- Is there a problem you want to solve?

- Which Global Context do you find most engaging?
 1. identities and relationships
 2. orientation in space and time
 3. personal and cultural expression
 4. scientific and technical innovation
 5. globalization and sustainability
 6. fairness and development.

- What do I want to achieve through my personal 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?

As you explore your interests and select a topic for Personal Project, decide what form your product will take. Will your product be:

- A physical creation (see the below list) or
 - An original work of art
 - An original science experiment
 - An invention or specifically-designed object or system
 - A business, management or organizational plan
- A written product
 - A written piece of work on a special topic
 - A piece of literary fiction (creative writing)

- How will I know when I have accomplished my goals?
- What do I expect of my supervisor and when are we going to meet?
- Have I set realistic goals?

Make sure to complete the **Personal Project Topic Notification** form and have it submitted to either the Personal Projects Coordinator or your advisor by early September.

Phase 2 Worksheet: Planning

Design the product/solution. As you research, continue to question your planning and design and document this in your process journal.

Plan

- Have I generated several feasible designs or research paths?
- Have I evaluated the designs or research paths against my objectives?
- Have I selected a design or research path and justified my choice?
- Does my design or research path make efficient use of resources and time?
- Create a timeline for targets of completion of the following:
 - To get materials/gather information
 - How/when will you collect resources?
 - People
 - Materials
 - Information
 - To construct my product/complete my analysis
 - What skills will you have to learn?
 - To evaluate my product/present my analysis
- Keep focus on your Global Context!
- What results do you expect and how do the results relate to your topic?
- Limit yourself to your research question and ask the following:
 - Do I need to organize specific events (when, where, invitations, arrangements)?
 - Do I need to carry out experiments (set-up, materials, lab)?
 - Do I need any forms/questionnaires (why, how, when, where, for whom)?
 - Do I need to interview experts in my field (who, when, where, how)?
 - How will I record and order my information (notecards, voice notes, photos, video)?

Discuss these questions and their answers with your supervisor. Try to be convincing of your hypothesized outcome using this information as support. Show your supervisor that you have sufficiently planned and have thought of EVERYTHING.

Phase 3 Worksheet: Taking Action

Utilize appropriate techniques, skills, and equipment to make your product!

In Phase 3, you are actually creating and evaluating your product/outcome. You are carrying through your plan, and seeing if your results meet your design. If your results lead to conclusions other than the ones you were anticipating, that is fine. Also, please remember that negative results are okay (and just as important as the ones that are successful).

Remember to continuously to be thinking and answering these questions (in your process journal)...

Create

- Document your creation and any changes to the original plan.
- Document research and construction of a rough draft of your written piece.

Evaluate

- Evaluate
 - Impact of product
 - How could it be improved?
 - How could the performance of the product be better?
- Have I ensured a safe working environment for myself and others?
- Have I followed the plan? If not, justify changes to the plan.
- Have I created a product/solution of appropriate quality?
- Do I have enough information/data? Is it convincing? Do I need more?
- What unnecessary information can I leave out?
- Have I achieved the goals I set for myself?
- Are there any flaws in reasoning?

Phase 4 Worksheet: Reflecting

1. How would I modify my planning/research in order to improve my results?
2. Am I satisfied with what I have achieved? If not what changes am I going to make? How am I going to improve my achievement?
3. How much time did you spend completing your project (estimate)? _____
4. What is the greatest strength of your project?
5. What have you learned most?
6. What is the greatest difficulty you had in completing your project?
7. What would you do differently if you were to do the project again?
8. What was the impact of your project on yourself and on others?
9. What new perspectives did you develop as a result of this project?
10. How do you plan to continue learning about this topic?

Bibliography & Acknowledgements

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