LINCOLN PARK ACADEMY

PERSONAL PROJECT STUDENT GUIDE

About the Personal Project

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 a 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 understanding 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 will be provided to you. 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 in what you are interested. You should enjoy this project. After all, it is YOUR Personal Project!

Good Luck!
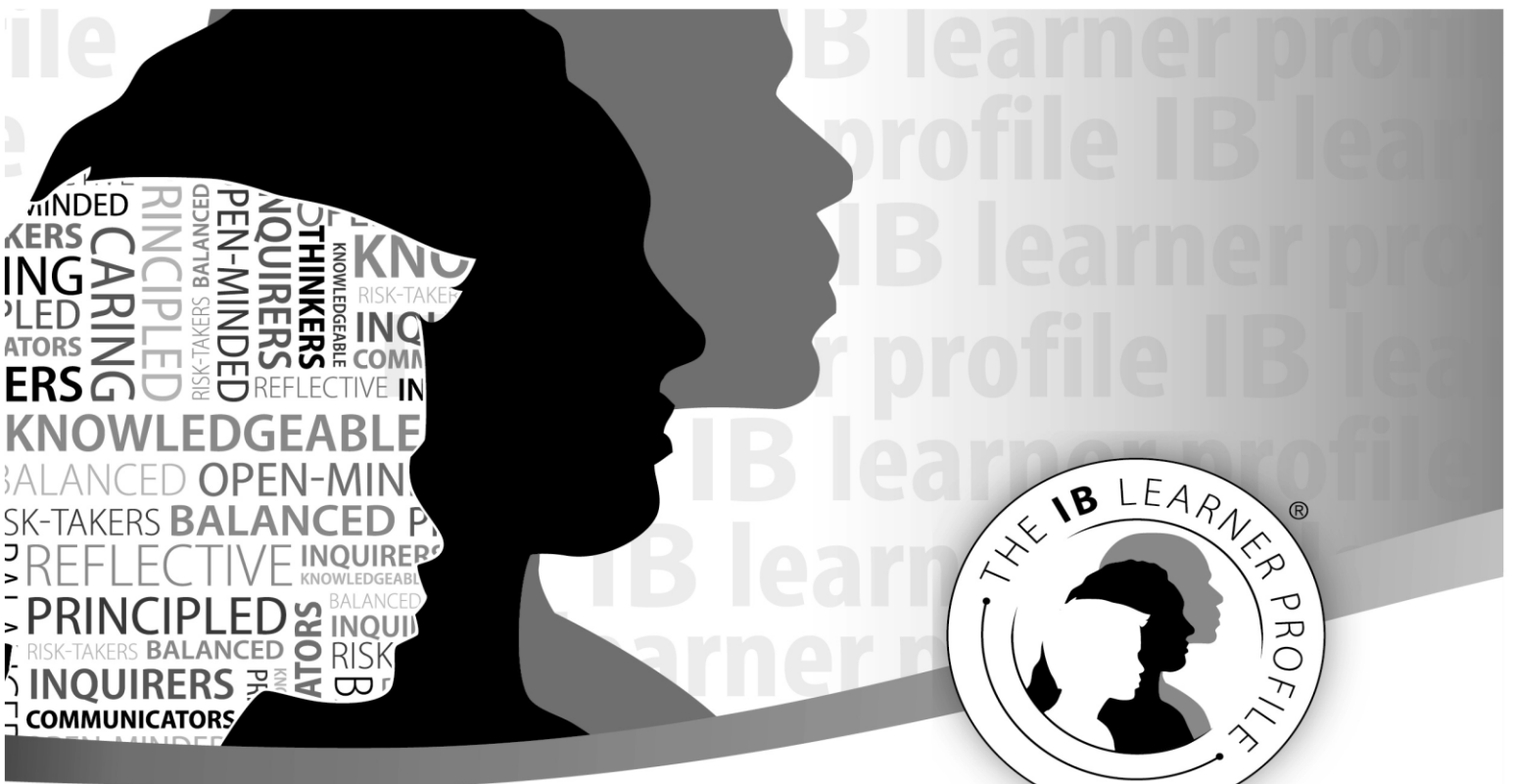
IB learner profile

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 three 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.

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 on your own with guidance of your supervisor
- Not be a part of ANY assignment for any class or coursework
- Must be submitted by the given deadline
- Be planned, researched, and completed using ATL skills
- 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 - Planning

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 using ATL 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 - Applying

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 – 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, the ATL skills and 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:
• 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 selected by student • a record of reflections and formative feedback received.	• 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 <u>not</u> a product! It is a presentation tool that can show or describe the product.
- A brochure or pamphlet is <u>not</u> 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. The report is the piece that will be scored and must include PROOF OF FINAL PRODUCT in the way of pictures or video.**

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** 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
 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 and goal
 b) Explain in detail your ATL skill (s) and how it connects to your project

5) Objective A: Planning
 a) Discuss the planning of your project
 b) Discuss research findings and how your research affected decision-making
 c) Discuss the influences and prior knowledge guiding your project

6) Objective B: Applying
 a) Describe the process
 b) Explain how the ATL skills were applied to help with learning goal
  i) Include specific steps, share resources consulted
  iii) Quote sources to justify techniques used in creation of product
 c) Share successes and challenges in the process

8) Objective C: 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: Planning
- Objective B: Applying
- Objective C: 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?

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
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.	• 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
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.	• 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
Personal and cultural expression Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;	• 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

the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	• Culture and self-expression through dance at the local community arts centre; a performance
Scientific and technical innovation 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.	• 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
Globalization and sustainability 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.	• 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
Fairness and development 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.	• 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

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"

Approaches to Learning

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

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

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 you 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—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

Criterion A: Planning

Maximum 8

Achievement level	Descriptor
0	The student **does not** achieve a standard described by any of the descriptors below.
1–2	The student: i. **states a learning goal** ii. **states** their intended product iii. **presents** a plan that is superficial or that is not focused on a product.
3–4	The student: i. states a learning goal and **outlines** the connection between personal interest(s) and that goal ii. states their intended product and presents **basic** success criteria for the product iii. presents a plan for achieving the product and **some** of its associated success criteria.
5–6	The student: i. states a learning goal and **describes** the connection between personal interest(s) and that goal ii. states their intended product and presents **multiple appropriate** success criteria for the product iii. presents a **detailed** plan for achieving the product and **most** of its associated success criteria.
7–8	The student: i. states a learning goal and **explains** the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate, **detailed** success criteria for the product iii. presents a detailed plan for achieving the product and **all** of its associated success criteria.

Criterion B: Applying

Maximum 8

Achievement level	Descriptor
0	The student **does not** achieve a standard described by any of the descriptors below.
1–2	The student: i. **states** which ATL skill(s) was/were applied to help achieve their learning goal ii. **states** which ATL skill(s) was/were applied to help achieve their product.
3–4	The student: i. **outlines** which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence ii. **outlines** which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence.
5–6	The student: i. **describes** how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence ii. **describes** how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence.
7–8	The student: i. **explains** how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence ii. **explains** how the ATL skill(s) was/were applied to help achieve their

Criterion C: Reflecting

Maximum: 8

Achievement level	Descriptor
0	The student **does not** achieve a standard described by any of the descriptors below.
1–2	The student: i. **states** the impact of the project on themselves or their learning ii. **states** whether the product was achieved.
3–4	The student: i. **outlines** the impact of the project on themselves or their learning ii. states whether the product was achieved, **partially supported** with evidence or examples.
5–6	The student: i. **describes** the impact of the project on themselves or their learning ii. **evaluates** the product based on the success criteria, partially supported with evidence or examples.
7–8	The student: i. **explains** the impact of the project on themselves or their learning ii. **evaluates** the product based on the success criteria, fully supported with specific evidence or detailed examples.

APPENDIX

PERSONAL PROJECT FORMS
AND WORKSHEETS

Personal Project Topic Notification Form

Student name:
Supervisor name:

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

My Product/Outcome (**what will you do or make**) will be:
The Global Context (**what makes this project meaningful**) through which I approach this project will be: (Use a Global Context from the list in this manual)
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

School name

Supervisor name

Student: This document records your progress and the nature of your discussions with your supervisor. You must 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.

Supervisor: You must 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.

	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
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 ☐

MYP Personal Project Components

This overview describes the components of a complete personal project that is ready to be submitted to the student's supervisor for assessment or to the IB for moderation.

To include:	Prompts:
MYP personal project coversheet	"MYP personal project coversheet". Complete the cover sheet at the very end of the project.
MYP projects academic honesty form	You will need this form from the beginning of your project since you must complete three sections during meetings with your supervisor. You may want to use a rough draft, which you can transfer to the final copy at the end of your project.
Evidence of your product/outcome	You need to include evidence of the product/outcome. You can include (a copy of) the product itself, or extracts of the product, or up to five still images and a video of the product/outcome.
Project report	Your report can be in written, electronic, oral, visual or combination of formats. The report is distinct from your process journal and product/outcome. In the report, you discuss the process you carried out and what you learned from completing the personal project. Your report should be structured in identifiable sections, following the MYP projects objectives.
Appendices: Process journal extracts (Supporting visual aids for oral presentations)	These are short sections from your process journal that exemplify the knowledge, processes and skills you developed through the project. If your report is an oral presentation, you may include the visual aids you used.
Bibliography/sources	You must include a bibliography that follows a recognized convention appropriate for the task. You may use in-text citations, footnotes/endnotes or other recognized systems to credit the ideas of others in your work