



Name_____

Supervisor_____

IB MYP Personal Project Student Instructions 2019-2020

**Need Support? Check out these resources
to get answers to your questions.**

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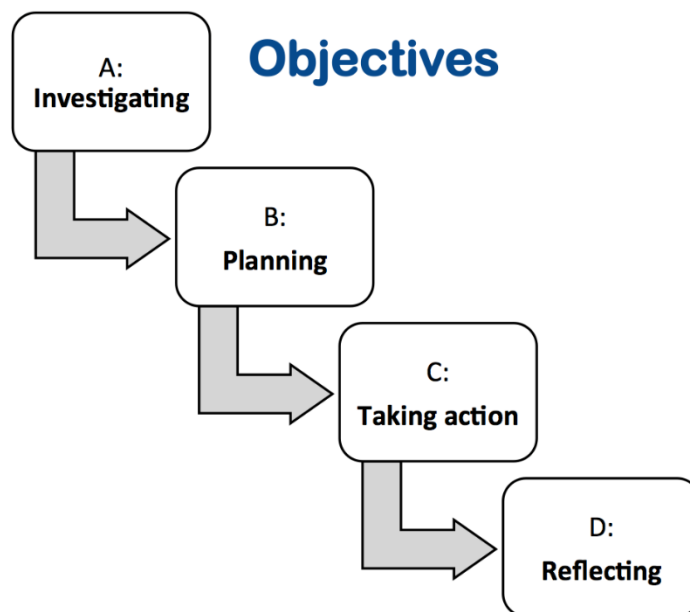
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TABLE OF CONTENTS

3—What is MYP? Some IB Terminology and Explanations
4—What is the Personal Project? What is the Purpose?
5—Personal Project Cycle
6-7—Examples of Personal Projects
8-9—The Process/Timeline
10—ATL Skills
11-12—Brainstorming Possible Topics of Interest
12—Global Context
13—Goal Planning
14-15—More Examples of Topics in Different Global Contexts
15—What is the Role of my Supervisor?
16—The Report
17-20—Project Grading and Rubrics



WHAT IS THE IB MYP Program?

As part of the IB program in grades 9 and 10, you are known as MYP students (Middle Years Program). MYP is designed for ALL students so that they will be exposed to the IB philosophy and skills, regardless of whether they decide to enter the rigorous IBDP program their junior year. There are many components to the MYP curriculum:

- Internationalism: Preparing students to live in a global world will mean encouraging all students to take a second language and asking students to participate in the service of others
- Real-World Relevance: MYP asks that all instruction be relevant, real-world, inquiry based and goal-oriented. (See “global contexts”)
- Student-driven: the MYP philosophy asks that students reflect on their growth as a learner throughout the program. A goal of the MYP program is that they reflect on their growth using the “IB Learner Profile.”
- Best practices in education: MYP asks that teachers design unit plans that utilize the best practices for students. MYP asks that all unit plans and assessments be made accessible for other teachers, students and parents and that they are submitted periodically for monitoring by the IB.



APPROACHES TO LEARNING: ATL

All curriculum is designed to assess growth in these skills, building complexity of tasks as students grow in the program and culminating in the Personal Project during grade 10.

- Social Skills
- Communication skills
- Thinking skills
- Research skills
- Self-management skills

IB LEARNER PROFILE

Students are encouraged to:

- Ask challenging questions
- Learn how to learn and then reflect on their own learning
- Develop a strong sense of their own identity and their culture
- Develop the ability to communicate with and understand people from other cultures

Global Contexts

These are links to the “real world” application of all academic content. There are six designated MYP contexts. These are used as different “lenses” with which to view the curriculum:

- Identities and Relationships: Who are we? Who am I?
- Orientation in space and time: What is the meaning of when? And where?
- Personal and Cultural expression: What is the nature and purpose of creative expression?
- Scientific and technical innovation: How do we understand and impact our world?
- Globalization and sustainability: How is our world connected?
- Fairness and Development: What are our rights and responsibilities?

WHAT IS THE PERSONAL PROJECT?

The final component of the MYP program is the Personal Project at the end of the 10th grade year. The project is designed to be a culminating task to showcase your ability to learn on your own and utilize the skills you've been practicing before this point.

1. CREATING SOMETHING PERSONAL-----

This project asks you to create a product or event that is personal *for you*, represents *your* goals, and is appropriately challenging *for you*! This could really be almost anything. Some ideas are:

- A campaign for a cause you are passionate about
- An original piece of artwork
- A written piece of work on a social or cultural issue
- A piece of creative writing
- An invention or science experiment of interest to you
- Organizing a special event
- Starting a community or school organization

2. FOR WHAT PURPOSE?

The project must also demonstrate the following:

1. Learning through action (by experiencing and doing something)
2. Learning on your own—using a variety of skills (IB calls these skills “ATL skills” or “Approaches to Learning” and they include skills like investigating, communicating, collaboration, critical thinking, and reflecting)
3. Applying previous academic learning from your classes to your personal goals
4. Reflecting on your learning, your strengths, weaknesses and ability to overcome challenges
5. Creating a goal that is relevant and important for today by justifying its importance using one of IB’s “global contexts”

This is FOR YOU! The final product will be demonstrated to your teachers and classmates in an exhibition in April, but the reflection and the process is about YOU!

At the end of the process, it isn't about a grade in one class—it's about reflecting on your strengths and weaknesses and about how you want to move forward. How do you want to improve and challenge yourself during your last years of high school and beyond that?

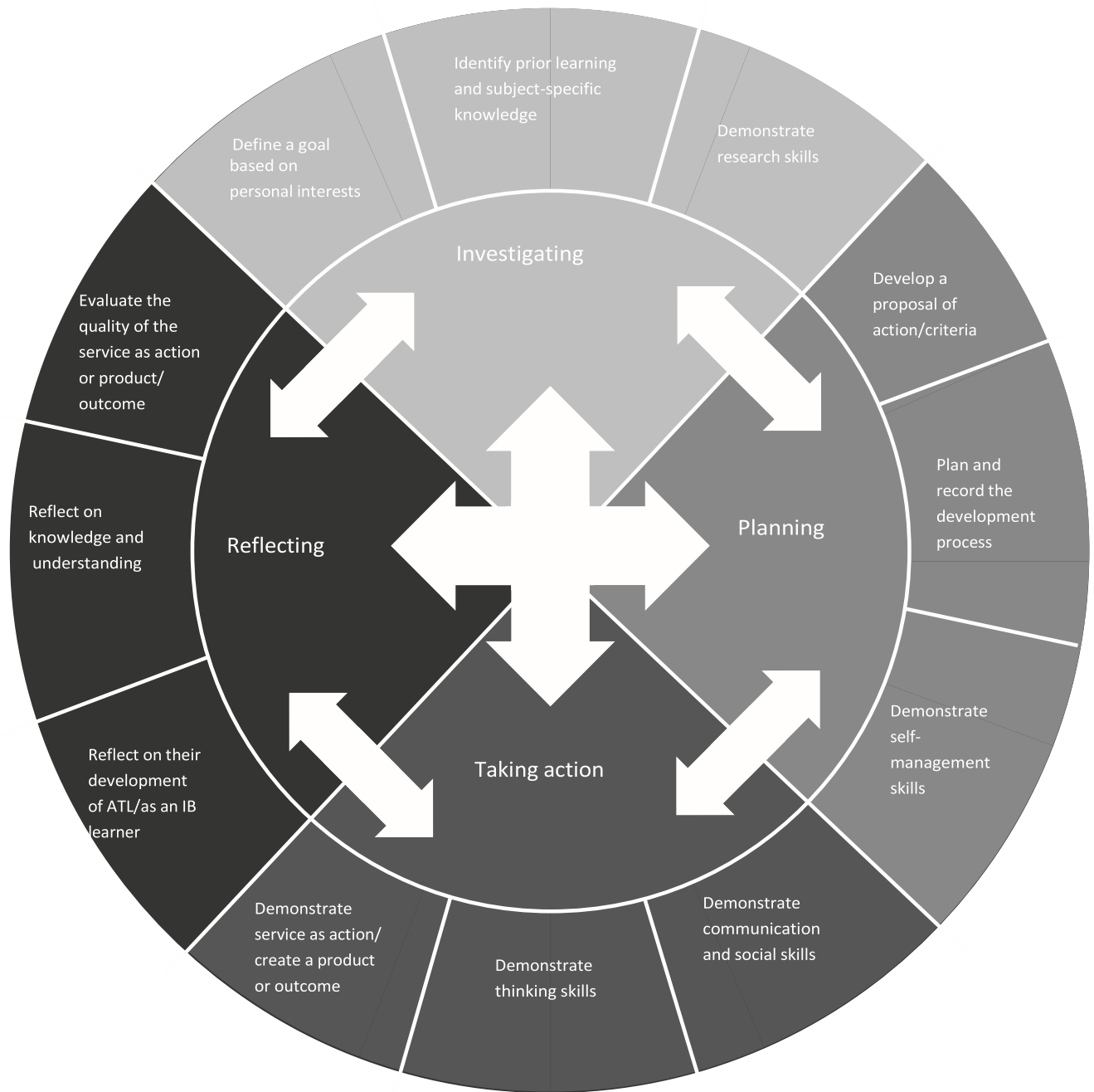


Figure 3



EXAMPLES OF PERSONAL PROJECTS

1. Creating a website for a community basketball league
2. Campaigning to encourage re-usable grocery bags
3. Putting on a play at an elementary school about bullying
4. Learning about nutrition and exercise to lead a campus fitness support group
5. Learning to use a specific type of camera or technique to improve your photography skills
6. Creating a "how to survive high school" tutorial for incoming 9th graders





7. Designing and sewing an outfit made out of recycled materials
8. Planning a vacation
9. Designing a budget for a future business
10. To raise awareness of other cultures at the school through a poster campaign
11. To organize a fundraiser to help the children's hospital
12. To create a short film on teenage insecurities

13. Creating video tutorials on specific basketball skills to help the school's team and coaches

14. Creating a travel brochure to promote student's hometown

15. To research, create and market diabetic chocolate

16. To create a sensor detecting a ball passing the goal line

17. To write an article on the psychology of laughter and submit to the local paper

18. To write a children's book on being environmentally friendly

19. To record an album for a band

20. Making my own music video

21. Creating a book of poetry from local poets as a collection

22. Designing a solar powered model boat

23. Turn a poem into a script for a movie

24. Learn to play an instrument and record a song

25. Interview grandparents, parents and teens to document generational divide on specific issues



Pictures taken from Global Jaya International School 2012 Personal Project Exhibition Slide Show

<http://www.slideshare.net/PakLiam/gjis-ib-myp-personal-project-sample>

The Process: divided into stages

INVESTIGATING:

- Beginning a process journal to document the entire process for submission at the end
- Brainstorming and then selecting a personal goal for yourself, anything of interest to you
- Selecting a specific global context with which to focus the goal
- Researching your goal
- Investigating how to best achieve this goal and how to best demonstrate that to others
- Being assigned a supervisor/teacher who will meet with you at least 3 times to discuss progress and help guide you throughout the next 6 months

PLANNING

- Creating a product proposal and meeting with your supervisor to discuss any challenges and to outline your goal
- Continuing to add to your process journal to document your process
- Creating a checklist or rubric that explains the criteria to evaluate the success of your own goal

TAKING ACTION

- Creating the actual product/outcome that would demonstrate your goal (supposed to spend around 25 hours for the entire 6 months of the project)
- Actively working toward the goal and gathering documentation of the entire process in the process journal
- Documenting any problems along the way or challenges
- Discussing challenges with supervisor

REFLECTING

- Reflecting and evaluating your learning and the process—demonstrating metacognition.
- Demonstrating your learning through a report/presentation

PROJECT TIMELINE

PROJECT PHASE	STARTING	ENDING
INTRODUCTION TO THE PROJECT	8/14/2019	8/14/2019
STAGE 1: INVESTIGATING YOUR GOAL	8/14/2019	9/18/2019
STAGE 2: PLANNING YOUR PROCESS	9/18/2019	10/30/2019
STAGE 3: TAKING ACTION	10/30/2019	12/11/2019
STAGE 4: REFLECTING, REPORTING, & SELF-EVALUATING	12/11/2019	2/19/2020
SUBMISSION OF REPORT, BIBLIOGRAPHY, PRODUCT/EVIDENCE AND JOURNALS	2/19/2020	

WHAT IS SUBMITTED to IB?

1. Personal Project Coversheet
2. 10 process journal entries (you can always have more but 10 are submitted)
3. Bibliography of sources
4. Report/presentation
 - a. Written: 1,500-3,500 words
 - b. Electronic (website, blog, slideshow): 1,500-3,500 words
 - c. Oral (podcast, radio broadcast, recorded): 13-15 minutes
 - d. Visual (film): 13-15 minutes
5. Any artifacts from presentation or product (optional)
6. Academic Honesty form summarizing at least 3 Supervisor meetings

Your final Personal Project score is given by your supervisor and is scored using the IB rubrics. The scores are moderated and samples are sent to IB. Remember that your final scores isn't necessarily based on the product but *the process*!

The Process Journal

The process journal is where you record your learning process and any planning you do toward achieving your goal. It is where you record your ideas, thought and an action plan for the project. The journal notes are used to write your report. If you keep detailed notes on your process, then the report will be easier to write at the end. You will select 10 journal entries that help to support your report. The journal can also include artifacts and photographs from your process. Some ideas for things to put into the process journal might include:

- Lists of ideas/brainstorms/notes and any other piece of the process
- Photographs
- Screen shots
- Interview notes with anyone who helped you, including your supervisor
- Notes from various sources (like a documentary you watched, book you read, etc.)
- Examples of other similar goals or products where you gathered ideas
- Drawings or sketches
- Quotes that inspired your goal/product
- Anything else that contributed to your process

Be sure you are demonstrating and reflecting in your journal about your use of all of the ATL skills below. Which ones were challenges for you and at what stage?

ATL skill	Examples from your process journal
Social Skills	<ul style="list-style-type: none"> • How did you delegate responsibility, build consensus and make fair decisions? (if in a group) • How did you listen to many perspectives or pieces of advice? • How did you negotiate with others? • How did you take responsibility for your actions • How did you build relationships?
Communication skills	<ul style="list-style-type: none"> • How did you communicate with a variety of audiences • How did you interpret and use non-verbal communication • How did you include intercultural understandings? • How did you use a variety of forms of writing or speaking?
Thinking skills	<ul style="list-style-type: none"> • How did you forecast possibilities and troubleshoot problems? • Develop opposing arguments? • Create original ideas and make unexpected connections • Design new improvements or solutions • Consider multiple alternatives • Make connections between various subject groups and disciplines
Research skills	<ul style="list-style-type: none"> • How did you collect, record and verify your information? • How did you evaluate and select information? • How did you understand and use technology systems effectively • Use a variety of sources and media networks? • Compare, contrast and draw connections between many sources?
Self-Management skills	<ul style="list-style-type: none"> • How did you keep an organized and logical system for recording your progress? • Set goals that were both challenging and realistic? • Bring necessary materials and supplies? • Plan strategies and plans to prepare for success and minimize obstacles • Meet deadlines? Persevere over obstacles? Reduce stress? • How did you motivate yourself to get it done? ○ How did you reflect on your learning and reflect on your mistakes to learn from them?

Brainstorming a Topic

Issues I think are currently important to the world right now



Hobbies and sports that interest me

Places I want to visit

When I want to be creative I...

Interesting topics I've studied in school

Jobs I want to
know more
about

Things I'm good at

swimming writing movies garden photography music crafting quitting painting genealogy instrument tennis cooking playing mache cars paper ikebana

Things I'd like to get better at

People that I admire

When I want to relax I...

Happiest moments...

At my high school
reunion, I'd say

When I tell people about
my community...

Global Context

IB requires that you explain how your topic fits into **ONE** of the "Global Contexts"

Why? ---IB wants you to select a topic that is relevant to you personally, but also to the "real-world" and how you understand your role in it. You will not only research how your project is important in this context but you must explain how your goal and product relate to the context that you choose.



Global Contexts



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

1. Identities and Relationships

- Who am I? Who are We?



2. Orientation in Space and Time

- What is the meaning of "where" and "when"?



3. Personal and Cultural expression

- What is the nature and purpose of creative expression?



4. Scientific and Technical Innovation

- How do we understand the world in which we live?



5. Globalization and Sustainability

- How is everything connected?



6. Fairness and Development

- What are our rights and responsibilities?



For example, if I've chosen
the topic "RAP MUSIC"
for my personal project,
here's how it could look in
different contexts:

Idea! In your
journal...write one
of your topics and
see how it could
relate to different
contexts

1. Identities and Relationships	Student investigates why rap music appeals to him/her
2. Orientation in space and time	How does rap look/sound different in different places/times?
3. Personal and cultural expression	Perform a rap song for peers and have a Q & A afterwards
4. Scientific and technical innovation	Learn to use new sound Equipment to alter the music
5. Globalization and sustainability	Spread a message about environmentally friendly behaviors through rap
6. Fairness and development	Investigate stereotypes and negative media portrayals of rap music

Sample journal entries for planning

Before you can begin the investigation process, you must have a few ideas for a goal that you can narrow down. This is the beginning of the process journal. Some ideas might include:

	Think about....	
S	Specific--- Be very clear about what exactly do you want to accomplish?	
M	Measureable--- How will we measure this?	
A	Achievable--- Is it appropriately challenging for you to learn something from the process?	
R	Relevant and Recorded--- Is this goal relevant to my life and the world I live in?	
T	Time-Bound--- Is it realistic in the time frame or do you need to revise	

Reminder that after you write in your journal, you should reflect on which of the ATL skills you used in that step of your process.

By the end, your journal should have all the ATL skills included

Topic	Goal	Specifications (see above SMART GOALS)	My product or outcome	The global context
Fighting prejudice	Create a short play to raise awareness of the impact of prejudice on individuals	Must be a 20 minutes play appropriate for ages 11years + and include the theme of prejudice and its impact (defined after further research) There must be a tool to evaluate the play such as a questionnaire	The play	Rights and Responsibilities because I want students who watch the play to see their personal responsibility in standing up to prejudice

More ideas for Personal Projects by Global Context

Global Context	Examples
Identities and relationships <p>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 school article 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 <p>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
Personal and cultural expression <p>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 creativity; our appreciation of the aesthetic.</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 Culture and self-expression through dance at the local community arts centre; a performance
Scientific and technical innovation <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 fibres build stronger bikes; a prototype bike with nano fibres 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 report
Globalization and sustainability <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

Continued on next page.....

<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
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What is the role of my Supervisor?

The supervisors' responsibilities are to:

- ensure the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- provide guidance to students in the process and completion of the project
- confirm the authenticity of the work submitted
- assess the MYP project using the criteria in this guide
- participate in the standardization of assessment process established by the school
- provide personal project grades to the MYP Coordinator to enter in IBIS (from 2016).

Students should receive information and guidance that includes:

- guidelines about the MYP project
- a timetable with deadlines
- the assessment criteria for the project
- advice on how to keep and use a process journal
- the importance of personal analysis and reflection
- formative feedback
- requirements for academic honesty.

The Report

Your report is divided into 4 sections. Each section contains specific information about each of the 4 stages of this project:

A. Investigating

1. Clarify the goal, it's challenge to you and how it fits into which global context (see pg. 12)
2. Describe prior learning and subject-specific knowledge that is relevant

These four sections are graded according to

3. Include your research regarding your goal and describe your research skills

B. Planning

1. Criteria for evaluating the product/outcome
2. Plan and record the process (types of documentation vary depending on the goal but should be recorded in the process journal)
3. Self-management/time management—process journals should reflect this stage greatly and be referred to (but students should avoid repeating the journal entries directly)
4. Three supervisor meetings are included and described

C. Taking Action

1. Creating the product/outcome
2. Demonstrating thinking skills
3. Demonstrating communication and social skills

D. Reflecting

1. Evaluate the quality of their product using their criteria
2. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context (real world significance)
3. Reflect on personal development in the IB Learner Profile

The report doesn't have to be written...it can be a blog, website, slideshow, podcast, recorded film. However, it must be separate from the product/goal. This means that if your goal was to create a website than your report cannot be the actual website (although you can include your report on the website if you want) but it should be a **separate piece of work from the product/goal**. Below are some guidelines for your report:

Format	Length requirement
Written Report	1500-3500 words
Electronic Report (website, blog or slideshow)	1500-3500 words
Oral Report (podcast, audio recording or visual film)	15-15 minutes

Time (audio or audio-visual recording)		Word Limit
3 minutes	AND	1200-2800 WORDS
6 minutes	AND	900-2100 WORDS
9 minutes	AND	600-1400 WORDS
12 minutes	AND	300-700 WORDS

How will my supervisor grade my project?

Your supervisor will use these rubrics to assign your project a score 1-8 in each of the 4 criteria. Your supervisor will then give you a total score out of 32 points (4 criteria x 8 points each=32). Your total score is then converted into a final “IB Score” using the IB Final Grade Calculation chart at the end. In order to receive an IB certificate for MYP participation, you must score 4 or higher.

Criterion A: Investigating

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	<p>The student is able to:</p> <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 accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrate limited research skills.
3–4	<p>The student is able to:</p> <ol style="list-style-type: none"> i. outline a basic and appropriate goal and context for the project, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills.
5–6	<p>The student is able to:</p> <ol style="list-style-type: none"> i. define a clear and challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills.
7–8	<p>The student is able to:</p> <ol style="list-style-type: none"> i. define a clear and highly challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. 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: <ul style="list-style-type: none">i. develop limited criteria for the product/outcomeii. present a limited or partial plan and record of the development process of the projectiii. demonstrate limited self-management skills.
3–4	The student is able to: <ul style="list-style-type: none">i. develop adequate criteria for the product/outcomeii. present an adequate plan and record of the development process of the projectiii. demonstrate adequate self-management skills.
5–6	The student is able to: <ul style="list-style-type: none">i. develop substantial and appropriate criteria for the product/outcomeii. present a substantial plan and record of the development process of the projectiii. demonstrate substantial self-management skills.
7–8	The student is able to: <ul style="list-style-type: none">i. develop rigorous criteria for the product/outcomeii. present a detailed and accurate plan and record of the development process of the projectiii. 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.