

The Personal Project

An introduction to students

What is the personal project?

- * It is a student-driven personal project that is designed by the student
- * EVERY student will do one
- * It is done outside of school time
- * It starts now and will be completed by April of the grade 10 year

The MYP Personal Project consists of 3 Components

Personal Project Component	How it is Assessed
Focus on a topic leading to a product/outcome	Evident in the report
Process Journal	A selection of extracts in the appendices of the report
Report	The content of the report using all four criteria

Aims of the PP

To enable you to:

- Participate in a sustained, self-directed inquiry within a global context
- Generate creative new insights and develop understandings through in-depth investigation
- Demonstrate skills, attitudes and knowledge required to complete a project over a period of time
- Communicate effectively in a variety of situations
- Demonstrate responsible action through, or as a result of learning
- Appreciate the process of learning and take pride in their accomplishments

Objectives

The objectives set the specific targets set for your learning and are aligned with the criteria

Objective	Target
Investigating	<ul style="list-style-type: none">• Define a clear goal and GC, based on personal interest• Identify prior learning and subject specific knowledge relevant to the project• Demonstrate research skills
Planning	<ul style="list-style-type: none">• Develop criteria for the product/outcome• Plan and record the process of the project• Demonstrate self management skills
Taking Action	<ul style="list-style-type: none">• Create a product in response to the goal, GC and criteria• Demonstrate thinking skills• Demonstrate communication and social skills
Reflection	<ul style="list-style-type: none">• Evaluate the quality of the product against their criteria• Reflect on how the process of the project has extended their knowledge and understanding of the topic and GC• Reflect on their development as an IB learner through the project

The 4 parts of the project

- * The Process Journal
- * The Product
- * The Project Report
- * The Exhibition

The Process Journal

- * Created/used from the beginning of the process
- * Can have different formats:
 - * Notebook
 - * Binder
 - * Website
 - * Video
- * Could be written in your home language

Inside the Process Journal, you will keep track of:

- * Brainstorming
- * Research
- * Reflections
- * Notes from meetings with supervisor
- * Schedule/Timeline information

The Process Journal

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 Product

- * Challenging
- * “do-able”
- * Related to your interests/passions
- * Could be in multiple formats
- * An original piece of writing
- * Artwork
- * Music
- * A science experiment

The Project Report

- * Created near the end of the project process
- * Usually written, but could be a video or oral report
- * A “good copy” of the Process Journal
- * Summarizes the project process
- * Turned in at the end of the project

Who can help me with my project?

- * Good question!
- * Every student will be assigned a supervising teacher who can help you to find information, meet deadlines and stay motivated.
- * You will meet your supervisor in soon.

How is the Personal Project Assessed?

- * There are 4 criteria worth 8 points each and are aligned with the objectives of the project:
- * A: Investigating
- * B: Planning
- * C: Taking Action
- * D: Reflecting
- * **Total points: 32**

So how do we start?

- * The most important part of the project is to choose an appropriate, challenging and achievable goal for what you want to do for your project
- * You need to present a proposal with your project idea to me! See timeline dates.

How do I decide on my project idea?

- * Step 1: Think of things that
- * Are important to you
- * You enjoy doing
- * You want to learn more about
- * Are meaningful to you/your peers


Step 2: Choose a Global Context to focus your topic

Global Contexts Defined

GLOBAL CONTEXT	KEY QUESTIONS	DEFINITION
Identities and relationships	Who am I? Who are we?	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.
Orientation in space and time	What is the meaning of <i>when</i> and <i>where</i> ?	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.
Personal and cultural expression	What is the nature and purpose of creative 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 creativity; our appreciation of the aesthetic.
Scientific and technical innovation	How do we understand the worlds in which we live?	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.
Globalization and sustainability	How is everything connected?	Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.
Fairness and development	What are the consequences of our common humanity?	Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; equal access to opportunities; peace and conflict resolution.

Step 3: Decide on an INQUIRY QUESTION

- * An inquiry question is the question you will be asking yourself as you complete the project. Your final project should answer your question.
- * For example.....

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- * Global Context: ***Globalization and Sustainability***
 - * Inquiry Question: ***How can I effectively create an awareness highlighting the shortage of water globally?***
 - * Product: ***An Awareness program.***

Remember...

- * Remember your research question should be **SMART.....**
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Time-based
- * Choosing your goal for your project will be the hardest part of the entire process.
- * Think carefully and remember that your first idea isn't necessarily the one you should choose!
- * Talk to your friends, your parents and your teachers for suggestions.