

IB MYP
Personal Project Handbook
Grade 10



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LETTER OF INTRODUCTION

Dear Grade Tens,

Congratulations! You are now a part of the culminating year of the IB Middle Years Programme. This year you will showcase your knowledge, understanding and skills in the IB MYP Personal Project. This is an opportunity for you to take the initiative to envision, plan, create and share a product or an outcome of personal interest to you.

You will have a strong and capable support team to help you through this process. Your supervisors will be there to meet with you, offer advice/help and ensure that you meet timelines. This project will ultimately be assessed and reported on by a team of teachers made up of your supervisors, principals, and the Personal Project Coordinator. Finally, a random selection of Personal Projects will be chosen by the IB, and we will send them off for further assessment externally. There is no way of knowing which projects will be chosen, so you need to assume that yours may get picked.

The Personal Project is the culminating activity for the MYP and your opportunity to showcase the skills that you have learned over the past four years of the MYP. The assessment of the Personal Project is largely based on the Approaches to Learning Skills (ATL) that make up the skill development aspects of the MYP. To demonstrate these skills, you will take the knowledge learned from your courses to help guide you in showing your understanding of the Global Contexts and the development of the Learner Profile traits through a project of choice which you will share with others.

We will have our Homeroom time to discuss your ideas, plans and progress for the PP. This will provide you with some support and time to work on the project. However, you will need to spend a fair amount of your time, besides this period, completing the project. You and your project supervisor will also determine when you periodically meet to track progress on the project. It is ultimately your responsibility to come up with your project and see it through completion.

Communication is key; please remember to seek help whenever you are unsure. We are here to help you and make sure you feel supported in this exciting endeavour.

What is the Personal Project?

As the name suggests, this is a project for you to envision, create and present which is of personal interest. Have you ever wanted to build a musical instrument? Do you have a secret passion to write a play? Now is your chance! The personal project is **your** project to do what **you** want to do, to show the skills you have developed over the years in your subjects and through approaches to learning (ATL), and to apply them to a global context. The personal project holds a place of special importance in the MYP, and so it should be clearly focused on an issue or theme closely related to one of the global contexts. Remember, you will be working on this project for an extended period of time, so it needs to be something you **really** want to do.

Whatever type of personal project you decide on, it should:

- have a clear, achievable and challenging goal
- be focused on one global context
- allow you to express a truly personal message
- be the result of your initiative, creativity and ability to organize and plan
- reflect your special interests, hobbies, special abilities, or concerns about particular issues
- deal with a topic or area to which you are committed
- be entirely your own work—authenticity is very important and you will be required to sign a document stating that the personal project is your own work
- be researchable – if you cannot research it, then it is a hobby not a project
- answer your question of inquiry

Your project must not:

- be part of any assessed coursework
- take over your whole personal and social life, nor interfere with your studies, even though it will involve many hours of work
- be too closely linked to any specific subject
- be an essay
- be a group activity – but it can involve others as long as it is your project
- have too large of a scope for your time frame

Why A Personal Project?

This is an opportunity for you to develop a very important life skill as well as exhibit your inquiry skills. The aims of the personal project are to encourage and enable you to:

- participate in sustained, self-direct inquiry within a global context
- generate new insights and deeper understanding through in-depth and independent investigation
- develop confidence as principled, lifelong learners

- act with integrity and honesty, and give thoughtful, critical consideration to your own learning and work practices
- communicate effectively in a variety of situations
- appreciate the process of learning and take pride in your accomplishment.

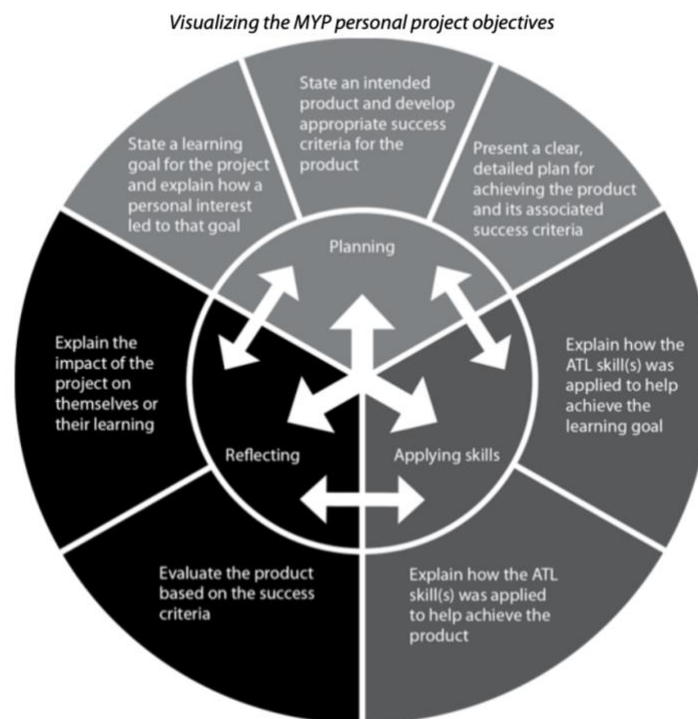
What would a Personal Project look like?

The personal project may take many forms, such as:

- an original work of art (visual, dramatic, musical, performances, etc.)
- a written piece of work on a special topic (literary, social, psychological, anthropological, etc.,)
- a piece of literary fiction (creative writing)
- an original science experiment
- an invention or specially-designed object or system
- the presentation of a developed business, management, or organizational plan, i.e. for an entrepreneurial business or project, a special event, or the development of a new student or community organization.

The Personal Project includes:

- an outcome or product
- a process journal
- a report
- exhibition



The **Process Journal** is where you will document the process of development for your project. It can be written, visual, audio or a combination of these and may include both paper and electronic formats. You must upload this to ManageBac under the “Journal” tab in the Personal Project section. Begin a process journal at the onset of the project and record the evolution of your progress as you work through developing your project. The Process Journal is a place to demonstrate all of your Approaches to Learning Skills as you work through the creation of your project and note challenges, roadblocks, research adaptations, changes, and successes. You will need to choose at least one excerpt that best demonstrates each of the ATL skills.

Reflect on these questions: How do I learn best? How do I know? How do I communicate my understanding? The approaches to learning skills need to be discussed in the final report as well as throughout the process journal.

The IB programmes share five broad skill organizers for ATLs which are further broken down into MYP skill clusters:

- Thinking
 - o Critical thinking – the skill of analysing text, ideas and issues
 - o Creative thinking – the skills of exercising initiative to consider challenges and ideas in new and adapted ways
 - o Reflection – the skill of considering and reconsidering what is learned and experienced in order to support personal development through metacognition
 - o Transfer – the skill of learning by making connections and applying skills, knowledge and understanding to new situations
- Social
 - o Collaborating – the skill of working cooperatively with others
- Communication
 - o Interacting – the skill of effectively exchanging thoughts, messages and information
 - o Literacy – the skill of reading, writing and using language to communicate information appropriately, and write in a range of contexts
- Self-management
 - o Organization – the skill of effectively using time, resources and information
 - o Affective – the skills of managing our emotions through cultivating a focused mind
- Research
 - o Information and media literacy – the skill of interpreting and making informed judgements as users of information and media, as well as being a skilful creator and producer of information and media messages
 - o Critical Literacy – the skill of evaluating, questioning and challenging the attitudes, values and beliefs in written, visual, spoken and multimedia texts

The Report may take on different formats such as: written, oral report with visual supports, a multimedia presentation or any other formats which have been approved by the school and your supervisor. A report aims to inform and explain the process of the personal project. Although these formats vary, the information communicated through the report must be presented in identifiable sections, following the MYP objectives – investigating, planning, taking action and reflecting. **The report must include evidence for all strands of all criteria.** As well, when

submitting the report for assessment, students must include:

- the completed academic honesty form
- process journal abstracts - 10 pages of appendices
- any supporting visual aids used during the presentation, if applicable
- bibliography

The Exhibition is an opportunity to present and share personal projects with the whole PORTIS Community. It provides insight for others in the school to become aware of the richness and diversity of talents we have within the school. This is an opportunity to celebrate the process of completing the with the peers, parents and faculty.

Setting a Goal

The most important step you can take to ensure a successful project will be to set an appropriate goal. In fact, the majority of your project will be evaluated on the goal you select and how well you accomplish it. The goal should clearly explain what you want to do and why you want to do it. Here are some guidelines following the SMART Goal setting format:

- **Specific:** A specific goal addresses as many descriptor questions as possible (Who, What, When, Where, Why and How). It has a greater chance of being met if a specific plan is made for its completion.
- **Measurable:** This involves deciding what you will and can measure when the goal is attained; a finish line has to be set before it can be crossed.
- **Attainable:** To properly set a goal, you must set the steps that are necessary to reach it. This scaffolding ensures that the goal actually is attainable, and therefore produces motivation as the goal's completion has become a reality.
- **Realistic:** A goal must be set in the spirit of desiring its completion. In setting a goal, one can determine if it's realistic by asking the following questions; am I capable of attaining this goal? Am I willing to work for this goal? Setting an unrealistic goal will often result in a decrease in motivation over time.
- **Timely:** Setting the goal within a time frame helps to motivate; without an end goal, there is no set limit to help drive the goal's completion.

Global Contexts

Each project must have a strong connection to ONE of the following Global Concepts:

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

The global context you choose should provide the context for inquiry and research for your project as well as relate to your goal. In other words, the global context should define your goal which will help you to be more focused on your project. When choosing a global context

consider the following questions:

- What do I want to achieve through the project?
- What do I want others to understand about my work?
- What impact do I want my project to have?
- How can a specific global context enrich my project?

Planning and Scheduling for your Personal Project

One of the primary ATLs for the personal project is organization and how you keep track of your time. The entire project will be due in March with the exhibition held in April - and while it may seem like a long way away it will approach very quickly if you do not keep a steady pace on your plan. You will have various supports in place to help you reach your goal, but ultimately it comes down to how well you budget your time and the opportunities presented to you.

Grade 10 students will have a one-hour Homeroom Period every Wednesday. Some Homeroom periods will be used to work on the MYP Personal Project and other periods will be used for workshops to provide information about the Personal Project. In addition to the Grade 10 Homeroom period on Wednesdays, you will be responsible for setting up meeting times between you and your supervisor. Your supervisor will be your primary point of contact for the project and will be able to provide support so that you can stay on track and be successful.

Try the following steps to organize yourself so that you can complete a successful project:

1. Create a calendar on a piece of poster board or on the computer that begins with today's date and ends in March when your project should be completed.
2. In your process journal, brainstorm all of the things that need to be done to complete the project: interviews, appointments, book/internet research, rehearsals, phone calls, film editing, anything and everything that will go into completing the project.
3. Using this list, fill in your calendar with action items for each week. Some items need to take place before others, but you might also have to start some things earlier since they have multiple steps.
4. Decide on 2-3 days a week that you will schedule 20 minutes or so to write in your process journal. Mark these days with a symbol of some kind on the calendar. On these days, write anything and everything you can think of about your project:
actions taken,
thoughts/concerns/feelings, ideas, conversations you have had, sketches etc. Writing in your process journal will make your life MUCH EASIER when it comes time to write the Personal Report.
5. Put your calendar in a visible spot – and add any supervisor meetings that are made to your calendar. Check, use, and revise your calendar as needed!

The IB Learner Profile and the Personal Project

Since you began in the IB Middle Years Programme, you have participated in a variety of classroom, school-wide and extra-curricular activities designed to help you develop the characteristics of an IB Learner. The Personal Project is an opportunity for you to show us how well you can demonstrate these qualities. Please think about this as you begin your Personal Project.

1. **Inquirers** – You are expected to select a topic about which you are curious and have questions. If you think you already know everything you need to know in order to complete your project then you do not have a good idea. It may be helpful to list questions you have early on to be sure you are on the right track
2. **Knowledgeable** – You are expected to know where to find information to answer the questions you may have about your topic and or your product. Remember, this is a research project and needs to include primary and/or secondary sources
3. **Thinkers** - You are expected to use the knowledge you gain from your research to successfully complete your project
4. **Communicators** – You will need to determine the best way to communicate what you have learned and justify your choice. (e.g., scrapbook, video, brochure, PowerPoint, piece of art, music, creation, event etc.)
5. **Caring** – You may want to think about how your project can benefit other people and/or how it may benefit the environment
6. **Open-minded** – You may want to think about how your project can present an opportunity for you or for others to learn more about your own or other cultures
7. **Courageous** – You may want to think about how your project can present an opportunity for you to stretch yourself and try something new or unfamiliar.
8. **Principled** – Remember that your project will provide an opportunity for you to take responsibility for your own actions as you work to achieve your goal, as well as any consequences for the decisions you make
9. **Balanced** – Your project will definitely help you to see how well you can manage your time to be sure you meet deadlines, while also taking care of other academic responsibilities, out of school commitments and the need for “down time”
10. **Reflective** – Throughout your project, you will be expected to reflect on your progress, the need to make any changes, and your personal strengths and challenges.

Before proposing your project, consider your strengths and areas for growth as they relate to the Learner Profile traits above. Think about the implications that your strengths have for what kind of project you can do before you sit down to write your proposal. You will reflect upon your development as IB Learners and include it in your report.

Personal Project Pitch

Since the Personal Project is an activity that takes place over a long period of time, students can often lose some momentum with the project, especially when other aspects of their lives get

busy. They may also find it challenging to get a clear understanding of how far along in the process they are and whether they have completed everything that is expected of them at that point. In an effort to eliminate some of these concerns, we have introduced the Pitch activity. The Pitch will ask students to express the goals and objectives of their project, as well as outline and present the progress that they have made up to that point – including the criteria that they have developed that they will use to determine the success of their product/outcome as well as the research they have conducted and the findings of that research. This will form a formative “check-in” of sorts.

The Pitch will take place in November during the Grade 10 Homeroom period. The students will be split up into groups of 8-10 and will be assigned a classroom. Accompanying the students will be a teacher. Students will each take turns presenting their “Pitch” to the group. The students will have a 5-minute time limit to present their pitch – which will take the form of an oral presentation (it is not necessary for the students to prepare a PowerPoint or bring in visuals – but students are welcome to include visuals if they feel it would add to their pitch, and would not take the presentation past 5 minutes).

The pitch is to consist of the following elements:

1. An introduction to/overview of your product/outcome

- a. Why you chose it – why it is important to you – why you are passionate about it? why is this product or outcome a worthwhile venture?
- b. What exactly is the goal (what do you hope to accomplish)?
- c. How will you address the global context?
- d. How exactly is your product/outcome related to both your goal and the global context?

2. A description of how you plan to measure the success of your product/outcome

- a. What criteria have you developed that need to be met in order for your product/outcome to be successful – and why are these criteria necessary?
- b. How will that criteria be measured?

3. A description of the research that you have conducted

- a. What information have you discovered through your research?
- b. Can you quote some information? – ie. “research shows that ...” or “Leading researcher, Bob Smith, states that...”

4. A conclusion

- a. Tie all the information together with a short conclusion
- b. Why/how will your product/outcome be awesome?

Evaluation of the Pitch

The Pitch will not be formally evaluated – the general content of the pitch largely consists of the objectives from the Personal Project assessment rubric. This will give students an

opportunity to work with these items in a formative sense, with the thought being that it will provide students with feedback they can utilize when the time comes to discuss these items in more detail in the report.

Working with your Supervisor

You will be assigned to a supervisor who will provide support for you as you work through your personal project. Your supervisor will help you keep on track, provide you with feedback, help you with resources if need be, and provide comments on your report card. You may still seek advice and help from other faculty or outside sources who may have an interest in your project.

What are my responsibilities to my supervisor?

1. It is your responsibility to show up to scheduled meetings with all necessary materials.
2. You will honour all appointments and get in touch with your supervisor in advance if you are unable to attend a scheduled meeting.
3. You are responsible for bringing your Process Journal to every supervisor meeting. You should also be prepared to have work evaluated and to take notes on plans and ideas discussed.
4. You should ask your supervisor for advice and feedback about your project goal and process for completion, and take the supervisor's comments seriously.

What are my supervisor's responsibilities to me?

1. Your supervisor should keep scheduled appointments with you and contact you in advance when unable to keep a scheduled appointment
2. Your supervisor will contact your parent and/or your Personal Project Coordinator via e-mail or telephone if you do not initiate or keep scheduled appointments.
3. Your supervisor should help you to establish and maintain the focus of your Personal Project and oversee that it is proceeding as planned.
4. Your supervisor should suggest a variety of resources and relevant sources of information you may use to develop the product. The importance of research should be emphasized.
5. Supervisor will record at least three meeting times on the MYP projects academic honesty form. This form will be submitted with your report. (see Checklist)
6. Your supervisor should encourage you to keep written records of meetings in your process journal.
7. Your supervisor should provide feedback on your progress and continuously review your Process Journal to obtain an overall view of your progress.
8. Help you prepare for the exhibition by keeping you focused on the organization and presentation on the final piece of work, advising you to be thorough and methodical.

Reporting the personal project:

You will be responsible for creating a report for your personal project which is an account of what you have observed, heard, done or investigated. This report should be clearly written and concise in what you include such as your engagement with the project by summarizing your experiences and skills you have included in the process journal. The organization of the report should be through 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.

FORMAT LENGTH

The maximum length of student submissions

Document File types: .doc, .docx, .pdf (non-editable), .rtf		Recording File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v
15 pages	and	no recording
14 pages	and	1 minute
13 pages	and	2 minutes
12 pages	and	3 minutes
11 pages	and	4 minutes
10 pages	and	5 minutes
9 pages	and	6 minutes
8 pages	and	7 minutes
7 pages	and	8 minutes
6 pages	and	9 minutes
5 pages	and	10 minutes

When preparing documents and recordings, the following specifications should be noted:

1. To ensure that the written part of the report is clearly legible, each page must have a minimum: • 11-point font size • 2 cm margins.
2. Where a spoken report is submitted, the only evidence that will be considered for assessment is the audio itself, plus any supporting pages of documents. Visual aids (such as PowerPoint slides) may be used to support a spoken presentation, but these will not be considered as a constituent part of the submission for assessment purposes.
3. Evidence presented in images must be clearly visible at the size submitted.
4. The bibliography is uploaded separately and is not included in the page limit.
5. Please do not include a title page; if included, it will count towards the page limit.

Assessment of the Personal Project

MYP personal project objectives

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Listed below are the objectives of the personal project specifically.

Objective A: Planning

Students should be able to:

- i. state a learning goal for the project and explain how a personal interest led to that goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria.

Objective B: Applying skills

Students should be able to:

- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal
- ii. explain how the ATL skill(s) was/were applied to help achieve their product.

Objective C: Reflecting

Students should be able to:

- i. explain the impact of the project on themselves or their learning
- ii. evaluate the product based on the success criteria.

Timelines and Deadlines

September

- Brainstorm Personal Project ideas
- attend Personal Project Introductory Seminar in Homeroom
- access your Personal Project tab on Managebac and record information you
- may have already started over the summer
- work on brainstorming/writing in your Process Journal
- write down any questions you may have for when you meet with your supervisors
- begin writing entries in your process journal
- **submit the proposal to your supervisor via ManageBac by September 26th.** - record comments from your supervisor regarding your proposal – make modifications if it was not approved and reschedule a meeting
- agree upon, with your supervisor, what will be accomplished for your next meeting

October

- **begin research for the project.**
- **first meeting with the supervisor should occur by Oct. 5th**
- review Process Journal – should have entries, brainstorming, notes, etc. present
- review the steps and work you have completed since the last meeting with your supervisor
- ensure the project is developing as planned.
- draft the criteria for your product and seek feedback/approval from your supervisor
- you should have started on the product
- agree upon, with your supervisor, what will be accomplished for your next meeting
- **submit a draft of the “A - Planning” section of your report by October 31st**

November

- review Process Journal – how many entries do you have?
- review the steps and work you have completed since the last meeting with your supervisor
 - have you been following your plan?
- ensure the project is developing as planned. You should be halfway to completion on your product – the product will be due in January
- can you show your supervisor a list of resources?

- finalize criteria for your product
- **prepare for the Mini Exhibition “Pitch”** – you will need to prepare a presentation that explains everything about your project and what you have completed up to this point. You will be sharing this “pitch” within small peer groups.
- agree upon, with your supervisor, what will be accomplished for your next meeting – prep for the “Pitch”.
- **“Pitch” – November 21**
- **submit a draft of the “B -Applying skills” section of your report by November 28th**

December

- review Process Journal – how many entries do you have? Remember your journal needs to be consistently used
- review the steps and work you have completed since the last meeting with your supervisor
- reflect on the “Pitch” – what went well, what didn’t? – what areas do you need to work on based on your experience?
- discuss challenges, questions, avenues for research
- ensure the project is developing as planned – the product should almost be complete (in January you will need to bring the product in to go over with your supervisor)
- jot down suggestions and final thoughts regarding the completion of your product
- Provide updates and revisions of Section A-B to supervisor for further feedback

January

Product/Outcome is Due – January 30th

- submit a draft of the “C - Reflecting” section of your report by January 30th**
- review Process Journal – how many entries do you have? Just because your product is finished does not mean that you stop writing in your journal. Talk about your report, final changes to the product, what you have learned about yourself as a learner so far.
- review the steps and work you have completed since the last meeting with your supervisor
- discuss challenges and questions regarding the creation of the final product
- you should be able to bring your product to a meeting to go over it with your supervisor
- discuss anything on the report you’re unsure of
- Report Cards – supervisor will comment on and assess the process journal and progress on your product and report according to your mid-year report card

February

Product for Personal Project should definitely be completed by now! - If you want feedback from your supervisor before submitting your report, have it to them by February 20th.

- **begin working on the final draft– the report is due March 6th.**
- review Process Journal – select entries for submission, make sure you are being thorough and addressing the various stages and learning you have experienced, and provide evidence of your ATL skills
- review the steps and work you have completed since the last meeting with your supervisor
- discuss challenges and questions regarding the final product
- jot down notes on what you will have completed for the next meeting

March

- ENTIRE PROJECT WITH ALL PARTS INCLUDED DUE AND HANDED IN ON OR BEFORE MARCH 6th!

- Projects will be assessed in Early March
- Projects will be sent to the IB for external assessment by mid-March.

April

- finalize how you will present your project during the Exhibition in May and have it ready to present to your supervisor by the middle of the month

May (1st week Saturday) - PORTIS Personal Project Exhibition – open to the whole PORTIS Community.

ALL THE BEST

Citations

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