

Katoh Gakuen Gyoshu High School Bilingual Program



MYP



PERSONAL PROJECT

Student Guidebook

Table of Contents

What is a Personal Project and WHY do it?.....	3
Why do a personal project?	3
What are the Objectives of the project?	4
What TYPES of Personal Project Can I do?	5
What are the Areas of Interaction?.....	6
What are some Examples of Personal Project?.....	7
What exactly do I have to create for the Personal Project?.....	12
What will be assessed?.....	12
How will I be assessed?	13
How do I start the Personal Project?.....	21
Thinking, planning, creating & reflecting.....	34
Your Journal.....	34
Your project report.....	39
Reflection questions for producing the project report	41
Can anyone help me to edit my project report?	42
What is the timeline of the Personal Project?.....	43
Works Cited	45

What is a Personal Project and WHY do it?

Have you ever wanted to build a



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, and
- to apply them to the chosen goal that focuses on dimensions of the area(s) of interaction such as Approaches to Learning, Community and Service, Environments, Health and Social Education, and Human Ingenuity

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

- document the process
- select a topic of personal interest
- focus the project through an area of interaction
- fulfill the ethical and academic honesty requirements by the school
- respect word or time limits for the report
- structure the personal project report according to the information given by the school



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

- 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 may be required to sign a document stating that the personal project is your own work.

Your project must not:

- be part of any assessed course work
- 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.

Why do a personal project?



the MYP.

The personal project is the culmination of your experience in the MYP. During the programme you will have developed in many ways and learned about the areas of interaction.

If you choose the right personal project, it will give you the opportunity to share with others something that is of great interest to you as an individual but that also shows some of what you have learned as a result of being in

What are the Objectives of the project?

Objective A Use the process journal

You should:

- demonstrate organizational skills through time and self-management
- communicate and collaborate with the supervisor
- demonstrate information literacy, thinking and reflection.

Objective B Define the goal

You should:

- identify and explain a topic based on personal interest
- justify one focus area of interaction as a context for the project
- outline a clear, achievable, challenging goal
- create specifications that will be used to evaluate the project's outcome/product.

Objective C Select sources

You should:

- select varied, relevant sources to achieve the goal
- evaluate sources.

Objective D Apply information

You should:

- transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's goal.

Objective E Achieve the goal

You should:

- evaluate the outcome/product against their own specifications for success.

Students award a level that relates to the descriptors in criterion E in collaboration with their supervisor.

Objective F Reflect on learning

You should:

- reflect on how completing the project has extended their knowledge **and** understanding of the topic and the focus area of interaction
- reflect on how they have developed as a learner by completing the project.

Objective G Report the project

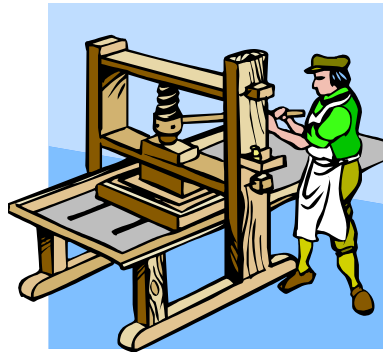
You should:

- organize the project report according to the required structure
- communicate clearly, coherently and concisely, within required limits
- acknowledge sources according to recognized conventions.

What TYPES of Personal Project Can I do?

Depending on your goal and your Area of Interaction, you might choose one of the following types of projects:

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



What are the Areas of Interaction?



APPROACHES TO LEARNING

How do I learn best? How do I know? How do I communicate my understanding?

This area involves the skills, attitudes and practices that require you to become successful learners. It has seven groups of skills such as organization, collaboration, communication, information literacy, reflection, thinking, and transfer.



COMMUNITY AND SERVICE

How do we live in relation to each other? How can I contribute to the community? How can I help others?

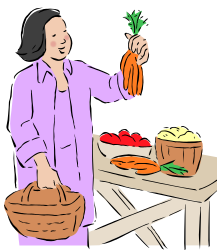
The emphasis of community and service is on developing community awareness and a sense of belonging and responsibility towards the community so that you become engaged with, and feel empowered to act in response to, the needs of others.



ENVIRONMENTS

What are our environments? What resources do we have or need? What are my responsibilities?

This area focuses on the wider place of human beings in the world and how we create and affect our environments. It encourages you to question, to develop positive and responsible attitudes, and to gain the motivation, skills and commitment to contribute to the environments.



HEALTH AND SOCIAL EDUCATION

How do I think and act? How am I changing? How can I look after myself and others?

This area is about how humanity is affected by a range of social issues (including health). It includes an appreciation of these effects in various cultural settings and at different times. It is concerned with physical, social and emotional health and intelligence—key aspects of development leading to a complete and balanced lifestyle



HUMAN INGENUITY

Why and how do we create? What are the consequences?

This area stresses the way humans can initiate change, whether for good or bad, and examines the consequences. This area also emphasizes both the importance of researching the developments made by people across place, time and cultures, and the importance of taking time to reflect on these developments.

What are some Examples of Personal Project?

APPROACHES TO LEARNING

Topic	Goal of personal project	Specifications	Process	Outcome or Product
Learning how to motivate others	Inspire children to become responsible for their local environment through a workshop.	The workshop: <ul style="list-style-type: none"> • has clear and measurable objectives • is of the right length for the targeted students • includes a suitable number of activities for the purpose of the objectives • includes a post-workshop evaluation questionnaire. 	<p>The student uses the focus of approaches to learning to research how a workshop environment can motivate others to take action. She decides that the focus of the workshop will be environmental issues.</p> <p>The student researches how to plan a workshop</p> <p>The student plans, delivers and evaluates the workshop. She reflects on what she has learned about how others learn and the planning of learning for others.</p>	<p>Workshop pack produced containing plan and materials.</p> <p>Delivery of workshop to children on the topic.</p>
Learning how interactive technology can help people learn	Produce an article for student/parent magazine that evaluates popular computer games to learn mathematics content.	The article: <ul style="list-style-type: none"> • is of the length agreed with the magazine editor • includes the review of five computer games • includes references from research • includes two visuals • is written in an appropriate language register. 	<p>The student uses the focus of approaches to learning to consider how computer games can help learning. She researches varied computer games; surveys users and tests games.</p> <p>The student produces an article that reports her findings.</p> <p>The student reflects on her knowledge of how computer games help with learning and their limitations.</p>	Article on computer games published in student/parent magazine.

COMMUNITY AND SERVICE

Topic	Goal of personal project	Specifications	Process	Outcome or Product
Social action	Raise money/resources for a charity supporting a specific cause.	<p>Specifications for the campaign will be defined depending on the research carried out by the student about the most suitable method.</p> <p>For example, the campaign:</p> <ul style="list-style-type: none"> • is communicated clearly to the school community • gives information to the community about how the money or resources will be used • is of a clear duration and has an event where the money or resources are donated • is appropriate to the target audience. 	<p>The student uses the focus of community and service to research activism, how charities work and their methods of raising funds. He is interested in why people get involved in community activities and considers his experiences as well as the experiences of his peers.</p> <p>The student decides to focus on a particular charity of personal interest and organize a fundraising campaign.</p> <p>The student runs the campaign itself and reflects on what he achieved and learned in relation to why people get involved in their community.</p>	<p>Fundraising campaign is completed.</p> <p>Donation and presentation of funds/resources to chosen charity</p>
Building community	Bring members of the community together through an event, for example, music performance.	<p>Specifications are based on the student's decision to hold a music performance.</p> <p>The event:</p> <ul style="list-style-type: none"> • includes countries represented in the school—France; Germany; India; Iran; Poland; USA • provides seating for 50 people • uses four spotlights; four microphones • provides refreshments: a suitable drink and snack (50 people) • includes volunteers: four on doors and seating; four on refreshments; six behind the scenes. 	<p>The student uses the focus of community and service to research how communities can be strengthened. She considers current opportunities that exist in the school that bring members of community together and researches types of local events.</p> <p>The student identifies a new event for the school community and produces a plan for the event, which is approved by the school leadership.</p> <p>The student identifies support for the event and recruits volunteers.</p> <p>The student advertises the event, holds the event and evaluates its success.</p> <p>The student reflects on her new understandings of community and factors that impact on communities.</p>	<p>Specific event held at a pre-arranged time during the school year.</p>

HEALTH AND SOCIAL EDUCATION

Topic	Goal of personal project	Specifications	Process	Outcome or Product
Well-being	Create a welcome system for students new to the school.	<p>The proposal:</p> <ul style="list-style-type: none"> • is communicated orally, with written support—slides and written summary • is clear and well-defined • provides evidence of research • shows that the system is sustainable and cost-effective to the school • shows that the pack is relevant for the recipient • shows that there would be support from other students. 	<p>The student uses the focus of health and social education to research the effects of moving to a new location on a person's sense of identity. She is particularly interested in how relationships develop and how people can be helped to settle into a new environment.</p> <p>The student decides to propose a volunteer buddy system and a welcome pack for new students.</p> <p>The student identifies potential materials to include in the pack and devises these.</p> <p>The student produces a proposal to be put to the leadership or administration team of the school.</p> <p>The student reflects on new understandings of how people change based on individuals' experiences gathered from her research.</p>	<p>Welcome pack and proposal for volunteer buddy.</p> <p>For example, bag or folder containing useful information about the school and area; invitations to events and so on.</p>
Fighting prejudice	Create a short play to raise awareness of impact of prejudice on individuals; work with social studies teacher to use as part of unit of work.	<p>The play:</p> <ul style="list-style-type: none"> • must be 20 minutes long • must be appropriate for students aged 11 (defined further after research) • must include the main theme of the impact of prejudice (defined further after research). <p>There must be a tool to evaluate the play such as a questionnaire.</p>	<p>The student uses the focus of health and social education to research prejudice from the perspective of how people think and act. He is interested in the definition and impact of prejudice and how people might be influenced to change their thinking.</p> <p>The student looks at ways of communicating with others and through research decides that a play is an appropriate media for his message.</p> <p>The student identifies his target audience, writes the play, organizes rehearsals and stages the play.</p> <p>The student evaluates the impact with the help of the social studies teacher who issues a questionnaire in class. He reflects on new understandings of how people act and how an individual can have an impact.</p>	The play.

ENVIRONMENTS

Topic	Goal of personal project	Specifications	Process	Outcome or Product
Fishing and the environment	To produce a proposal for a local fishing club to help fishers protect environment while enjoying the sport.	<p>The proposal:</p> <ul style="list-style-type: none"> • is clear and well-defined • provides evidence of research • shows the benefits to the club in strengthening the environmental policy • meets time available for the presentation • is communicated orally, with written support—slides and written summary. 	<p>The student uses the focus of environments to research the effects of fishing on the local environment and the types of environmental policies that fishing clubs use.</p> <p>The student researches the needs of his own club.</p> <p>The student plans and prepares a proposal (text and visuals).</p> <p>The student presents the proposal.</p> <p>The student reflects on new understandings about the complex relationship between humans and their environments and how they meet or ignore their responsibilities.</p>	Proposal presented to the fishing club committee.
Working environment and health	To improve the school environment in a simple, cost-effective way.	<p>The location of the plants takes into account health and safety policies of the school.</p> <p>The plants are easy to maintain.</p> <p>There is a range of plants that provides a mix of foliage and colour.</p> <p>There is a system for ensuring the plants are cared for.</p>	<p>The student is interested in the effect of environment on health and how she can make a difference in her own school environment. Through the focus of environments, she researches findings relating to health and environment in public buildings.</p> <p>The student identifies a way that she can benefit the school environment, which is providing specific plants for certain classrooms and public areas. She discusses this with her school administration.</p> <p>The student organizes a variety of ways of receiving plants and pots from parents and local organizations.</p> <p>The student organizes the planting and arrangement of plants in rooms. She seeks feedback from peers and teachers.</p> <p>The student reflects on her learning both in relation to how human-made environments can be manipulated as well as her own learning in managing such a project.</p>	Arrangement of plants in areas of the school.

HUMAN INGENUITY

Topic	Goal of personal project	Specifications	Process	Outcome or Product
The value of bamboo	To show the value of bamboo in Vietnamese daily life.	<p>The painting:</p> <ul style="list-style-type: none"> • includes images of how bamboo is used in daily life • is acrylic on canvas in observational style • is mixed media and realism—bamboo products attached to the canvas • is on a canvas size 1m x 1m. 	<p>Through the focus of human ingenuity, the student decides to explore the uses of bamboo in her local community and in daily life.</p> <p>The student identifies how the material is used in many different ways and decides to produce an artwork to communicate her findings.</p> <p>The student experiments with ideas and plans her artwork to reflect how the material is used in ingenious ways.</p> <p>On completing the project, the student reflects on her own learning about the uses of bamboo and new discoveries, as well as how she developed her artistic skills.</p>	Three-dimensional painting.
Experiments on humans and animals	To understand more about the origins of vivisection and current practices and communicate findings.	<p>The display:</p> <ul style="list-style-type: none"> • includes a summary of past, present and future in practices of vivisection • includes mainly visual information with some text and audio • includes prompt questions that challenge viewers to think about own stance • includes findings from his survey • includes a method of collecting feedback from viewers. 	<p>Through the focus of human ingenuity, the student researches the origins and implications of vivisection and experimentation on humans and animals alike. He is interested in how thinking and practices in this area have changed over time. He wants to educate his peers in some way about his findings.</p> <p>The student surveys people about their beliefs and thoughts about vivisection.</p> <p>The student researches how to communicate information and chooses an appropriate method.</p> <p>The student creates a display that is placed in an appropriate location of the school.</p> <p>The student arranges for the display to be visited by students during agreed periods and feedback is collected.</p> <p>The student is interested in recording responses from his audience in some way and then reflects on this.</p> <p>The student's reflection includes his learning about how ideas change over time and how people are influenced by the knowledge of their era. He also reflects on his development as a learner during the project.</p>	Interactive display.

What exactly do I have to create for the Personal Project?

A. You must create three items:

- A process journal
- A product or outcome for display that shows other people what you did
- A project report

B. The Process Journal

Your process journal is the record of your involvement in the Personal Project process. It should record all your ideas, your planning, your discussions, clippings of readings and concepts, diary excerpts, meeting schedules and outcomes with your supervisor, photographs – whatever you do that is part of the process should be kept in this document. You are provided with a booklet for your journal. You can choose another format that will complement to your journal booklet. It might be a scrapbook, a note book, an electronic site for example.

C. The Product or Outcome

The product you create is how you show other people what you have investigated. Apart from your journal, which will be part of the display, you need to have some way of showing what you produced or achieved for your goal. This might be the actual product such as a model, electronic article, artwork or it might be visuals of the outcome such as photographs of an event you organised.

D. The Project Report

The report you produce can be in different formats; it can be written, oral or in multi-media form. You will need to think carefully about how you report your project and how you work best. To prepare an oral report will take as long to prepare as a written report.

This guide has more information about the report later on.

The important thing to think about for your project is to identify something YOU want to explore and find out more about.

What will be assessed?

All of the three items are assessed: the use of the process journal, the product or outcome and the projects report.

How will I be assessed?

The Personal Project is assessed against seven criteria. Each criterion is of equal value and has 4 levels of success. The criteria are:

A: Use the process journal

You show that you have used approaches to learning skills when completing the project. This is shown in part through the use of the process journal, as a record and organising tool for your project. You show commitment to completing the project through meeting deadlines, organising your materials, interacting with your supervisor, and dealing positively with challenges that arise. You record your thinking and ideas as you progress through your project.

B: Define the goal

You show that you have a clear project goal associated directly with an area of interaction and a topic that interests you personally, and that you have defined specifications to be able to evaluate your goal.

C: Select sources

You show that you have accessed a variety of sources and that you are able to evaluate these sources, for example in terms of whether they are reliable.

D: Apply information

You show that you have used the information you gathered from your sources in order to complete the goal. This might be through the development of techniques, problem-solving strategies or analysis of the information you selected. You show that you have thought about the information you selected and used it in some way to further your project.

E: Achieve the goal

You complete the goal and evaluate the outcome or product. You award yourself a level of achievement using the specifications you created at the beginning of your project to guide you. You get input from your supervisor for the final level.

F: Reflect on learning

You show that you have developed a new understanding of the topic and area of interaction through deep and detailed reflection on what you have done and what you have learned by doing it. You show that you have developed a clear personal understanding of, and response to, the project topic and area of interaction because you have carefully analysed the information you have gathered.

G: Report the project

You show that you have organised your project report by using appropriate presentation and linguistic conventions, in whichever format you have chosen. You meet the requirements for the word or time count of the text.

Your supervisor will use these seven criteria to assess your project at the end of the process, and your supervisor will also invite other supervisors to check the result to ensure that it is consistent with the international standard set for projects.

Criterion A: Use of Process Journal

Maximum: 4

You should:

- demonstrate organizational skills showing time- and self-management
- communicate and collaborate with the supervisor
- demonstrate information literacy, thinking and reflection.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal: <ul style="list-style-type: none">• organizational skills through time and self-management• communication and collaboration with the supervisor• information literacy, thinking and reflection.
2	The student demonstrates some: <ul style="list-style-type: none">• organizational skills through time and self-management• communication and collaboration with the supervisor• information literacy, thinking and reflection.
3	The student demonstrates satisfactory: <ul style="list-style-type: none">• organizational skills through time and self-management• communication and collaboration with the supervisor• information literacy, thinking and reflection.
4	The student demonstrates well-developed: <ul style="list-style-type: none">• organizational skills through time and self-management• communication and collaboration with the supervisor• information literacy, thinking and reflection.



Criterion B: Define the Goal

Maximum: 4

You should:

- identify and explain a topic based on personal interest
- justify one focus area of interaction as a context for the project
- outline a clear, achievable, challenging goal
- create specifications that will be used to evaluate the project's outcome/product.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal: <ul style="list-style-type: none">• selects very few relevant sources to achieve the goal• demonstrates minimal evaluation of sources.
2	The student demonstrates some: <ul style="list-style-type: none">• selects some relevant sources to achieve the goal• demonstrates some evaluation of sources.
3	The student demonstrates satisfactory: <ul style="list-style-type: none">• selects a satisfactory variety of relevant sources to achieve the goal• demonstrates satisfactory evaluation of sources.
4	The student demonstrates well-developed: <ul style="list-style-type: none">• selects a wide variety of relevant sources to achieve the goal• demonstrates well-developed evaluation of sources.



Criterion C: Select Sources

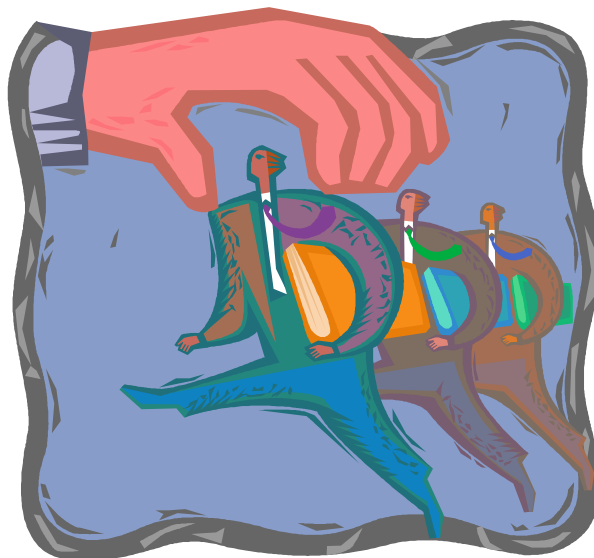
Maximum: 4

You should:

- select varied, relevant sources to achieve the goal
- evaluate sources.

Evidence will be seen in the body of the report and the bibliography.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal: <ul style="list-style-type: none">• selects very few relevant sources to achieve the goal• demonstrates minimal evaluation of sources.
2	The student demonstrates some: <ul style="list-style-type: none">• selects some relevant sources to achieve the goal• demonstrates some evaluation of sources.
3	The student demonstrates satisfactory: <ul style="list-style-type: none">• selects a satisfactory variety of relevant sources to achieve the goal• demonstrates satisfactory evaluation of sources.
4	The student demonstrates well-developed: <ul style="list-style-type: none">• selects a wide variety of relevant sources to achieve the goal• demonstrates well-developed evaluation of sources.



Criterion D: Apply Information

Maximum: 4

You should:

- transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's goal.

You interpret the information from sources you have researched and selected. By thinking about the information, you develop a broader context for your inquiry; identify questions and issues for your project and solve problems.

You may have researched information relating to techniques, which can be discussed in the context of this objective.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal: <ul style="list-style-type: none">• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
2	The student demonstrates some: <ul style="list-style-type: none">• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
3	The student demonstrates satisfactory: <ul style="list-style-type: none">• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.
4	The student demonstrates well-developed: <ul style="list-style-type: none">• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.



Criterion E: Achieve the Goal

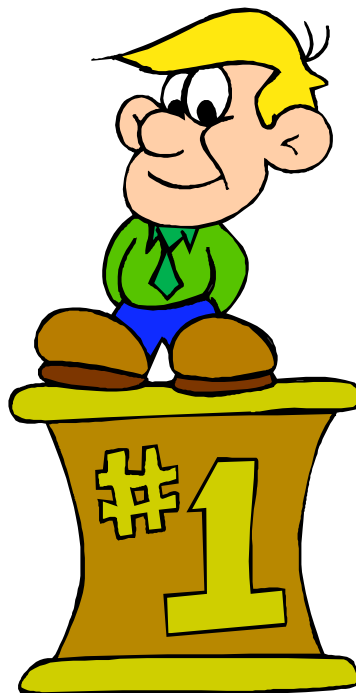
Maximum: 4

You should:

- evaluate the outcome/product against their own specifications for success.

The final level awarded is decided in collaboration with the supervisor.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student evaluates the quality of the outcome/product. The outcome/product is of very limited quality and meets few of the specifications.
2	The student evaluates the quality of the outcome/product. The outcome/product is of limited quality and meets some of the specifications.
3	The student evaluates the quality of the outcome/product. The outcome/product is of satisfactory quality and meets many of the specifications.
4	The student evaluates the quality of the outcome/product. The outcome/product is of high quality and meets most or all of the specifications.



Criterion F: Reflecting on Learning

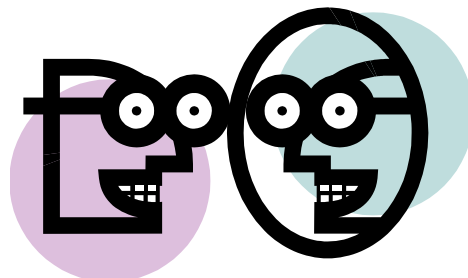
Maximum: 4

You should:

- reflect on how completing the project has extended their knowledge and understanding of the topic and the focus area of interaction
- reflect on how they have developed as a learner by completing the project.

This criterion addresses the quality of ideas expressed not the quality of language used.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal: <ul style="list-style-type: none">• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction• reflection on how he or she has developed as a learner by completing the project.
2	The student demonstrates some: <ul style="list-style-type: none">• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction• reflection on how he or she has developed as a learner by completing the project.
3	The student demonstrates satisfactory: <ul style="list-style-type: none">• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction• reflection on how he or she has developed as a learner by completing the project.
4	The student demonstrates well-developed: <ul style="list-style-type: none">• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction• reflection on how he or she has developed as a learner by completing the project.



Criterion G: Report the project

Maximum: 4

You should:

- organize the project report according to the required structure
- communicate clearly, coherently and concisely, within required limits
- acknowledge sources according to recognized conventions.

This criterion will include judgments about presentation, writing (or speaking) conventions, mechanics, grammar, word choice, voice, audience, for example.

Achievement level	Level descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student demonstrates minimal: <ul style="list-style-type: none">• minimal organization of the project report according to the required structure• communication, which is rarely clear, coherent and concise and may not meet required limits• inaccurate use of recognized conventions to acknowledge sources or no acknowledgement of sources.
2	The student demonstrates some: <ul style="list-style-type: none">• some organization of the project report according to the required structure• communication, which is sometimes clear, coherent and concise and is within required limits• some accurate use of recognized conventions to acknowledge sources.
3	The student demonstrates satisfactory: <ul style="list-style-type: none">• satisfactory organization of the project report according to the required structure• communication, which is generally clear, coherent and concise and is within required limits• generally accurate use of recognized conventions to acknowledge sources.
4	The student demonstrates well-developed: <ul style="list-style-type: none">• consistent organization of the project report according to the required structure• communication, which is clear, coherent and concise and is within required limits• accurate use of recognized conventions to acknowledge sources, possibly with minor errors.

How do I start the Personal Project?

The Personal Project requires significant steps.

Step One: Area of Interaction Context¹

First, and most importantly, you **MUST** choose an area of interaction to be the context for your project investigation. Basically, your choices for your context are:

- Human ingenuity – you are interested in investigating how and why inventive and creative genius can solve problems, improve the human condition or change how we view our world and beliefs. You want to identify and explore the responsibilities we have when we make changes
- Environments – you are interested in investigating how and why particular environments (natural, built, virtual) operate, face challenges or need improving. You also want to identify and explore our responsibilities towards those environments
- Health and social education – you are interested in how and why people live as they do, the relationships that exist, the health and social issues individuals and groups must face and our responsibilities to ourselves and others through our lifestyles
- Community and service – you are interested in investigating how and why communities exist and how and why it is important that individuals and groups offer services within communities
- Approaches to learning – you are interested in investigating how people learn and the variety of different ways in which different people can learn effectively

Choosing your Personal Project context comes with a responsibility to thoroughly understand one area of interaction.



Complete Activity 1 in your MYP PP Journal.

¹ Note: steps one and two are interchangeable – the personal project goal might originate with the area of interaction or with the topic of personal interest. The important aspect is that ultimately both are coherent in enriching the student goal. In this student guide the school has made the decision to ask students to explicitly begin with the area of interaction context.

Step Two: Topic for Investigation

Choose a topic for investigation that genuinely interests you. It is very important that your topic readily relates to your chosen area of interaction. You will certainly find that most topics can be investigated within all five areas of interaction so the real challenge is to understand your topic within the context of ONE area of interaction. This becomes the focus for your investigation.

So what topics can you choose? Make a list of all of the things you currently do – school, sport, socially.

Add to the list the things that you enjoy – music, games, and activities.

Add to the list everything that you think is important to you – family, friends, beliefs, love, fun.

Add to the list the issues that you think are important to many people in your age group – relationships, jobs, parties, fashion, cars.

Then add to the list the bigger issues that seem important to the community that sometimes affect you – money, law, poverty, environmental issues, education, and transport.



Complete Activity 2.1 in your MYP PP Journal.

You now have several lists of possible topics to investigate.

Go through the lists and tick the topics that are obviously connected to your chosen area of interaction. Reflect on the ticked topics.

- Which one appeals to you the most?
- Which one fits in with what you already do?
- Which one will be challenging enough to keep you interested over several months?

And then this is the hard part. Make a choice. Pick one topic.



Complete Activity 2.2 in your MYP PP Journal.

Step Three: Inquiry Question

So far you have an area of interaction and you have a topic of interest. Now you create a question to guide your investigation. Your question should definitely contain:

- your area of interaction
- your topic

Your question should also demand inquiry, and not be a question that can be answered simply in a sentence or two.

Examples of inquiry questions include:

Human ingenuity questions:

- What ingenious ideas will enable householders to reduce their carbon footprint on the planet?
- What ingenious processes are involved in authentically rejuvenating an antique wardrobe?
- How have ingenious humans developed human flight over time and what might the future hold?
- What can be done to improve access to all areas of our school for students with physical movement disabilities?
- What factors and clever strategies enable a performer to excel in a performance?

Environments questions:

- What materials can surfboard designers use to ensure that future surfboards are friendly to the environment?
- Is the school's use of resources efficient or wasteful and what can be done to improve the existing situation?
- What are the best environmental conditions for rearing cockatiels in captivity and why are those conditions effective?
- Why should all Australians be concerned about the Murray River system and what should be done to repair it?
- How can I positively improve the current environment within my family's home?

Approaches to learning questions:

- What strategies and techniques can students use to more effectively manage and complete homework?

- How can a coach effectively improve the individual and team ball-handling skills of junior baseball players?
- How might our school enable all students to become proficient with Information and Communication Technologies?
- What could teachers do to make learning experiences more enjoyable and effective for Middle School students at our school?
- Why is it important to train a dog and what are effective ways to achieve this aim?

Health and social education questions:

- Is it important to have single gender classes at school or should everyone be in coeducational classes all the time?
- What exactly is a healthy lifestyle and is it the same for everyone?
- Why is it important to have a school transition program for new students and what should it involve?
- How effective is the existing drug awareness program in our community, and what could be done to improve drug awareness and the dangers of substance abuse among our peers?
Does the existing homework program help or hinder students' relationships with family and friends, and are there improvements that could be made to the program?

Community and service questions:

- How can school students really help people in need in the international community?
- What actions should the general community take to enable older citizens to live safe and comfortable lives?
- How can a person change the world for the better through service without spending money?
- What can we do to bring the international community together to fulfil the International Baccalaureate mission?
- How does my church actively serve the wider community and how might I get involved?

Creating a good question is not easy. Adults have difficulty with the task, so don't expect the first question you think of to be the best. Brainstorm possible questions first.



Complete Activity 3.1 in your MYP PP Journal.

Talk to other people about your inquiry question ideas – your parents, friends, your teachers. Make sure that the area of interaction is obvious in the question or can be clearly connected to the question. Then, make a decision. You can always edit your question later, but choose one now to kick-start your Personal Project and record it below.



Complete Activity 3.1 in your MYP PP Journal.

Step Four: Deciding on the outcome or product

With your area of interaction, topic and inquiry question in place, you need to think about what your outcome or product will be; you have to decide the format that you will create to show your response to other people. How do you plan to answer your inquiry question? So for example, if your inquiry question is “What exactly is a healthy lifestyle and is it the same for everyone?”, in what form do you plan to answer this? You decide that you will answer the question, for example, through producing **an information board** for healthy living that will be displayed in an area of the school for a period of time. You might have decided to answer it in another way such as creating a short film or writing a report for the school online newspaper. You decided on a goal that you think is achievable for yourself as well as being challenging.

You can choose from an almost endless list of possibilities for your product – choose to create an item that will best demonstrate what you have learned through your investigation and will show other people what you have learned. Examples include:

Performances: play, dance, song, speech

Published writing: creative prose, collection of poetry, major essay, extended article, script, review

Events: Fund-raising evening, service in action, celebration, major event

Static visual displays: photographs, art, poster, model, artefact, drawings, statistical data

Interactive displays: web site, video, audio-visual, animation



Complete Activity 4.1 in your MYP PP Journal.

Depending on your project you might combine two or more of these ideas to create your product in response to the inquiry question.



Complete Activity 4.2 in your MYP PP Journal.

Step Five: Creating specifications

You will need to create specifications for your outcome or product. The specifications are the way you will know you've achieved your goal.

You will need to ask yourself different questions in order to define the specifications. The questions you ask might change depending on the type of outcome or product.



Complete Activity 5.1 in your MYP PP Journal.

Talk to other people about your specifications – your parents, friends, your teachers. You can always refine your specifications later as you discover more about your personal project goal, but create some now to kick-start your Personal Project and record them below.

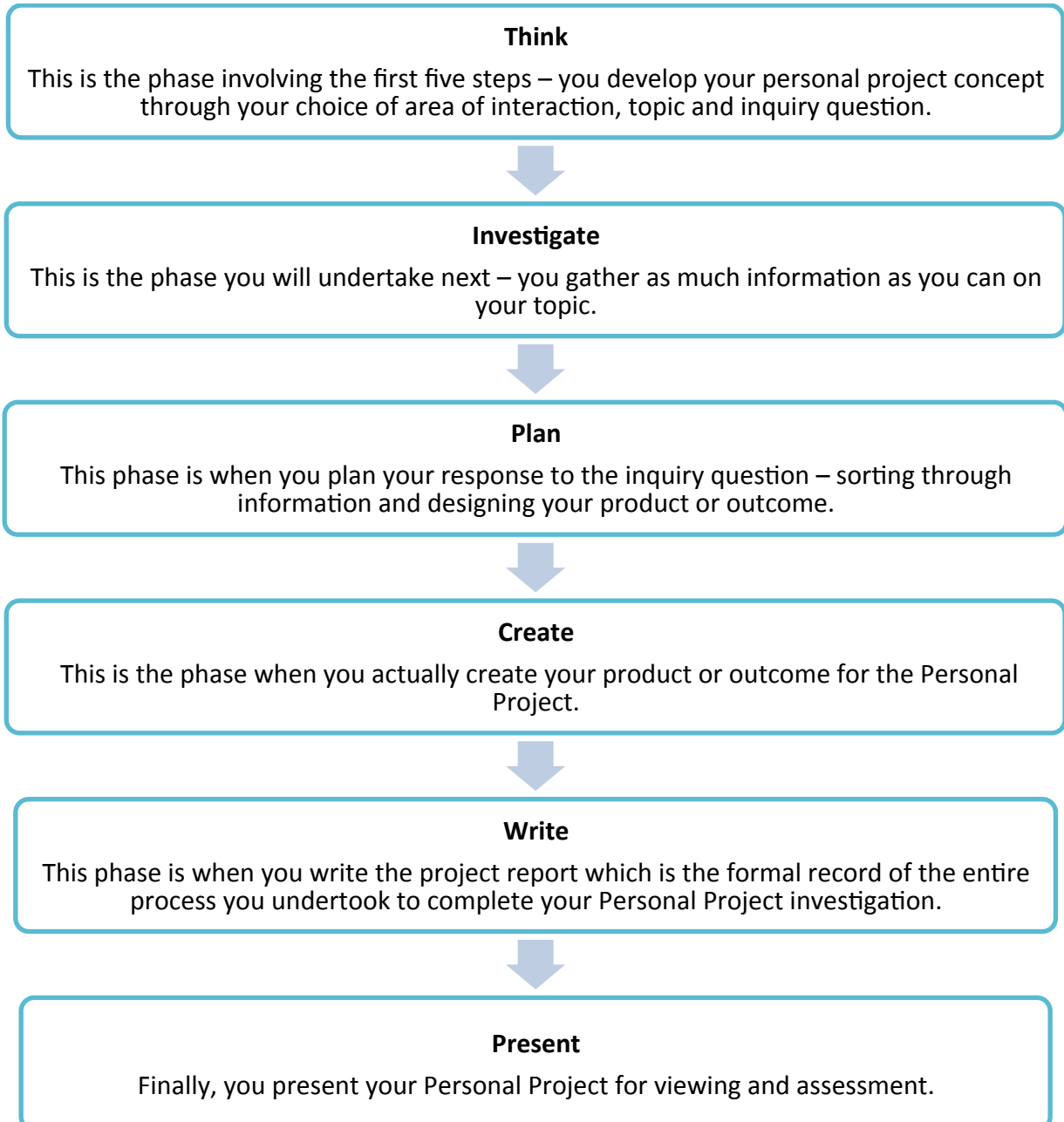


Complete Activity 5.2 in your MYP PP Journal.

Step Six: Organising

With your area of interaction, topic, inquiry question and specifications in place, you should take time to plan your time management over the period allowed for the Personal Project. Managing time is one of the most crucial elements of the project. It is essential that you create a timeline of what you plan to do.

To help you plan, you should know that the Personal Project has at least five phases:



Therefore it is good to plan ahead for these phases. Remember plans can change as circumstances change, but by planning you give yourself clear goals and raise your awareness of the time you have to complete tasks for the Personal Project.

Following is an example of a timeline. Over the page is a timeline you can use for planning, or you might choose to create your own version. The timeline will develop as your project develops and it is a good item to put into your journal/developmental workbook.

Month	Focus	Week	Activities
November	Concept planning	1	Read the information given Organise a journal and begin
		2	Choose an inquiry question
		3	Plan timeline – make requests for supervisor
		4	
December	Investigate	1	Meet with supervisor to discuss concept and planning
		2	Interview Mrs X on dog grooming
		3	Holidays
		4	
January		1	
		2	
		3	Investigate – read book <i>Caring for your dog</i>
		4	Investigate – find web information on dog care
February		1	Investigate – reading: and also update journal
		2	Meet with supervisor to show progress
	3		



Complete Activity 6 in your MYP PP Journal.

Step Seven: Investigating

What is an investigation?

An investigation for the Personal Project is the action of finding out information in order to respond to an inquiry question. Using your inquiry question, you will:

- gather all the information you can from a variety of sources
- evaluate the sources: work out which information is really useful as well as reliable and which isn't for a response to the inquiry question

What sources do I use for my investigation?

You have access to a variety of information sources:

- Books
- Articles from magazines, journals, newspapers
- Web sites
- Expert people

You should use them all, initially, to find out as much as you can on your topic.



Complete Activity 7.1 in your MYP PP Journal.

Record all of the sources you read, view, listen to, interview in your process journal. This will form a valuable resource for later in the project process.

BOOKS I'VE READ ON MY TOPIC

Record your books in the order – author surname, first name initial, (year of publication), Title of book in italics, publisher, city where published, county where published

For example:

Hutton, E (2005), *Clever Thinking in Court Design*, Black Books, Adelaide, Australia

MAGAZINE ARTICLES I'VE READ ON MY TOPIC

Record your magazine articles in the order – author surname, first name initial, (year of publication), Title of article in quotation marks, Title of magazine in italics, Issue or volume number, pages, publisher, city where published, county where published

For example:

Lao, K T (2005), "The Best Photographic Memories", *Black and White* magazine, May 2006 Issue, pp47-49, Singapore, Singapore

WEB SITES VIEWED ON MY TOPIC

Record your web site visits in the order – author surname, first name initial, (date of latest update or copyright date), Title of web page in italics, date that you viewed the web site, URL address for the web site

For example:

Heinrich, J (updated July 2008), *Cloning the Future*, viewed September 15 2008, <http://www.futureconcepts.org>

If you cannot find the web page author, you record the web site visit in the order – Title of web page in italics, date it was last updated or copyrighted, date that you viewed the web site, URL address for the web site

For example:

Finding Family, (copyright 2007), viewed October 6 2008, <http://www.findingfamily.uk>

PEOPLE I INTERVIEWED IN REGARD TO MY TOPIC

Record interviews and significant discussions with people in the order – person's surname, first name initial, person's expert role, date of interview

For example:

Ramonovic, S: Boat builder, interviewed March 15 2007



Complete Activity 7.2 in your MYP PP Journal.

How do I choose what information to use?

Having investigated your topic by reading, viewing, listening and interviewing to gather information, now you have to sort through what you have gathered to choose what is most useful or appropriate for your project response.

There are many techniques you can apply to choose which information to use and which to leave out. Some examples are identified below as guides or reminders of what to do at this point. Sometimes one technique will work. More likely you will have to use combinations of them to finally choose what information to use.

Straight logic

This technique requires you to simply select information by thinking about its relevance to your inquiry question. You label pieces of information as either 'Relevant' or 'Irrelevant' and then use the 'Relevant' information for your project.

Degree of importance

You make four categories and go through your information labeling each piece of information according to the category that best describes what you have found. The categories are:

Absolutely essential

You cannot respond to the inquiry question if you don't use this information. Keep it and use it.

Very useful

This is information that should be used in the response because it makes very clear to everyone what you have learned or want other people to learn about your topic. Keep and use as much of this as you can.

Interesting

This information does refer to the inquiry question, but if you did leave it out it wouldn't radically change your response. Use it if you don't have enough of the two levels above.

Irrelevant

When you look at your inquiry question this information doesn't really help. It is related to the topic only, but not the area of interaction. You ignore this information.

The Checklist

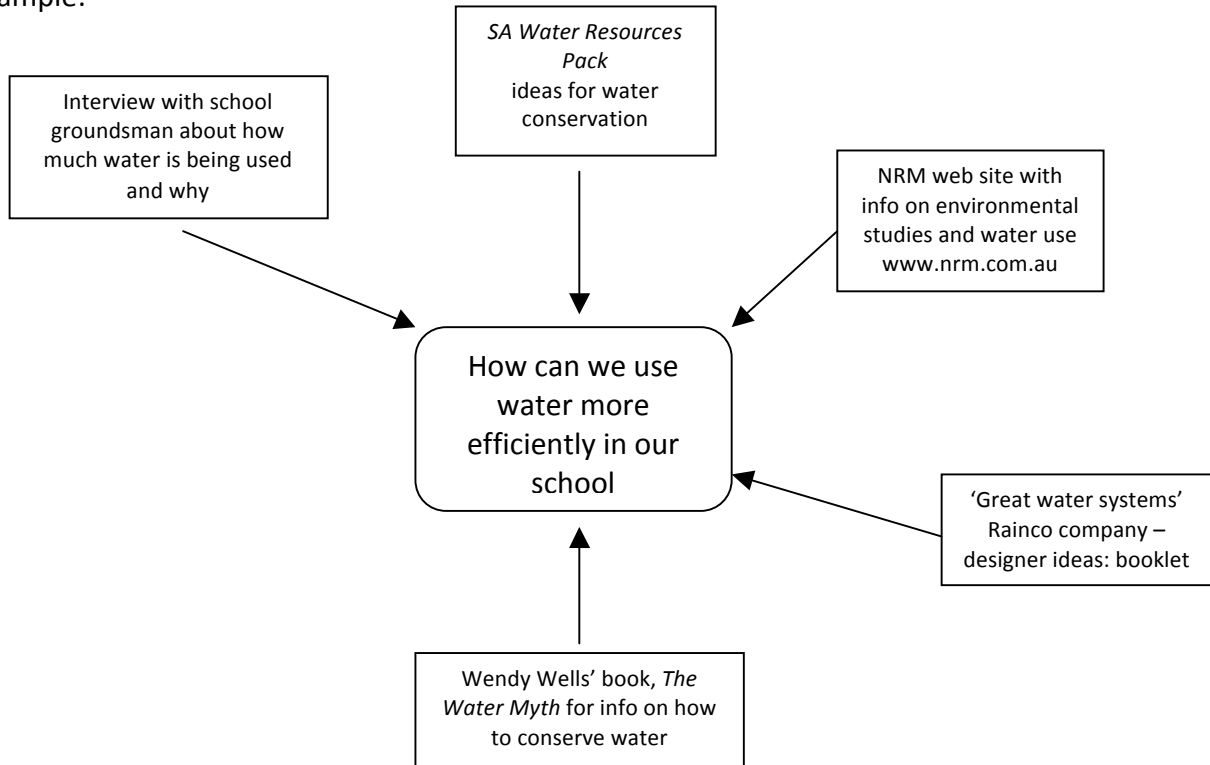
For this technique you have a series of question that you apply to each piece of information. If it receives ticks against all questions then clearly you should use the information in your response.

- Is the information source reliable and is the information accurate?
- Is the information current or still valuable if it is older?
- Does the information help me respond to the inquiry question?
- Does the information connect clearly with the area of interaction or aspects of it?
- Does the information belong to my topic?
- Will the information help me to develop my project product?

Mind-mapping

For this technique, you draw the information that you believe will help you to respond to your inquiry question around the inquiry question. This way you can 'see' how your information fits together or interconnects.

Example:



The important thing is that you do consciously sort through your information until you are satisfied you have collected everything that you think you need to make a response to the inquiry question. Then you begin a new process in the Personal Project.

Thinking, planning, creating & reflecting...

Your Journal

1. What should I keep in my Journal?

Your journal is a complete record of EVERYTHING you do for your Personal Project, from START to FINISH. It is a place to record all your ideas, planning, discussions, clippings of readings and concepts, diary excerpts, meeting schedules and outcomes with your supervisor, photographs, and anything else that will help you to achieve the highest level for criterion A.

For criterion A, you must demonstrate these things: organization skills, time and self-management, communication/collaboration with your supervisor, information literacy, and thinking and reflection.

Here are some recommended ways to use your journal:

- brainstorming (creating mind maps, lists, notes, etc.)
- free writing about your ideas and your process
- outlines
- notes
- timelines
- pictures
- charts
- drafts for surveys
- source information (authors and titles of sources you might use to help you)
- clippings from articles or other sources
- quotations
- reflecting about work you have done



Your journal will be the most important document in your Personal Project experience because from it you will be able draw all the kind of information you will need to write your project report.

2. What should my journal look like?

You are provided with a school journal booklet to help you get started with your project and you can choose from another format that complements with your school journal booklet. This allows you to be organized and chaotic, tidy and messy, because you will be putting scraps as well as good documents into it.

Some of the possible formats for the journal are:

- A web site
- A scrapbook
- A booklet
- Electronic booklet
- A wiki
- A blog

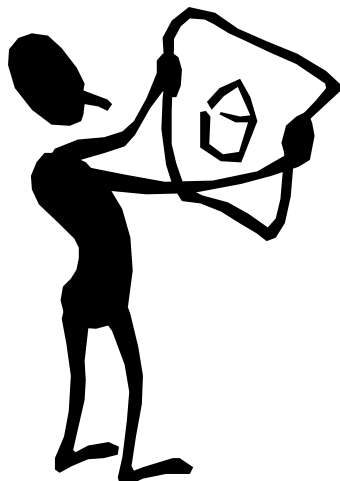
Choose the one you feel will be the most effective for your style of learning and make it awesome.

3. What are some of the guiding questions that I can use for my journal?

You may use these guiding questions to inspire you throughout the process:

Stages	Key questions
Beginnings	<ul style="list-style-type: none">• What topics are you interested in investigating?• Why did you end up choosing the topic you chose not the other topics?• Why are you interested in this topic?• How much prior experience or understanding of this topic did you have?• Which area of interaction do you want to focus on and why?• How does this topic relate to your chosen area of interaction?• What are some possible goals if you choose this topic to investigate?• Which goal did you choose and why?• Why do you think this topic/goal is important to the world today?• Discuss your time-management at this stage. How well are you managing your time?• What is your plan for the up-coming weeks? Make a schedule of things to do.• Brainstorm some possible specifications that will help you achieve your goal.• Explain why you have come up with your chosen specifications.• What feedback has your supervisor given you?

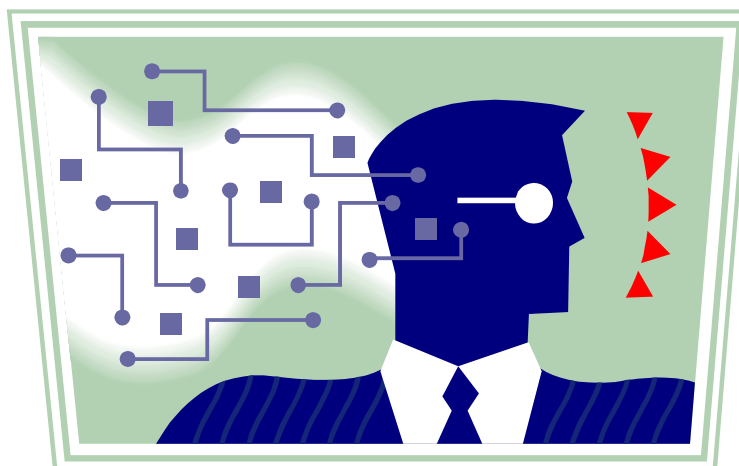
Stages	Key questions
Investigation, design, and planning	<ul style="list-style-type: none"> • How will you begin to do research? What kinds of sources do you plan to use? Where can you find your sources? • What sources have you found so far? What kind of information have you found in each of these sources? • Discuss some interesting things you have learned so far. • How will you keep track of relevant information? • Discuss your initial ideas for designing your project. • What materials do you think you will need for your project? How will you get them? • What human resources have you been using (besides your supervisor)? How will human resources help you to achieve your goal? • What printed resources did you use? How will printed resources help you to achieve your goal? • What electronic resources did you use? How will electronic resources help you to achieve your goal? • How did you make your choices about what information to use and what to discard? How did you evaluate your sources – human, printed and electronic? • What difficulties are you having at this stage? • How do you feel about your personal project at this stage? • Discuss your time-management at this stage. How well are you managing your time? • What is your plan for the up-coming weeks? Make a schedule of things to do. • What feedback has your supervisor given you? • Are there any specific techniques you have developed as a result of your investigation?



Stages	Key questions
Create	<ul style="list-style-type: none"> • What is your plan for this stage of the project? What things do you need to do? • Discuss what you have done to create your project. • What help will you need from human resources to complete your project? • What materials are you using to complete your project? Where did you get them? • What surprises have you encountered while creating your project? • Has this stage gone smoothly so far? If not, what problems have you encountered? How did you solve problems? How did the information affect your choices? • Discuss your time-management at this stage. How well are you managing your time? • How do you feel about your ability to achieve your goal? • At this stage, are you happy that you chose this project to do? Why or why not? • What would you have done differently in the earlier stages that could have helped you do better now? • What interesting things have you learned during this stage of the project? • What feedback has your supervisor given you? • What specific skills did you need to develop/apply to investigate and complete your project? What new skills did you learn, or what existing skills did you improve?



Stages	Key questions
Completion	<ul style="list-style-type: none"> • Did you adjust or alter your original goal as the project developed? If you made changes, why did you make the changes? • Did you have to alter your specifications much during the process? Explain how effective your specifications turned out to be overall and evaluate your product. • How did your personal project go? Was it successful? Why or why not? • What did you do well during your project? • What could you have improved or done better? • Discuss your time-management throughout the project? Did you manage your time well? • Discuss some of the successful things you did. • Discuss some of the things that were not successful. • How do you feel overall about your personal project? • What did you learn from doing this project? • What aspects of your investigation really helped you to reach a better understanding of your topic? • What new understanding do you have the area of interaction you chose to use as the context for your project? • What did you learn about yourself as a person through undertaking the project process? Which of the Learner Profile qualities did you find yourself exhibiting at different times and why? Have you improved in any of these qualities? • What level of achievement would you award your product or outcome based on your specifications? Does your supervisor agree with this?



Your project report

1. What is the project report?

The project report is the formal record of the entire process you undertook to complete your Personal Project investigation. It will explain clearly to whoever reads, listens to or watches it:

- Your area of interaction context
- Your specific topic
- Your inquiry question and the product or outcome you created
- Your plans and the process you implemented
- The resources you used
- The techniques you applied
- The challenges and issues you faced and perhaps solved
- What you learned about your topic and area of interaction from your investigation
- What you learned about yourself as a learner from the Personal Project experience

2. What should the project report look like?

The report is the place where you bring together and summarise your thinking, process and creation that helped you to complete your project.

You can start drafting the report at any stage or begin when you have completed the outcome or product, however make sure you plan in enough time to produce the report.

The information you include in the report is organised into specific sections. The report doesn't replace the product or outcome of your project.

You will need to plan and organise the information. Your process journal will be extremely important at this point as it will contain all the information you need to complete the report, if you have used it consistently.

3. Structure of the personal project report- Written format

- a. The report must include: Title page, Table of contents, Body of the report, Bibliography, Appendices.
- b. The Title page must include the following.
 - Student name
 - Title of the project
 - Length (word count)
 - School name
 - Year

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

- The goal (criterion B)
- Selection of sources (criterion C)
- Application of information (criterion D)
- Achieving the goal (criterion E)
- Reflection on learning (criterion F)

d. Length of the report

The length of the personal project report must be a minimum of 1,500 words and a maximum of 3,500 words, not including appendices and bibliography.

Reflection questions for producing the project report

A. The goal

These are questions you might use to help you think about your project when producing your report. You don't have to answer each question as a checklist but they are to give you an idea of the type of information to include. You need to be aware of the overall word or time limit for the project. Some sections of your report may be longer than others; this is usual.

- What area of interaction was the context for your project? Why did you generally choose that area of interaction? What specific features of the area of interaction did you intend to focus upon in your project and why?
- What personal interest topic did you select? Why did this topic interest you? How much prior experience or understanding of this topic did you have? How does this interest or topic directly relate to your chosen area of interaction?
- What inquiry question did you design from the area of interaction and topic? What process did you use to decide on your inquiry question? Why is your question one that requires more than a simple answer? How can someone recognise the area of interaction in the question? How do they recognise the topic in the question?
- What goal did you set for your project? What specifications did you put in place to help you successfully complete your investigation and your project overall?

B. Select sources

- What resources did you investigate for your project? Why did you choose them? Were some resources better than others? Did you have any difficulties finding or using resources?
- What printed resources did you use? Why did you use them? Where did you find them? How easy were they to obtain? What was valuable about them?
- What electronic resources did you use? Why did you use them? How did you access them? How easy were they to access? What was valuable about them?
- What human resources did you use? Why did you use them? How easy were they to meet or talk to? What was valuable about them?
- How did you make your choices about what information to use and what to discard? How did you evaluate your sources?

C. Application of information

- What exactly did you do to complete your project? What decisions did you make based on the information you discovered? How did you solve problems? How did the information affect your choices?
- Were there any specific techniques you developed as a result of your investigation?

D. Achieve the goal

- Did you adjust or alter your original goal as the project developed? If you made changes, why did you make the changes? Do you feel that you successfully achieved your goal?
- Did you have to alter your specifications much during the process? Explain how effective your specifications turned out to be overall and evaluate your product.
- What level of achievement would you award your product or outcome based on your specifications? Does your supervisor agree with this?

E. Reflect on learning

- What exactly did you learn from your investigation? What was your response to your inquiry question? How did you reach your conclusion or hypothesis or point of view or expression of ideas? What aspects of your investigation really helped you to reach a better understanding of your topic?
- What new understanding do you have the area of interaction you chose to use as the context for your project? How did the area of interaction context give you a different or better understanding of your topic?
- How well did you do the project, according to your self-assessment? What did you feel you did well? What would you improve next time you do a similar project?
- What specific skills did you need to develop/apply to investigate and complete your project? What new skills did you learn, or what existing skills did you improve?
- What format did you use for your Journal and why was it your preferred format?
- What did you learn about yourself as a person through undertaking the project process? Which of the Learner Profile qualities did you find yourself exhibiting at different times and why? Have you improved in any of these qualities?
- What action should be taken by yourself and others as a result of what you discovered through your investigation? Why should that action occur? How might that action be implemented?
- Final comment about your experience with the project?

Can anyone help me to edit my project report?

The project report should be as error-free as possible so it is essential that you seek other people to edit your drafts. In publishing, the editing process is essential so it is essential you apply it in your Personal Project written statement. You can approach family, friends and teachers for assistance with grammar, punctuation and spelling matters. However, while they can help you with editing, they can't WRITE the written statement for you. It must ultimately be your own work.

What is the timeline of the Personal Project?

Phase	Month	Activities/ Tasks
Beginnings	April (Week 1-2)	<ul style="list-style-type: none"> PP coordinator: Introduces personal project to students and teachers. Students: Completes introductory activities in their journal.
	April (Week 3-4)	<ul style="list-style-type: none"> Students: Discuss initial ideas with supervisors. Keep a student activity log and a meeting log. Supervisors: Check Activities 1-4 in student journals. English Teacher: Introduce to students how to do journal writing.
	May (Golden Week)	<ul style="list-style-type: none"> Students: Start the research process. Write 5 journal entries.
	May (Week 2-4)	<ul style="list-style-type: none"> Students: Discuss initial ideas with supervisors. Supervisors: Check Activities 5-7 in student journals. Check journal entries.
	May 27	<p>Completed the following:</p> <ul style="list-style-type: none"> Identified the topic based on personal interest. Identified one focus area of interaction as a context for the project. Outlined a clear, achievable, challenging goal. Created specifications that will be used to evaluate the project's outcome/product. Identified at least 5 main sources. Updated the above information in ManageBac.
Investigation, design and planning	July	<ul style="list-style-type: none"> Students: <ul style="list-style-type: none"> Meet with supervisors at least thrice a month. Keep a student activity log and a meeting log. Write at least 6 journal entries for the months of June and July. Supervisors: Meet with students at least thrice a month. Check journal entry every meeting.
	Jul 15, 2014	<ul style="list-style-type: none"> Supervisors: Complete a progress report for each student.
Create	Summer Break	<ul style="list-style-type: none"> Students: <ul style="list-style-type: none"> Meet with supervisors at least thrice a month except during summer break. Keep a student activity log and a meeting log. Write journal entries. Works on project, follows plan and takes action to complete the project. Supervisors: Meet with students at least twice a month except during summer break. Check journal entry every meeting.
	September	
	October	
	September 12	<ul style="list-style-type: none"> Create Stage Progress Check

Phase	Month	Activities/ Tasks
	October	<ul style="list-style-type: none"> • PP coordinator: Discuss the structure of the report and how the student will report the project.
	November	<ul style="list-style-type: none"> • Students: <ul style="list-style-type: none"> ○ Write the draft report. ○ Show product to supervisor. • Supervisor: Provide formative feedback to the student on the product.
	November 28	<ul style="list-style-type: none"> • Students: Upload draft report to ManageBac.
	Dec 8	<ul style="list-style-type: none"> • Supervisor: Provide formative feedback to the student on the report.
Completion	Dec 12	<p>Students: Pass the following:</p> <ul style="list-style-type: none"> • Final product/ outcome • Process journal/ • Report
MYP Exhibition	Dec 15-17	<ul style="list-style-type: none"> • Students: Presentation of Personal Projects • Supervisors: Conduct exit interviews.

Works Cited

International Baccalaureate Organization. "Middle Years Programme Personal Project Teacher Support Material." n.d. *Online Curriculum Center*. 6 April 2013.

—. *MYP Personal Project Teacher Support Material*. January 2011. 6 April 2013.
<http://xmltwo.ibo.org/publications/MYP/m_9_persp_tsm_1104_1/html/67.207.142.65/exist/rest/app/tsm.xql@doc=m_9_persp_tsm_1104_1_e&part=1&chapter=1.html>.