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IB CANDIDATE SCHOOL

MYP PERSONAL PROJECT

STUDENT

HANDBOOK

What is Personal Project?

The Personal Project is student's project to do what he wants to do, to show the skills he has developed over the Middle Years Program (MYP) in all subject areas through Approaches to Learning (ATL). The Personal Project holds a place of special importance in the completion of the MYP and it should be focused on an issue or theme closely related to the Global Contexts. The students will be working on this project for an extended period of time.

The Personal Project **must**:

- Have a clear and achievable goal
- Focus on at least one Global Context
- Be an independent study – the students will do this on their own with the help of an adult supervisor. They are expected to spend around 25 hours on their Personal Project. It is not a requirement for any one class; **it is a program requirement**.
- Reflect the students' special interests, hobbies, special abilities, or concerns about particular issues.
- Be entirely the students' own work - authenticity is very important and they will be required to sign a document stating that the Personal Project is their own work.

The Personal Project **must not**:

- Be part of any project or assignment the students have done before.
- Take over the students' whole personal and social life, nor interfere with their studies even though it will involve many hours of work.
- Be too closely linked to any of the school courses (i.e. an extension of a science project; a response to a book read in English class)

The AIMS of the MYP Personal Project are to encourage and enable students to:

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



Components Of The Personal Project

THE PERSONAL PROJECT IS MADE UP OF 3 MAJOR COMPONENTS:

THE PROCESS JOURNAL



THE PRODUCT



THE PROJECT REPORT



Process Journal

Decide on a format and use it throughout the project

A place for:

- Brainstorming
- Planning
- Recording interaction with sources
- Important ideas/quotes
- Reflection

Product/ Outcome

Based on the goal

Evaluated based on specifications created

Can have multiple formats
– use creativity

Project Report

Contains evidence that met the assessment criteria

The supervisor uses it to score the project
Must follow a specific format

Submit with 5-10 extracts from the process journal as evidence of meeting the assessment criteria

The project report must be between 1500-3000 words in length for written and electronic (website, blog, slideshow) formats

If done in oral (podcast, radio broadcast, recorded) and visual (film) formats, the lengths is 13-15 minutes

MYP Personal Project Objectives and Approaches to Learning (ATL)

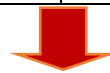
Personal Project Objective	MYP ATL skill clusters	
Objective A : Investigating		Affective Skills: Mindfulness, Perseverance, emotional management, self-motivation ad resilience
i. Define a clear goal and global context for the project, based on personal interests ii. Identify prior learning and subject-specific knowledge relevant to the project iii. Demonstrate research skill	➤ Collaboration ➤ Critical thinking ➤ Creative thinking ➤ Information literacy ➤ Media literacy ➤ Transfer	
Objective B : Planning		
i. Develop criteria for the product/outcome ii. Plan and record the development process of the project iii. Demonstrate self-management skills	➤ Collaboration ➤ Organization ➤ Critical thinking ➤ Creative thinking ➤ Reflection	
Objective C : Taking Action		
i. Create a product/outcome in response to the goal, global context and criteria ii. Demonstrate thinking skills iii. Demonstrate communication and social skills	➤ Organization ➤ Critical thinking ➤ Creative thinking ➤ Communication ➤ Collaboration ➤ Transfer	
Objective D : Reflecting		
i. Evaluate the quality of the product/outcome against their criteria ii. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context iii. Reflect on their development as IB learners through the project	➤ Communication ➤ Reflection	

Steps In Completing The Personal Project

1. Investigate				
Begin your choice of Process Journal at the beginning of this step and use throughout	Brainstorm and identify a suitable topic	Identify one Global Context on which you will focus and justify it	Decide on a challenging, yet realistic goal that you can accomplish	Conduct research and record in your Process Journal



2. Plan			
Continue your research and record it in your Process Journal. Find a variety of sources (e.g: books, periodicals, websites, interviews, images, etc.)	Evaluate the sources - judge the sources by considering: <ul style="list-style-type: none"> ✓ Is the author credible? ✓ Is the information current/accurate? ✓ Who is the intended audience? 	Create specifications to evaluate your product/outcome	Develop and record in your Process Journal a plan to create product/outcome



3. Take Action		
Interpret the information by considering: <ul style="list-style-type: none"> ✓ Why does this information matter? ✓ How is this relevant to my stated goal? 	Use the information - transfer and apply it to your goal by: <ul style="list-style-type: none"> ✓ Making decisions ✓ Creating solutions ✓ Developing understanding 	Create the product/outcome defined by your goal



4. Reflect			
Evaluate the product/outcome using the specifications you created in step two	Explain how completing the project extended your knowledge/ understanding	Explain how you have grown as a learner by completing the project	Explain how what you have learned has impacted your attitudes and behavior



5. Report			
Use your process journal to help complete the report	Organize the report according to the proper structure	Write clearly and concisely (don't use more words than necessary)	Choose 5-10 extracts from your Process Journal highlighting completion of criteria

Identifying Global Context For The Project

Choose only **ONE** global context to define your goal so your project has a **specific** focus. The Global Context helps you to engage in an inquiry cycle (understanding/ awareness, reflection and action) and this cycle leads you from academic knowledge to thoughtful action. The Global Context also provides you with a starting point for the inquiry and investigation. It encourages you to reflect on what it means to be a member of the local, national and global communities. It should reflect real-life issues and the concerns you are addressing through completing the project.

The Table below shows some examples of the use of each global context for an MYP personal project.

Global context	Examples of personal projects
<p>Identities and relationships</p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>	<ul style="list-style-type: none"> • Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying • How online identities impact offline relationships; a research essay • Keeping culinary traditions; a video series following family recipes with historical relevance • The effect of mass media on teenage identity; a short film
<p>Orientation in space and time</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.</p>	<ul style="list-style-type: none"> • The Euclidean space perspective of the universe; a 3D model • Explorers in search of a new world; immigration over the ages through visual texts • The Mayflower and the dream of religious freedom; a personal family history • Charting a family history through archives and a representational statue
<p>Personal and cultural expression</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<ul style="list-style-type: none"> • Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture • The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers • Culture and self-expression through dance at the local community arts centre; a performance

<p>Scientific and technical innovation</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<ul style="list-style-type: none"> • Nano fibres build stronger bikes; a prototype bike with nano fibres • What's the matter with the anti-matter?; an informational talk • Why are genetics and genomics important to my health?; a media presentation • Can stem cells replace organ transplants?; an investigative report
<p>Globalization and sustainability</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<ul style="list-style-type: none"> • The struggle for water in developing countries; an awareness campaign • The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation • Education as the tool to change the future of Peru; a workshop for adults • The role of the developing countries in protecting the tropical rain forest; a collection of slides
<p>Fairness and development</p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<ul style="list-style-type: none"> • Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade • Open-market economies and their role in fair trade; a talk for students • Exploring the intersections of race and inequality; a radio broadcast • Asylum seekers and their right to live like us; a painting

Process journal

You are required to maintain a process journal throughout the development of the personal project. Your process journal should have all your ideas (even if your ideas change over the duration of the project). Record your progress in the journal, and use it to reflect on your ideas, achievements, obstacles, etc. The process journal can include both, paper and electronic formats.

The process journal is:	The process journal is not:
<ul style="list-style-type: none"> • used throughout the project to document its development • an evolving record of intents, processes, accomplishments • a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised • a place for recording interactions with sources, for example teachers, supervisors, external contributors • a place to record selected, annotated and/or edited research and to maintain • a bibliography • a place for storing useful information, for example quotations, pictures, ideas, photographs • a means of exploring ideas and solutions • a place for evaluating work completed • a place for reflecting on learning • devised by the student in a format that suits his or her needs • a record of reflections and formative feedback received. 	<ul style="list-style-type: none"> • used on a daily basis (unless this is useful for the student) • written up after the process has been completed • additional work on top of the project; it is part of and supports the project • a diary with detailed writing about what was done • a static document with only one format.

You should select a **maximum** of 10 individual extracts to represent the key developments of the project. Select extracts that demonstrate how you have addressed each of the objectives, or annotate extracts to highlight this information.

An extract may include:

- visual thinking diagrams
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website
- self and peer assessment feedback.

Personal Project Report Formats

You must present your personal project with a report. The report must include evidence for all the strands of all criteria. MYP personal project reports are divided into four main areas: written, electronic, oral and visual.

Format	Length		
	English, French, Spanish and Arabic	Chinese	Japanese
Written	1,500–3,500 words	1,800–4,200 characters	3,000–7,000 kana/kanji
Electronic (website, blog, slideshow)	1,500–3,500 words	1,800–4,200 characters	3,000–7,000 kana/kanji
Oral (podcast, radio broadcast, recorded)	13–15 minutes	13–15 minutes	13–15 minutes
Visual (film)	13–15 minutes	13–15 minutes	13–15 minutes

For students submitting multimedia reports comprising both written and audio/visual formats, the maximum number of words and time of audio/visual presentations correlate in the manner as shown in the Table below.

Time (audio or audio-visual recording)		Word limit
3 minutes	And	1,200–2,800 words 2,688–3,360 characters 2,400–5,600 kana/kanji
6 minutes	And	900–2,100 words 2,016–2,520 characters 1,800–4,200 kana/kanji
9 minutes	And	600–1,400 words 1,344–1,680 characters 1,200–2,800 kana/kanji
12 minutes	And	300–700 words 672–840 characters 600–1,400 kana/kanji

Personal Project Assessment Criteria

Criterion A: Investigating

Maximum: 8

In the personal project, students should be able to:

- i. define a clear goal and a global context for the project, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none">i. states a goal and a global context for the project, based on personal interests, but this may be limited in depth or accessibilityii. identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevanceiii. demonstrates limited research skills.
3-4	The student: <ol style="list-style-type: none">i. outlines a basic and appropriate goal and a global context for the project, based on personal interestsii. identifies basic prior learning and subject-specific knowledge relevant to some areas of the projectiii. demonstrates adequate research skills.
5-6	The student: <ol style="list-style-type: none">i. develops a clear and challenging goal and a global context for the project, based on personal interestsii. identifies prior learning and subject-specific knowledge generally relevant to the projectiii. demonstrates substantial research skills.
7-8	The student: <ol style="list-style-type: none">i. develops a clear and highly challenging goal and a global context for the project, based on personal interestsii. identifies prior learning and subject-specific knowledge that is consistently highly relevant to the projectiii. demonstrates excellent research skills.

Criterion B: Planning

Maximum: 8

In the personal project, students should be able to:

- i. develop criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: i. develops limited criteria for the product/outcome ii. presents a limited or partial plan and record of the development process of the project iii. demonstrates limited self-management skills.
3-4	The student: i. develops adequate criteria for the product/outcome ii. presents an adequate plan and record of the development process of the project iii. demonstrates adequate self-management skills.
5-6	The student: i. develops substantial and appropriate criteria for the product/outcome ii. presents a substantial plan and record of the development process of the project iii. demonstrates substantial self-management skills.
7-8	The student: i. develops rigorous criteria for the product/outcome ii. presents a detailed and accurate plan and record of the development process of the project iii. demonstrates excellent self-management skills.

Criterion C: Taking action

Maximum: 8

In the personal project, students should be able to:

- i. create a product/outcome in response to the goal, global context and criteria
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: i. creates a limited product/outcome in response to the goal, global context and criteria ii. demonstrates limited thinking skills iii. demonstrates limited communication and social skills.
3-4	The student: i. creates a basic product/outcome in response to the goal, global context and criteria ii. demonstrates adequate thinking skills iii. demonstrates adequate communication and social skills.
5-6	The student: i. creates a substantial product/outcome in response to the goal, global context and criteria ii. demonstrates substantial thinking skills iii. demonstrates substantial communication and social skills.
7-8	The student: i. creates an excellent product/outcome in response to the goal, global context and criteria ii. demonstrates excellent thinking skills iii. demonstrates excellent communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the personal project, students should be able to:

- i. evaluate the quality of the product/success of the outcome against their criteria
- ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- iii. reflect on their development as IB learners through the project.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none">i. presents a limited evaluation of the quality of the product/success of the outcome against his or her criteriaii. presents limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. presents limited reflection on his or her development as an IB learner through the project.
3-4	The student: <ol style="list-style-type: none">i. presents a basic evaluation of the quality of the product/success of the outcome against his or her criteriaii. presents adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. presents adequate reflection on his or her development as an IB learner through the project.
5-6	The student: <ol style="list-style-type: none">i. presents a substantial evaluation of the quality of the product/success of the outcome against his or her criteriaii. presents substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. presents substantial reflection on his or her development as an IB learner through the project.
7-8	The student: <ol style="list-style-type: none">i. presents an excellent evaluation of the quality of the product/success of the outcome against his or her criteriaii. presents excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. presents excellent reflection on his or her development as an IB learner through the project.

PERSONAL PROJECT TIMELINE

DATE	EXPECTATIONS	ACTIONS
SEPTEMBER 2018	<ul style="list-style-type: none"> • Assign supervisors • Briefing on Personal Project to supervisors and students • Notification to parents • Workshops for supervisors and students 	<ul style="list-style-type: none"> • Personal Project Coordinator and Committee • Supervisors • Form 4 students
OCTOBER 2018	<ul style="list-style-type: none"> • First meeting between supervisor and student – Brainstorm and generate ideas, identify prior learning and subject specific knowledge relevant to the project, decide on the format of process journal • Record the meeting on the academic honesty form • Do research • Writing process journal 	<ul style="list-style-type: none"> • Personal Project Coordinator and Committee • Supervisors • Form 4 students
NOVEMBER 2018	<ul style="list-style-type: none"> • Meeting with supervisor – finalize project goal, global context, and product/outcome; • Continue research • Evaluate and document sources • Discuss progress and challenges with supervisor • Writing process journal 	<ul style="list-style-type: none"> • Supervisors • Form 4 students
DECEMBER 2018	<ul style="list-style-type: none"> • Develop and begin implementing action plan for creating/doing project • Develop project’s criteria • Discuss progress and challenges with supervisor • Writing process journal • Begin creating draft for report by writing the “Investigating Section” • Sent the draft to supervisor for feedback and discussion 	<ul style="list-style-type: none"> • Supervisors • Form 4 students
JANUARY 2019	<ul style="list-style-type: none"> • Continue implementing action plan to create/do project • Writing process journal • Continue developing the draft for report • Do the “Planning Section” • Send the draft for the Investigating and Planning sections of the report to supervisor for feedback and discussion • Record the meeting on the academic honesty form 	<ul style="list-style-type: none"> • Supervisors • Form 5 students
FEBRUARY 2019	<ul style="list-style-type: none"> • Continue implementing action plan • Create a product/ outcome • Discuss challenges with supervisor and work 	<ul style="list-style-type: none"> • Supervisors • Form 5 students

	<ul style="list-style-type: none"> on developing solutions to any obstacles • Writing process journal • Continue research • Evaluate and document sources 	
MARCH 2019	<ul style="list-style-type: none"> • Continue developing the draft for report • Do the “Taking Action Section” • Send the draft to supervisor for feedback and discussion • With the help of supervisor, select process journal extracts that will be included with the report 	<ul style="list-style-type: none"> • Supervisors • Form 5 students
APRIL 2019	<ul style="list-style-type: none"> • Continue creating draft for report by doing “Reflection Section and Appendices” • Send your draft to supervisor for feedback • Finalize your report • Send your draft to supervisor for feedback and discussion • Record the meeting on the academic honesty form 	<ul style="list-style-type: none"> • Supervisors • Form 5 students
MAY 2019	<ul style="list-style-type: none"> • Finalize your project and report • Complete the MYP personal project coversheet • Final report 	<ul style="list-style-type: none"> • Supervisors • Form 5 students
JUNE 2019	<ul style="list-style-type: none"> • Internal Standardization • Displaying and presenting your project at the “Personal Project Exhibition Day” 	<ul style="list-style-type: none"> • Personal Project Coordinator and Committee • Supervisors • Form 5 students

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APPENDICES

MYP PROJECTS ACADEMIC HONESTY FORM

MYP Community project/MYP Personal project

Student name		
Student number		
School name		
School number		
Supervisor name		
<p>Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.</p> <p>Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.</p>		
Date	Main points discussed	Signature/initials
Meeting 1		Student: Supervisor:
Meeting 2		Student: Supervisor:
Meeting 3		Student: Supervisor:
Supervisor comment		
<p>Student declaration</p> <p>I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).</p> <p>Supervisor declaration</p> <p>I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.</p>		
Student's signature	Date	
Supervisor's signature	Date	

PERSONAL PROJECT COVER SHEET

Student name _____
Student number _____
School name _____
School number _____
Supervisor name _____

Title of the project:

Goal of the project:

Length (word count and /or presentation time):

Included when submitting the project:

- A completed academic honesty form
- Process journal
- Any supporting visual aids used during the presentation, if applicable
- Project report