



IB MYP Personal Project Handbook

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Introduction

The Grade 10 Personal Project showcases a student's cumulative comprehension of the IB Middle Years Programme. Students are given the opportunity to explore any subject of personal interest and expand their knowledge through research and planning.

Students are required to select a subject that is of personal interest and to which they have some prior knowledge. Each student will be assigned a supervisor who can guide them throughout the entire process.

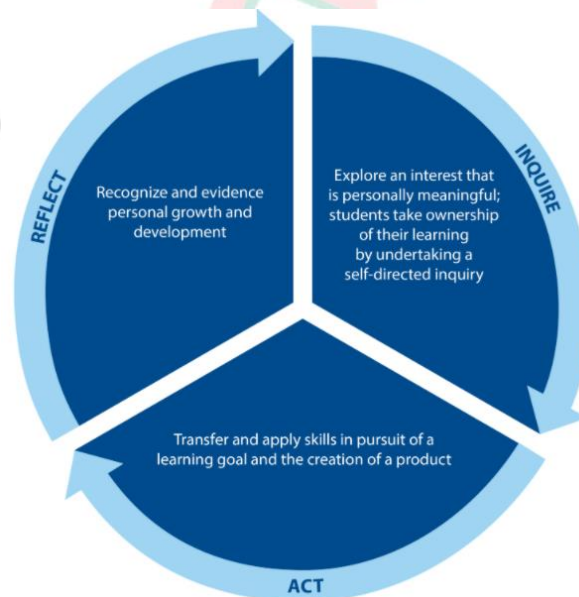
So, what does a Personal Project look like? The product of a student's personal project could range anywhere from an art piece, to a community service project, to a video game or even a business model. This is an opportunity to be creative, be wise and to have fun.

The Personal Project is an opportunity for students to challenge themselves, to work individually and to embark on a long, yet rewarding endeavor.

Aims of the PP

The IB Personal Project Guide states that the aims of the personal project are as follows:

- **Inquire**
 - *Explore an interest that is personally meaningful*
 - *Take ownership of their learning by undertaking a self-directed inquiry*
- **Act**
 - *Transfer and apply skills in pursuit of a learning goal and the creation of a product*
- **Reflect**
 - *Recognize and evidence personal growth and development*



Requirements of the PP

There are three important elements to the Personal Project:

1) The Process

Throughout the planning, research and development of their project, students are encouraged to keep track of their progress in a process journal or through an action plan. This will help students stay organized, up to date and will help simplify the completion of the outcome and the report. Process journal entries and action plans should be posted on ManageBac (you can access the Personal Projects under the IB Manager tab when logging into ManageBac).

What should be included in the planning?

- Documentation of every meeting with the supervisor
- ATL skills applied during each stage of the project
- Questions posed and answered
- Notes
- Research
- Calendars
- Data related to the subject
- Articles
- Bibliographies

2) The Product/Outcome

Depending on the student's subject, the outcome is the physical product completed by the student. For example, if you chose to write a piece of literary fiction, your outcome would be the completed text. If you chose to organize a fundraiser, your outcome would be the event itself, and you will be required to document evidence. Evidence can be photographed or filmed and will be included in your presentation and final report. It is important that your evidence be of high quality as the IBO requires definite proof of product.

3) The Report

A report is the final and most important aspect of the Personal Project. It is completed last and will be evaluated by your MYP Coordinator, your Personal Project Coordinator and your supervisor and may be submitted to the IBO (at their request).

Role of the Student

The MYP Personal Project is a highly challenging venture that will help students exhibit all aspects of the IB Learner Profile and implement all ATL skills. This will prepare students for their DP Extended Essays, as well as for future aspirations. It is therefore the responsibility of the student to organize themselves, to practice time – management and to be accountable for the quality of their assignments.

How can parents/guardians help?

Parents/Guardians are encouraged to help their kids stay on track and may help provide support and access to certain resources. Parents/guardians may not, however, complete any aspect of the student's personal project for them. Academic integrity is fundamental to CIS as well as to the IB programme; therefore, if students are unsure if something constitutes as plagiarism then they are encouraged to discuss it with their supervisors or coordinators.

Role of the Supervisor

Once a student has selected a subject, supervisors will then be assigned appropriately. For example, if a student has chosen to tackle a literary piece, they may be assigned to an English teacher. While it is the student's responsibility to arrange meetings with their supervisors, it is okay for supervisors to email or contact students to remind them. Meetings can be formal or informal, but they must be recorded in the student's process journal.

What is the supervisor's responsibility? As stated by the IBO, it is to:

- *Provide guidance to students in the process of the project*
- *Providing a timetable with deadlines*
- *Providing the assessment criteria for the project*
- *Giving advice on how to keep and curate evidence of the project*
- *Emphasizing the importance of personal analysis and reflection*
- *Providing formative feedback*
- *Ensuring requirements for academic integrity are met*
- *Confirming the authenticity of the work submitted*
- *Assessing the MYP project against the assessment criteria*
- *Participating in the standardization of the assessment process*

Supervisors are assigned to guide students throughout the duration of the project. While meeting with supervisors, students can work on their goals, brainstorm ideas and ask questions. If students begin to fall behind, they are encouraged to meet with their supervisor to help guide them in the right direction.

Meetings with the Supervisor

Meetings with the supervisor can be either formal or informal. A formal meeting is scheduled by the student and must be in person. Students must come prepared with questions, must take notes and must complete a journal entry summarizing everything discussed. Formal meetings are ideal for students to discuss any concerns, workshop ideas, ask questions and refine goals. A mandatory minimum of 5 formal meetings must be met. Informal meetings can be unscheduled, in person or via email if a student has a quick question or an update for their supervisor.

Role of the Community

How can the community support students in their personal project?

Within the school community:

- **The librarian.**
 - Students are encouraged to utilize the library as a key resource. Research and investigation is crucial for a successful Personal Project so it is highly encouraged that students ensure their sources are reliable and cited appropriately (for citation help please contact Mrs. Sumaya).
- **The school counselor.**
 - Students are encouraged to reach out to their school counsellor (Ms. Zain) to guide them. Since proper planning is a requirement of your project, it is highly recommended that you contact Ms. Zain for advice in mastering the self-management strand of your ATL skills.
- **The ATL leader**
 - Students are encouraged to reach out the ATL leader for help with any of the ATL strands.
- **The Performing & Visual Arts teachers**
 - Students are encouraged to reach out to the Art department as a resource should their project require artistic assistance
- **The design teachers**
 - Students are encouraged to reach out to their design teachers if they would like a reliable source for IB design.
- **The SA coordinator**
 - Students are encouraged to reach out to their Service as Action coordinator if their project requires external assistance or intervention.

Outside the school community:

- Certified specialists within the local community
- Certified specialists through virtual means (it is the supervisor's responsibility to ensure that these means are reliable and relevant to the project; external resources are not involved in the objectives and assessment of the projects).

Academic Integrity

Before getting started, students are required to submit a signed academic integrity policy form. This must be signed by students, parents/guardians and supervisors as well. This policy will be submitted to the IBO alongside the project report.

IB Learner Profile

Students are encouraged to reflect on the IB learner profile attributes that are demonstrated or developed throughout your projects.

As stated by the IBO, the IB learner profile is as follows:

Inquirers	"We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life."
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Knowledgeable	"We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance."
Thinkers	"We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions."
Communicators	"We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups."
Principled	"We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences."
Open-Minded	"We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience."
Caring	"We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us."
Risk-Takers	"We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change."
Balanced	"We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live."
Reflective	"We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development."

ATL Skills

Mastering the ATL skills is integral to your Personal Project. As the project progresses, students are expected to prove their comprehension and command of the ATL skills. Students **must** declare which ATL skill categories and clusters were used during each stage of their project.

As stated by the IBO, the IBMYP Approaches to Learning Skills are as follows *(For any questions regarding ATL Skills, please contact our ATL coordinator or Ms. Yara)*:

ATL Skill Categories	ATL Skill Clusters
<u>Communication</u>	I. Communication
<u>Social</u>	II. Collaboration
<u>Self - Management</u>	III. Organization

	IV. Affective
	V. Reflection
<u>Research</u>	VI. Information Literacy
	VII. Media Literacy
<u>Thinking</u>	VIII. Critical Thinking
	IX. Creativity and Innovation
	X. Transfer

Personal Project Timeline

Personal Project Timeline 2021/2022

1 st month (June)	2 nd & 3 rd months (Aug/Sept)	4 th & 5 th months (Oct/Nov)	6 th and 7 th months (Dec/Jan)	8 th month (Feb)
INTRODUCTION	INVESTIGATING	PLANNING	TAKING ACTION	REFLECTING
<ul style="list-style-type: none"> ▫ Submit Personal Project proposal before the start of MYP Year 5. ▫ Proposals must identify all prior knowledge and justify interest in chosen subject. ▫ Supervisors assigned once proposals are submitted. ▫ Plan a meeting with PP Supervisor upon return to school. 	<ul style="list-style-type: none"> ▫ Decide on goal. ▫ Decide on product/outcome ▫ Initial research period – select relevant resources and gather information. ▫ Begin development of criteria to evaluate the product by. 	<ul style="list-style-type: none"> ▫ Finalize criteria with supervisors. ▫ Continue research – select, evaluate and acknowledge information. ▫ Work on product/outcome. ▫ Attend a “work in progress” meeting with supervisor. 	<ul style="list-style-type: none"> ▫ Continue working on, and complete, product/outcome. ▫ Project presentation. 	<ul style="list-style-type: none"> ▫ Evaluate the quality of the product against the criteria with supervisors. ▫ Reflect on learning. ▫ Final Report due.
RESEARCH				
WORKING ON PROCESS JOURNAL				
COMMUNICATE AND COLLABORATE WITH OTHERS				

Getting Started

Selecting a Subject

The Personal Project spans over a long period of time and requires a serious commitment to one particular topic. For this reason, students must select their topic wisely. It is required that students reflect on their hobbies and focus on topics they are very interested in and have prior knowledge to. Ensuring personal interest is a crucial step to mastering the first strand of Objective A.

Deciding on a Goal

Once a general topic has been selected, students can begin to formulate a refined and challenging goal that they can work towards achieving. Students may alter their goal after submitting their proposal; however, they must stick to the same subject. Students are encouraged to discuss their goal with their supervisor to ensure that it's highly challenging, yet achievable. The following are examples of challenging goals vs. highly challenging goals.

Challenging Goal	Highly Challenging Goal
Student wishes to raise awareness about the importance of egg and ovarian tissue freezing by distributing brochures to medical clinics.	Student wishes to raise awareness about the importance of egg and ovarian tissue freezing for cancer patients by distributing brochures to medical clinics and organizing information sessions with doctors as well as creating an easily accessible website that offers information on the procedure in both Arabic and English.
Student wishes to write a story about the indigenous people of Australia highlighting their history and culture.	Student wishes to educate peers about the history and culture of the indigenous people of Australia by writing, performing, filming and sharing a comedic play.
Student wishes to create an art piece displaying the negative effects of man-made ocean acidification on the Great Barrier Reef.	Student creates a 3D model displaying the negative effects of man-made ocean acidification on the Great Barrier Reef and provides informative examples of what we can do to correct the pH levels.

Process Journal and Action Plan

Students must utilize the Personal Project tab on ManageBac to record their progress and plans. These journal entries or action plans will help students stay organized, manage their timelines and will significantly aid in the completion of the final report.

Research & Investigating

Researching is a necessary skill that students need to develop throughout the Personal Project process. As one of the traits of the ATL's, students must learn how to accurately research, gain information and properly apply it.

Researching Your Subject

To ensure that all research sources are reliable, well cited and well informed, students must take caution while using public search engines, such as Google, Bing and Yahoo. Academic integrity is essential to the Personal Project, to the IBO and to CIS, and using such sites runs the risk of accidental plagiarism. CIS offers access to Britannica School, an academic and private search engine, that can also be utilized throughout the research process. If a student is unsure if their research is reliable, they are encouraged to ask their supervisors or their PP Coordinator. Students are also encouraged not to limit themselves to online resources and should expand their investigations beyond the internet. When in doubt, ask for help!

Categorize Your Research

As research and information is gathered, it is helpful for students to categorize all resources:

- Highly Useful: information that is crucial to your subject, and that you will definitely require to complete your final product and report.
- Somewhat Useful: information that supports your subject, and that you may use to complete your final product and report.
- Not Useful: information that is slightly related to your subject, but you are unlikely to use to complete your final product and report.

This process will help ensure your overall product is relevant, thorough, and of quality.

Addressing Prior Knowledge

Students must also address all prior knowledge to the subject chosen before beginning research. This certifies that students are honoring the Academic Integrity Policy as well as ensuring that the student has enough interest in the subject to research and investigate it for a long period of time.

Personal Planning

Since students are expected to complete their personal projects outside of school, it is crucial for students to properly plan and coordinate themselves as efficiently as possible. Self-management and self-motivation are critical ATL skills that the student must master in order to complete their projects as constructively as possible. For this reason, it is crucial that students keep a detailed and thorough account of their progress in their journals.

Meeting with the Supervisor

It is the student's responsibility to arrange meetings with their supervisors. It is mandatory for students to record their meetings via process journals or MOM's (minutes of meeting). Students must come prepared with questions and leave with an idea of what they should do next. Students are encouraged to be honest with their supervisors.

Students should entrust in their supervisors:

- If they are struggling with time-management
- Are stressed or overwhelmed
- Are falling behind or procrastinating on deadlines
- Or have any concerns or doubts relating to their projects

Taking Action

Once students complete their research and begin to implement their goal, they will begin demonstrating various strands of the ATL. Communication, Social and Thinking Skills are applied comprehensively as students proceed with their projects.

Product/Outcome

The Personal Project outcome is an important way to display all the research and fully execute the goals the students have set for themselves. Depending on the nature of the goal, students must either submit the product itself (if it is an art piece or literary work), or evidence of the product (photos and videos if it is an event).

Presentation

Students may be required to present their personal projects to an audience of their MYP peers. The presentation is important as it provides students with the chance to share their hard work and learn from others. It also helps the younger MYP students gain a better understanding of the Personal Project, incite camaraderie and prompt students to begin thinking and preparing for their own personal projects. The Presentation must be 13-15 minutes long and can take any of the following 3 formats:

- Electronic
 - Slideshow/PowerPoint
 - Website
- Visual
 - Short film
 - Gallery/Exhibition
- Verbal
 - Speech
 - Podcast
 - Recording

Report

The final report is the most important feature of the Personal Project as it is the accumulation of the student's efforts and work. Students will be graded by the MYP and PP Coordinators and supervisors on all aspects of their projects; however, solely the Report will be submitted to the IBO for evaluation.

What to Include as stated by the IBO:

Maximum length of student submissions

Document File types: .doc, .docx, .pdf (non-editable), .rtf		Recording File types: .mp3, .mp4, .m4a, .mov (codecH264), .m4v
15 pages	and	No recording
14 pages	and	1 minute
13 pages	and	2 minutes
12 pages	and	3 minutes
11 pages	and	4 minutes
10 pages	and	5 minutes
9 pages	and	6 minutes
8 pages	and	7 minutes
7 pages	and	8 minutes
6 pages	and	9 minutes

The final report must be maximum 15 pages long and must include:

- A Title Page
 - The title page must have the student's full name, a creative title of the project, and the date of submission.
- Academic Integrity Form
 - The academic integrity form submitted to the IBO must be signed by the student and the student's parent/guardian.
- Evidence of Progress
 - Students are encouraged to include evidence of their progress throughout their project. This can be done through journal extracts or action plans, and should provide examples of successfully mastering all strands of their ATL skills.
- All Supporting Data/Visual Aids

- Students are required to submit all evidence (a video, photos, or a document) of their product/outcome.
- Refined Bibliography
 - The bibliography must be in alphabetical order, in MLA 8 format, and must include all resources used.

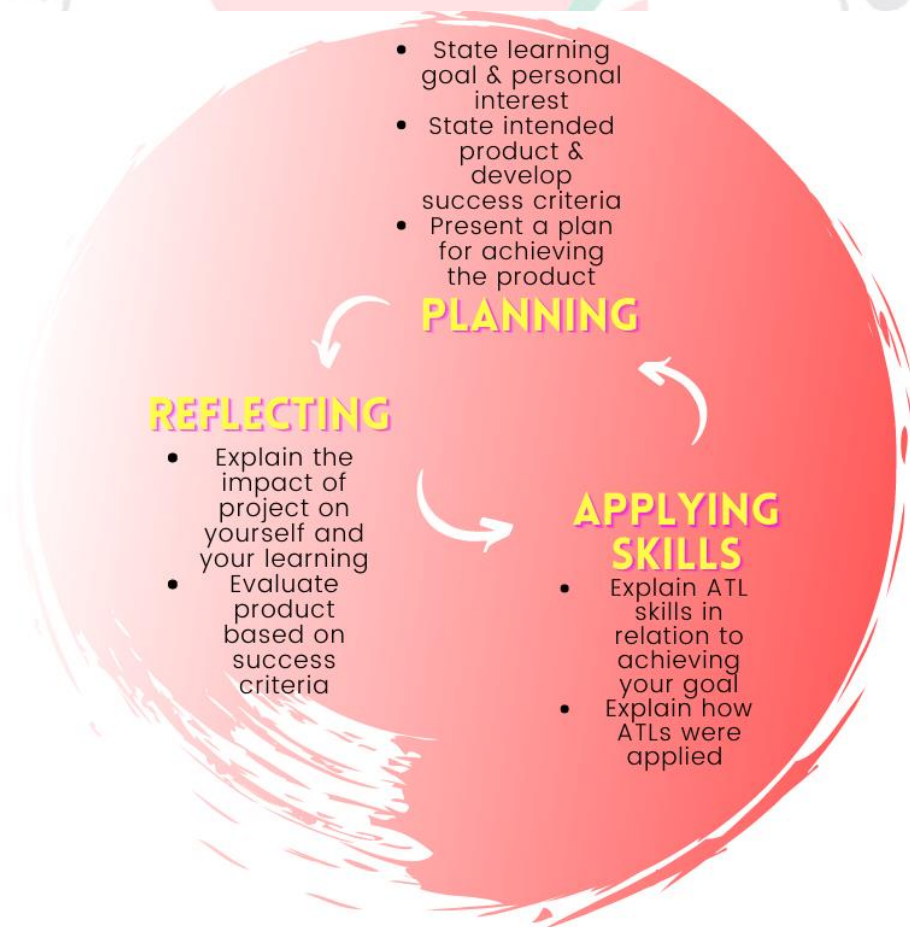
The final report must be in this format:

- **Times New Roman**
- **11 point size**
- **2 cm margins**
- **“1.5” line spacing**
- **Title page and Bibliography are NOT counted towards the page limit**

Assessment Criteria

Students Personal Projects will be graded through three assessment criteria on an achievement scale from 1-8 per criterion, for a total of 24. A score out of 24 can be converted to the 1-7 IB scale and the 100 percent scale.

Visual of the Personal Project Objectives



As stated by the IBO, the criteria are as follows:

Criterion A: Planning

Students must:

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

Examples of how this objective may be evidenced in your product:

- *A list and/or diagram of interests and related learning goals*
- *A list of possible strategies to achieve personal and academic goals*
- *A diagram showing the connections between the learning goal and the product*
- *A series of steps leading to the completion of the product*

Criterion B: Applying Skills

Students must:

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

Examples of how this objective may be evidenced in your product:

- *A series of inquiry questions (research skills)*
- *Sample correspondence with the project supervisor (communication skills)*
- *Screenshots of daily reminders or alerts to complete personal project tasks (self-management)*
- *Reflection about resolving a conflict (social skills)*
- *Summary of prior learning that is relevant to the project (thinking skills)*

Criterion C: Reflecting

Students must:

- Explain the impact of the project on themselves or their learning.
- Evaluate the product based on the success criteria.

Examples of how this objective may be evidenced in your product:

- *Evaluation of the product against the success criteria*
- *Images showing key features of the product*
- *Analysis of the causes for success and/or failure*
- *Summary of new knowledge or insights related to the learning goal.*

Contact Information

If students or parents/guardians have any inquiries, they can contact their personal supervisors or:

Personal Project Coordinator

- Ms. Yara: yara.rawashdeh@cis.edu.jo

MYP Coordinator

- Ms. Salaam: salam.samara@cis.edu.jo

Source Referenced:

Middle Years Programme: Personal Project Guide (for Use from September 2021/January 2022).

International Baccalaureate Organization , 2021, *International Baccalaureate*,
resources.ibo.org/data/myp-personal-project-guide_392df48e-136f-4432-85aa-94f24957fb27/myp-
personal-project-guide-en_c5fe6f1a-a2a1-4bb5-b7df-72183e2a85bc.pdf.

