

Name: \_\_\_\_\_

Supervisor: \_\_\_\_\_

# Personal Project Student Handbook



The Personal Project is the culminating event of the International Baccalaureate Middle Years Program in which students have participated from grades 6 – 10. This handbook serves as a manual and instructional guide for students completing the MYP Year 5 Personal Project.

## MYP Year 5

**Thomas Jefferson High School  
723 Donaldson Ave  
San Antonio, Texas, 78249**

## Table of Contents

<b>Personal Project Overview</b>	<b>3</b>
<b>General Guidelines</b>	<b>4</b>
<b>Supervisors</b>	<b>6</b>
<b>Highly Challenging/SMART Goal</b>	<b>7</b>
<b>Global Contexts</b>	<b>9</b>
<b>Approaches to Learning</b>	<b>12</b>
<b>Process Journal</b>	<b>14</b>
<b>Design Cycle</b>	<b>16</b>
<b>Develop your Criteria for Success</b>	<b>18</b>
<b>The Report</b>	<b>19</b>
<b>Personal Project Exhibition</b>	<b>21</b>
<b>The Appendix</b>	<b>22</b>
<b>Assessment Criteria</b>	<b>23</b>
<b>Academic Honesty</b>	<b>25</b>
<b>APA Resources</b>	<b>25</b>
<b>Microsoft Office</b>	<b>26</b>
<b>Annotated Bibliography</b>	<b>26</b>
<b>Academic Honesty/<u>Supervisor</u> Form</b>	<b>28</b>
<b>Timeline</b>	<b>29</b>
<b>Personal Project <u>Report Sample</u></b>	<b>33</b>
<b>Notes Page</b>	<b>38</b>

# Personal Project Overview

## **What is the Personal Project?**

Have you ever wanted to build a kayak? Have you ever wanted to know how rockets fly? Do you have a secret passion to write a play or produce a song? Now is your chance! You may ask: What is the Personal Project? Why do it? The Personal Project is a significant body of work produced over an extended period of time that relates to a passion of yours. It is the product of your own initiative and should reflect your own experience with the Middle Years Program.

You will be working on this project for an extended period of your own time. It is therefore important that your project focuses on something you really want to do and are passionate about.

Through the project, your MYP Coordinator and/or Personal Project Coordinator will serve as your advisor. Though your advisor will serve as facilitator for your work, more expert guidance may come from an outside supervisor either appointed to you or chosen by you. You, the student, will serve as the record keeper for your Personal Project, and your advisor will guide you through this process, giving you reminders and signing off on critical deadlines.

The project will consist of the actual project, the process journal that documents your ideas and work throughout the project, and the personal report which will summarize your overall experience.

The Personal Project is the culmination of the learning in the Middle Years Program and it is a requirement for all 10th graders to complete the Personal Project.

## **Project Aims and Objectives**

- The MYP personal project is a student-centered and age-appropriate practical exploration in which students consolidate their learning throughout the program. This long-term project is designed as an independent learning experience of approximately 25 hours. The personal project formally assesses students' Approaches to Learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration.
- The personal project encourages students to practice and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning.
- The aims of the MYP projects 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

## **What Sort of Personal Project Can I Do?**

The possibilities are infinite! As long as you can take your topic and connect it to a Global Context – and you've shown a vested interest in developing or learning more about your topic, you can run with it! Please note, however, that your project must be highly challenging; this should entail something you have never done before.

Some examples of Personal Projects from other MYP students are listed below. Keep in mind that these were newly generated ideas that were not completed before:

- Participate in and help organize a walk for Autism
- Create a published resource book of mentors and role models for young teens
- Create a website to inform people of the use of subliminal messaging
- Create a music video to inform students to rise above the influence of peer pressure
- Paint a mural to depict diversity and respect

The possibilities are endless! Find your passion through your project!

### **Each project must:**

- Have a clear and achievable **highly challenging goal** - including specifications for the goal
- Be entirely your own work
- Be focused on one Exploration from a Global Context
- Be personal - reflect your unique interests, passion, abilities, and/or concerns
- Be the result of your initiative, creativity, and ability to organize and plan
- Address a topic to which you are truly committed
- Be written in one of the following languages because we have teachers who can work with these languages:
  - English
  - Spanish

## **General Guidelines**

### **Investigating and Planning**

1. Your project must be guided by a personal connection to your goal. It should reflect a topic that:
  - has meaning to you and you would like to learn more about and not something you have done in the past
  - allows you to express a truly personal message
  - you can feel committed to it over an extended period of time
2. Your project must be defined by a clear and **highly challenging goal**.
  - Clear: Your goal statement needs to reflect a succinct and obviously understandable purpose.
  - Highly Challenging: You need to be able to realistically accomplish your goal, but it needs to challenge your existing knowledge and skills. Your project needs to require research, time and considerable effort on your part.
    - Research: you will need to access valid sources to learn about the topic(s) and how to achieve your goal. (i.e. online, books, people, etc)
    - Time: You are expected to spend approximately 25 hours developing your project, including investigating, planning, taking action and reflecting. (To put this in perspective, if you spent a solid 2 hours every week on your project, that would translate to 12 ½ weeks, or a little over 3 months. With planning and time management, you will have time to enjoy your learning, creation and reflection process!)
3. Your project must be defined and guided by ONE relevant global context and narrowed by an exploration.
  - The global context you choose will give a specific focus to your project and will help you decide what actions to take in order to produce a specific product or outcome.

## Selecting Resources

In order to develop your Personal Project you need to select relevant and reliable information from a variety of sources. The number and type of resources will vary depending upon the nature of the project.

Also you will need **to evaluate the reliability of sources** developed through the Approaches to Learning skills, particularly information and media literacy skills. You will be required to pick specific ATL skills that are to be developed throughout the project, as this will be over half of what your extracts will cover. You will select skills to develop from each skill category. Consider factors such as credibility of the author, relevance, intended audience of the source, etc.

Available sources may include your prior knowledge, as well as primary and secondary sources such as: subject-area content, significant people, survey data, published media, internet resources (providing a variety of resources), video or audio recordings, and images.

**A note- prior knowledge alone does not provide sufficient depth or breadth of inquiry for the project and would not equate to a highly challenging goal.**

You will select sources during the initial stage of the project, but research and evaluation of sources will continue during the process of completing the project.

You should

- record information collected from these sources in your process journal, along with annotations and possible uses
- decide what actions to take and when
- apply information throughout as you keep records in the process journal.
- record your decision-making
- make connections with prior knowledge and new knowledge in potentially unfamiliar situations and identify solutions

## Guidelines for the use of animals in IB World Schools

### Live animals in experimentation

Any planned and actual experimentation involving live animals must be subject to approval by the teacher following a discussion between teacher and student(s) based on the IB guidelines. This discussion should look at the 3Rs principle and the decision justified. The principles are:

- Replacement
- Refinement
- Reduction

Any investigation involving animals should initially consider the replacement of animals with cells or tissues, plants or computer simulations. If the animal is essential to the investigation refinements to the investigation to alleviate any distress to the animal and a reduction in the numbers of animals involved should be made.

Experiments involving animals must be based on observing and measuring aspects of natural animal behavior. Any experimentation should not result in any cruelty to any animal, vertebrate or invertebrate. Therefore, experiments that administer drugs or medicines or manipulate the environment or diet beyond that which can be regarded as humane is unacceptable in IB schools.

Animal Policies Web link: [https://resources.ibo.org//data/d\\_4\\_gen4d\\_anex\\_1504\\_1\\_e.pdf](https://resources.ibo.org//data/d_4_gen4d_anex_1504_1_e.pdf)

## **Working with your Supervisor**

Throughout this process, you will work with a supervisor. Your supervisor does not necessarily have to be an expert in your chosen subject area but his or her role is to advise and guide you in the process. It is important that you have a discussion with your supervisor about your choice to see whether or not your intentions are realistic.

After all MYP students submit their topics to the MYP Coordinator, a supervisor will be assigned to you. You can select a supervisor who was not assigned to you or outside the school setting only with approval from the MYP Coordinator.

Meet with your supervisor for a substantial conversation a minimum of 3 times: at the start of the process to discuss your initial ideas, when you have completed a significant amount of your project, and prior to submitting your final report. You must record the content of these meetings on the Personal Project Academic Honesty Form (found in the Appendices). More meetings are highly encouraged to ensure that you stay on track with your project.

### **What are my responsibilities to my supervisor?**

1. It is your responsibility to schedule an initial meeting with your selected supervisor with a solid topic idea for your PP.
2. You will honor all appointments and get in touch with your supervisor in advance if you are unable to attend a scheduled meeting.
3. You are responsible for bringing your Process Journal and Student Guide to every meeting. You should also be prepared to have work evaluated and to take notes on plans and ideas discussed.
4. You should ask your supervisor for advice and feedback about your project goal and process for completion.
5. You are responsible for documenting meetings and for completing assigned tasks before the next scheduled meeting.

### **What are my supervisor's responsibilities to me?**

1. Your supervisor should keep scheduled appointments with you and contact you in advance when unable to keep a scheduled appointment.
2. Your supervisor will contact your parent and/or your Personal Project coordinator via email or telephone if you do not initiate or keep scheduled appointments.
3. Your supervisor should help you to establish and maintain the focus of your Personal Project and maintain that it is proceeding as planned.
4. Your supervisor should suggest a variety of resources and relevant sources of information you may use to develop the product. The importance of research should be emphasized.
5. Your supervisor should encourage you to keep written records of meetings in the "Meeting Notes" section of your Student Guide.

## What is a Highly Challenging Personal Project?

*The following chart illustrates some examples of challenging and highly challenging personal project goals.*

	Basic	Challenging	Highly Challenging
	<i>Describes what you'll do or make</i>	<i>Describes what you'll do and for what purpose</i>	<i>Has multiple parts and leads to greater thinking</i>
<i>Examples:</i>	<i>To <b>design</b> my own summer clothing collection</i>	<i>To <b>research</b> current fashion trends and then <b>design</b> my own summer clothing collection</i>	<i>To <b>research</b> current fashion trends and how to <b>design</b> patterns. Then <b>design</b> and <b>create</b> a summer clothing collection and then learn how to <b>create</b> a "template website" to <b>market</b> my designs.</i>

### Challenging goal

A Student documents his or her self-taught skills of photography.
A student writes an article on a topic of interest for a journal (school/academic/special interest) and submits it to an audience.

### Highly challenging goal

A student documents his or her neighborhood through a photography exhibition.
A student writes and publishes an original book-length feature on a topic of interest.

### *Examples of weak versus strong goal statements:*

#### Weak:

Goal:	Problem:
I will analyze the American presidential election of 2016 by looking at demographics of voters based on age, gender and race.	The project is not <b>realistic</b> because it is too big
I will teach myself to speak Greek	The project is too vague. How will you know when you have achieved your goal? What level of proficiency do you expect to achieve? Do you want to be able to order a meal at a restaurant or comfortably give a 10 minute speech?

#### Strong:

Create a preliminary strategic plan for action for a "green school" policy to potentially be implemented at ERHS by the end of the school year.	The statement is <b>specific</b> . A "preliminary strategic plan" is precise. The topic of the plan is identified as is the audience who will receive the
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	plan.
Direct and produce a community performance of the musical Rent ready for April 2015.	The goal is <b>specific</b> and will be <b>measured</b> when the play is presented as scheduled.
I will record on video a 10 minute sports show on three fall sports that are played at ERHS.	The goal can be <b>measured</b> when it is presented. The number of sports to be discussed is specific

## Goals should be **S.M.A.R.T.**

**S** –stands for Specific –You should be clear about what you want to happen

Not Specific: I want to make good grades

Specific: I want to have a 93 average in science by May 26th 2007

**M** –stands for measurable –You should be able to track your goal

Not Measurable: I want to make a lot of free throw shots

Measurable: I want to make at least 9 out of 10 free throw shots in the next basketball game

**A** –stands for Achievable –is the goal doable? Can you achieve it in the amount of time you have?

Unrealistic: I want make 200 free throw shots in one game

Achievable: I want to make 8 out of 10 of the free throw shots that I attempt

**R** –stands for Relevant –Is the goal relevant to my Global Context?

Not relevant: Creating a PowerPoint about global warming seems easy

Relevant: Writing a novel will help me explore my passion in journalism

**T** –stands for Time –You should set a timeframe for your goal

No time: I want to learn to play the piano

Time: I want to learn to play "Twinkle Twinkle Little Star" by June 3rd



## Global Contexts

The Global Contexts are central to the Personal Project. Your goal must be linked to and reflect a Global Context – particularly an exploration . Your Project Report needs to comment on the Global Contexts and how it influenced the approach you took toward your project. You will be assessed on your use and exploration of the Global Contexts throughout your project. The Global Contexts can be used as a lens through which you examine your topic.

GLOBAL CONTEXT	THE AREA IT EXPLORES <b>Exploration</b>	EXAMPLES OF PERSONAL PROJECTS
<b>IDENTITIES AND RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>• identity;</li> <li>• beliefs and values; personal,</li> <li>• physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures;</li> <li>• what it means to be human.</li> </ul>	<ul style="list-style-type: none"> <li>• Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying</li> <li>• How online identities impact offline relationships; a research essay</li> <li>• Keeping culinary traditions; a video series following family recipes with historical relevance</li> <li>• The effect of mass media on teenage identity;</li> <li>• a short film</li> </ul>
<b>ORIENTATION IN SPACE AND TIME</b>	<ul style="list-style-type: none"> <li>• personal histories;</li> <li>• homes and journeys;</li> <li>• turning points in humankind; discoveries;</li> <li>• explorations and migrations of humankind;</li> <li>• the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• The Euclidean space perspective of the universe; a 3D model</li> <li>• Explorers in search of a new world; immigration over the ages through visual texts</li> <li>• The Mayflower and the dream of religious freedom; a personal family history</li> <li>• Charting a family history through archives and a representational statue</li> </ul>
<b>PERSONAL AND CULTURAL EXPRESSION</b>	<ul style="list-style-type: none"> <li>• the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;</li> <li>• the ways in which we reflect on, extend and enjoy our creativity;</li> <li>• our appreciation of the aesthetic.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers</li> <li>• Culture and self-expression through dance at the local community arts centre; a performance</li> <li>• Scientific and technical</li> </ul>
<b>SCIENTIFIC AND TECHNICAL INNOVATION</b>	<ul style="list-style-type: none"> <li>• the natural world and its laws;</li> <li>• the interaction between people and the natural</li> </ul>	<ul style="list-style-type: none"> <li>• Nano fibres build stronger bikes; a prototype bike with nano fibres</li> <li>• What’s the matter with the anti-matter?; an informational talk</li> </ul>

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

### **Examples of aligning a Global Context to your Personal Project:**

#### **Example 1:**

**Personal Project Idea:** Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying.

**Picking a Global Context and Exploration:** Looking at the explorations (the bullet points), the Global Context that best aligns is Identities and Relationships. This global context helps you look at what makes you different from others and what you share with others. This is a starting point for understanding other people in your community and beyond. Then, the best strand in this scenario can be human relationships.

**Example 2:**

**Personal Project Idea:** Education as the tool to change the future of Peru; a workshop for adults.

**Picking a Global Context and Exploration:** Looking at the explorations (the bullet points), the Global Context that best aligns is Globalization and Sustainability. This global context is about how concerned we are worldwide, how we make decisions about global issues and how we can act in a responsible way to make the world a better place. For this global context, you will explore the questions: How are people connected and how does this impact me? How can our way of life and the systems we have in place last long term? Then, the best strand in this scenario can be the impact of decisions.

## Approaches to Learning in the Personal Project

### Concept

The aim of Approaches to Learning is to produce self-regulated learners who have developed the skills of effective thinking and learning from information processing to managing their personal organization and emotions. The ATL is the main framework that your teachers utilize to develop their classroom instruction.

ATL skills are grouped into five broad skill categories. Within each ATL Skill Category there are one or more Skill Clusters.

ATL Skill Categories	MYP ATL Skill Clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization IV. Affective V. Reflective
Research	VI. Information Literacy VII. Media Literacy
Thinking	VIII. Critical thinking IX. Creative thinking X. Transfer

### So how does ATL fit in with my Personal Project?

Think about the three components of your project. You will definitely be brainstorming ideas, doing web searches, etc. in your process journal, right? Creative thinking! Research! Organization! Media literacy! You will be meeting with your supervisor several times, as well as likely making contact with “outside” people as primary resources. Communication! You are bound to encounter some frustration during the process – which means you’ll need to exercise perseverance. Affective! Your report will be done within in a very specific structure, containing prescribed elements. Critical thinking! Organization! Most likely, you will be using skills learned from your past educational experience. Transfer! These are just a few examples. How each category and skill cluster fits with your project will be highly individual.

### Do I need to specifically mention ATL somehow in my Project?

Yes! But it’s easy... your process journal will be the place you actually list the categories and skills of which you made use of. For each of the five ATL skills, you will identify the specific skills you utilized and how you developed them throughout the project. As you make each journal entry, just informally make note of those categories and skills that applied to whatever activity or thinking process took place. Ask yourself these questions to guide you:

- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve?
- What new skills can I learn?
- How am I developing specific skills in each category throughout my project?

## Why is ATL being emphasized as part of my Personal Project

Becoming aware of how you learn as an individual and what skills you are naturally drawn to using – as well as those you tend to avoid and need to improve – is going to be very valuable to you as you engage in further learning, research, and inquiry during your academic career and into your professional life. So ATL is not just a “Personal Project thing”. It’s the source of propulsion for all of your learning!

## Approaches to Learning (ATL)

Thinking	Self-Management	Research	Social	Communication
<p><b><u>Critical thinking skills</u></b></p> <ul style="list-style-type: none"> <li>Identify problems and develop aims, goals and objectives</li> <li>Consider ideas from other perspectives</li> <li>Plan to achieve goals</li> </ul> <p>Identify obstacles and challenges</p> <ul style="list-style-type: none"> <li>Make logical, reasonable judgments and create arguments to support them</li> </ul> <p><b><u>Creative thinking skills</u></b></p> <ul style="list-style-type: none"> <li>Brainstorm and map thoughts to create ideas and questions</li> <li>Generate “what if?” questions</li> <li>Transfer and apply existing knowledge to generate new ideas, products or processes</li> <li>Challenge one’s own and others’ assumptions</li> </ul> <p><b><u>Transfer skills</u></b></p> <ul style="list-style-type: none"> <li>Use your knowledge, understanding and skills across subjects to create products or solutions</li> <li>Make connections between learning gained in different subject areas</li> <li>Inquire in different contexts to gain a diverse perspective</li> <li>Create projects and products using knowledge and skills gained across different subject areas</li> </ul>	<p><b><u>Organization Skills</u></b></p> <ul style="list-style-type: none"> <li>Keep to class schedules and project guidelines</li> <li>Arrive to class with the appropriate equipment.</li> <li>Plan strategies to guide your personal project inquiry</li> <li>Plan and manage activities to develop a solution or complete a project</li> </ul> <p><b><u>Affective Skills</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate persistence and perseverance</li> <li>Make informed choices on behavior</li> <li>Seek out criticism and feedback</li> <li>Practice positive thinking</li> </ul> <p><b><u>Reflection Skills</u></b></p> <ul style="list-style-type: none"> <li>Consider ethical, cultural, &amp; environmental implications</li> <li>Pause to reflect at different stages in the learning process</li> <li>Keep a reflective journal of learning experiences</li> <li>Make changes to learning strategies that don’t work</li> </ul>	<p><b><u>Information Literacy Skills</u></b></p> <ul style="list-style-type: none"> <li>Find information in different media</li> <li>Read critically and for comprehension</li> <li>Use different media to obtain different perspectives</li> <li>Reference accurately and construct a bibliography according to recognized conventions</li> <li>Understand and implement intellectual property rights and the value of academic honesty</li> <li>Identify primary and secondary sources</li> </ul> <p><b><u>Media Literacy Skills</u></b></p> <ul style="list-style-type: none"> <li>Evaluate and select information sources based on their appropriateness to specific tasks</li> <li>Practice safe, responsible and legal use of information technology</li> <li>Use information from a variety of sources</li> </ul>	<p><b><u>Collaboration Skills</u></b></p> <ul style="list-style-type: none"> <li>Respect and accept sociocultural difference</li> <li>Consider, respect and analyze different opinions, points of view, ideas and preferences</li> <li>Be empathetic</li> <li>Respect different opinions and the points of view of others</li> <li>Delegate and take responsibility as appropriate</li> <li>Help others: facilitate the success of others</li> <li>Take responsibility for own actions</li> <li>Resolve conflicts and work collaboratively with appropriate roles in a team</li> <li>Make decisions based on fairness and equality</li> <li>Negotiate goals and limitations with peers and teachers</li> </ul>	<p><b><u>Communication skills</u></b></p> <ul style="list-style-type: none"> <li>Give and receive appropriate feedback</li> <li>Interpret meaning through cultural understanding</li> <li>Use a variety of speaking techniques to make meaning clear for different audiences and purposes</li> <li>Use appropriate forms of writing for different purposes and audiences</li> <li>Use a variety of media to present to an audience</li> <li>Interpret non-verbal communication techniques and use them purposefully</li> <li>Negotiate ideas and knowledge with peers and teachers</li> <li>Interact, collaborate and publish media with peers, experts or others employing a variety of digital environments and media</li> <li>Develop cultural understanding and global awareness by engaging with learners of other cultures</li> </ul> <ul style="list-style-type: none"> <li>Write for different purposes</li> <li>Make effective notes, in class and for studying</li> <li>Summarize and transform information</li> <li>Use structural writing planners for different academic tasks</li> <li>Organize information logically</li> <li>Structure information correctly in summaries, essays, reports and presentations</li> </ul>

## Process Journal

a. The journal will document the entire process of your Personal Project and must reference the Approaches to Learning (ATL) Skills throughout. It will include your planning, a description of your research process, reflection about what you are doing and learning, the challenges that you faced and overcame and the successes that you experienced. It can be illustrated and include plans and designs as appropriate.

### b. Documenting the Process: Your Process Journal

- Weekly update on work completed—This section should detail everything that you got accomplished on your Personal Project every week.
  - You can keep as a word document, create a blog, video, or use any format you like to maintain it.
- Resources/Bibliography—In this section, you should record all of the bibliographical information. Remember that you should include conversations with experts dealing with your project, as well as basic book and internet resource information according to APA formatting.
- Challenges/Difficulties—This section should be dedicated for issues that arose during your project process. It is important that you record this information as it can and should show how you dealt with adversity and adapted your methods. This needs to be directly related to an ATL skill.
- Evaluation of the Process—In this section, you should state what your original plans and goals were for your personal project and how you achieved or did not achieve your original goal. It is acceptable for you to not have met your goals, but you must clearly identify the issues that arose that prevented you from meeting your goals (“I ran out of time” or “I just got too busy” are NOT acceptable issues).
- It will be assessed using Criterion B of the Personal Project rubric.

You must provide evidence that you have addressed the four objectives to demonstrate achievement at the highest levels of the criteria.

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

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| <ul style="list-style-type: none"><li>• a record of reflections and formative feedback received.</li></ul> |  |
|--|--|

### **Process Journal Details:**

- Date every entry
- Aim for a minimum of one entry per week
- Entries include:
  - Notes on what has been learned
  - Brainstorming and Thinking Maps, Notes, charts, short paragraphs, Annotated research
  - Bibliography of resources
  - Pictures, photographs, sketches
  - Artifacts from inspirational visits to museums, performances, etc.
  - Self and peer assessment
  - Specific ATL skill development
  - Explanations of how the research was used in the project to reach your goal
  - Challenges/difficulties faced
  - Questions to ask your supervisor and answers received

### **Selecting Process Journal Extracts**

For the assessment purposes you will **carefully select evidence – a maximum of 10 individual extracts-** from your process journal to demonstrate development in all criteria. The extracts should show how you have addressed each of the objectives. The extracts are **submitted as appendices of the report** or presentation at the conclusion of the project. You are the one who takes responsibility for making the appropriate extracts available to the supervisor.

An extract may include:

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

An individual extract may include any of the formats that you used to document the process. Extracts should provide evidence for your ideas in the report and should be listed referenced throughout the report. **Extracts should simply be supporting evidence of the process and will not be individually assessed.**

# Design Cycle (Stages of Work)

You are encouraged to use the **Design Cycle** that is depicted below:



## What Steps Should I Follow?

### Stage 1: Prepare

- Explore and choose possible topics with a clear focus on a specific area of interest
- Identify a clear and achievable highly challenging goal for your project
- Describe and justify your area of interest as the focus
- Formulate an appropriate guiding question that will help with your investigation and research
- Describe the steps to be followed to achieve your goal
- List criteria that must be met by the successful product
- Use a Process Journal effectively to record your research, analysis, and reflections



## **Stage 2: Investigate**

- Select and utilize a range of different types of resources
- Identify and use relevant resources critically
- Acknowledge information sources appropriately in a bibliography (works cited page)
- Use a Process Journal effectively to record your research, analysis, and reflections

## **Stage 3: Design and Plan**

- Generate and assess feasible designs against your criteria for success
- Evaluate and choose techniques relevant to the project's goal and focus
- Evaluate and choose materials relevant to the project's goal and focus
- Create and evaluate a detailed plan for achieving your project's goal
- Use a Process Journal effectively to record your research, analysis, and reflections

## **Stage 4: Create**

- Follow your plans and create the product
- Record and justify any modifications to your plan
- Test and evaluate your product
- Use a Process Journal effectively to record your research, analysis, and reflections
- Use a Process Journal to effectively demonstrate how you developed the Approaches to Learning skills

## **Stage 5: Evaluate, Communicate, and Present**

- Analyze the project in terms of the goal and AoI focus you set at the start
- Analyze the strengths and weaknesses of your work at each stage
- Where appropriate, suggest ways in which the product could have been more developed and explain how it would have improved the product
- Demonstrate an awareness of the overall perspectives related to the topic or piece of work
- Organize the written report according to the required structure
- Include a bibliography (works cited) in the proper format
- Present your information "clearly and concisely"
- Present your final "Written Report" and showcase your product

## **Develop your Criteria for Success**

How will you know that your project is successful? This is the only time that you not only get to select your topic but also get to determine how your project will be scored. You will create your own rubric that will be used by your supervisor to evaluate your project. Working with your supervisor, you decide what constitutes a high-quality product/outcome.

Usually, students will not be able to define the criteria until they have spent some time researching the goal, and criteria should only be determined once students have a clear understanding of what they want to achieve and the proposed product/outcome of their project.

Example of Criteria for Success for the following sample project:

A student documents his or her neighborhood through a photography exhibition.

- A clear artist statement explaining your vision and purpose and how they are reflection in your photographs
- Aim to answer the question: What cultural identify does my community reflect?
- A minimum of 10 photographs that reflect your vision and interpretation of your community's culture and identity
- Each photograph must fulfill aesthetic criteria: appropriate use of shadow and light, color, focus, and composition

# The Report

In the MYP Personal Project report, you need to demonstrate your engagement with your Personal Project by summarizing the experiences, skills and thoughts recorded in your Process Journal. The report must include evidence for all strands of each objective, which you can find in the assessment criteria section listed below.

There are four options for the format of your report.

Written Report	1500-3500 words
Electronic Report (website, blog, Prezi, slideshow, etc.)	1500-3500 words
Oral Report (podcast/recording)	13-15 minutes
Audio-Visual Report (video)	13-15 minutes

## Written report

A written report aims to inform and explain the process of the personal project in a concise and succinct form and usually consists of sections with subheadings. Students must ensure that the report meets the assessment criteria and conforms to the structure as outlined above.

**The length of the report consists of a minimum of 1,500 and a maximum of 3,500 words** excluding appendices and bibliography or reference list. All written projects whether they be guides or research papers are separate from the report, but you are encouraged to quote and discuss sections of your product within the report. These references may count as examples. You may also quote a section or sections of your written project in order to justify your use of quotation, varied sources, IT skills, tables, statistics, artistic technique and beyond. Remember, **a PP report should be able to stand alone and meet all criteria for assessment independent of the project.**

If you choose creative writing (for example a set of short stories) as a project, the length will need to be agreed upon between you and your supervisor. You will be expected to analyze/ comment quotes from your own stories within the report. The report will still not exceed the 3,500 word limit.

## Oral report

An oral report can take many different forms such as podcast, interview and radio broadcast. You may use notes, cue cards and visual support aids for an oral presentation. Care should be taken to ensure that all elements of the report contribute towards the assessment criteria. You should discuss with your supervisor whether an appropriate audience would be effective for this format.

## Visual report

A visual report is usually a short film where you address the key moments of your personal project, informed by the entries in the process journal. The short film must be structured in a manner that demonstrates your achievements in the development of the personal project. Planning and time allocation for the filming process and subsequent editing should be taken into account from the outset.

## Electronic reports

An electronic report can take many different forms such as a website, a blog, a Prezi, PowerPoint, or other slide show presentation. As in all other formats, you must ensure that the electronic report meets the assessment criteria and effectively demonstrates your engagement with the personal project.

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 shown in the table below.

## Report Guidelines

All formats need to include a formal structure and concise, thorough explanation of the project. **All formats of the final report must include:**

### **Title Page**

- Title of project
- School name
- Student name
- Project supervisor
- Word Count
  - (Minimum = 1,500 and Maximum =3,500)
- School Year

### **Body of the Report**

The report must include the following headings in the order in which they appear below. The questions below are guiding questions only; we expect and encourage you to provide more details and additional information as necessary.

#### **I. Investigating (The Goal) (see Criterion A)**

- What is the goal of your project? What did you set out to accomplish?
- What made your goal a highly challenging goal?
- What personal connections do you have with the topic and your project? Describe what makes your project **personal**: the experiences, interests and ideas that make it important to you.
- What global context (exploration) did you choose? Why was that particular global context appropriate for your project?

#### **II. Planning (see Criterion B)**

- What specifications did you create for your product/outcome?
- What plan of action did you create to complete your project? (List out your steps)
- How did you record your progress and stay on track?
- If you made changes to your goal during the project, explain the changes and why you made them.
- How did you monitor your progress according to your timeline and meet your deadlines?
- What resources (printed/electronic/primary/secondary) 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?
- How did you make your choices about what information to use and what to discard? How did you evaluate your sources?
- Outline the self-management skills you had when you started the project.
- Discuss the self-management skills you developed through the project.

#### **III. Taking Action (see Criterion C)**

- What product did you actually accomplish?
- How does your product relate to your goal, the global content, and your interests?
- What problems or challenges did you encounter and how did you solve them?
- How did you use and develop communication and social skills?
- How did you communicate with your supervisor?

- Outline the thinking skills you had when you started the project.
- Discuss the thinking skills you developed through the project.
- How did you work with others (i.e. the school, your parents, community resources, your friends, etc.) to accomplish your goal?

#### **IV. Reflecting (see Criterion D)**

- Describe how you met each of the specifications you designed for your project.
- Identify the strengths and weaknesses of your project. Discuss your strengths and weaknesses in completing the project.
- How do you evaluate the quality of the product/outcome against each of the criteria you created?
- How could you have improved your product/outcome?
- How has completing the project extended your knowledge and understanding of the topic and of the global context?
- Identify how you have developed as a learner (using the IB learner profile as appropriate).
- How has completing the project changed you? Summarize the impact your project could have on your future learning.

## **Personal Project Exhibition**

### **One Page Summary**

When you complete the final draft of your Personal Project report, you will write a separate one-page summary. This will be read by the panelists for your presentation; they will not all have read your full report. Maximum of 250 words. Include three sections:

#### **Introduction:**

- Thesis sentence about the goal of your project topic.
- Explanation of how the chosen Exploration from the Global Context you selected helped you set a focus for your project's goal.

#### **Body:**

- Brief summary of your process (investigating, planning, taking action, reflecting)
- Influence of your supervisor during your process (if applicable)

#### **Conclusion:**

- What do you conclude from doing the project about your goal and product or outcome?
- What do you conclude from doing the project about yourself as a learner?
- What do you conclude from doing the project about your topic/inquiry?

### **Exhibition**

Your presentation will be on \_\_\_\_\_. You will receive more instructions about the specific time and place.

- Plan and practice your presentation.
- If your product is a digital media product (e.g. a video or audio recording), you should show a sample of it.
- If your product is something tangible, you will need to bring your product or a visual display if it cannot be transported to school.
- If you produced an outcome, you should show pictures and/or video of the outcome.

## The Appendix

When writing the final report, you might choose to include pictures, graphs, or other samples to help your reader understand your process. Rather than sticking these in the body of the report, we generally include all of the images in the back of the report. This last section is called the **appendix**.

Appendix pages don't get numbered. Instead, they are labeled with **letters**. The first page of your appendix would be called **Appendix A**; the second page would be called Appendix B, and so on.

The following list is just a small representation of items you might include in your Appendix:

- Did you mess up your project the first time? Show your audience how you improved by including a **picture of your first try**.
- Was your project inspired by a long quote, by something you saw, or by another person's work? Include the **full quote or the inspiring image** in the appendix.
- Did you use a **graph, table, or statistic** when you were working on the project? Show that data to your audience by pasting it into the appendix.
- If you followed a guide to help you complete your project (i.e. **floorplans, diagrams of how to build things, sheet music, or any other material that models how to do something**), add it to the appendix.
- You can add anything you want to the appendix, but don't go overboard. **Five to ten pages**, with a separate image on each page, is enough.

How to include the Appendix in your report:

Although the actual images will be in the back of your report, **you must refer to the Appendix items in your report**. This means that for every item in the appendix, you must mention it in the report. They **should be mentioned in the same order (A-Z)** that they are arranged in the back. The following is a sample of what might be included in the report and how to reference an appendix item.

<b>Quote from Final Report</b>	<b>Appendix Item</b>
"Because I knew it would take 50 hours to master a new instrument (Appendix A), I had to play for at least 2 hours a week."	Appendix A- A graph of musical skill vs. time
"I really wanted to learn to play 'Bohemian Rhapsody' after I saw my favorite artist cover the song (Appendix B)."	Appendix B- A picture of your favorite artist or the ticket stub from the concert.
"I learned that, despite its age, the song has been consistently popular with every generation (Appendix C)."	Appendix C- A list of awards and Billboard rankings given to the song.
"Because of the complex melody, it took me two weeks to learn the Opera (Appendix D)."	Appendix D- A copy of the sheet music with the challenging bars highlighted.
"I wanted to put my own spin on the song, so I started by researching what other people thought the song meant. I found a quote in a magazine that really helped me understand what the artist was feeling (Appendix E)."	Appendix E- A page or paragraph from a magazine discussing the meaning of the song.

## Assessment Criteria

### Command Term Definitions:

Limited – restricted in size, amount, or extent; few or small

Relevant - closely connected or appropriate to what is being done or considered

Substantial – fully sufficient or more than adequate for the purpose or needs

Adequate – as much or as good as necessary for some requirement or purpose

Consistently – in every case or on every occasion; invariably (constant)

Excellent – outstanding quality; extremely good

Personal Project	1-2	3-4	5-6	7-8
<b>Criterion A: Investigating</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>state a goal and context for the project, based on personal interests, but this may be <b>limited</b> in depth or accessibility</li> <li>identify prior learning and subject-specific knowledge, <b>but</b> this may be <b>limited</b> in occurrence or relevance</li> </ul> <p>demonstrate <b>limited</b> research skills</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li><b>outline a basic and appropriate</b> goal and context for the project, based on personal interests</li> <li><b>identify basic</b> prior learning and subject-specific knowledge <b>relevant to some</b> areas of the project</li> </ul> <p>demonstrate <b>adequate</b> research skills.</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li><b>define a clear and challenging</b> goal and context for the project, based on personal interests</li> <li>identify prior learning and subject-specific knowledge <b>generally relevant</b> to the project</li> </ul> <p>demonstrate <b>substantial</b> research skills.</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li><b>define a clear and highly challenging</b> goal and context for the project, based on personal interests</li> <li>identify prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project</li> <li>demonstrate <b>excellent</b> research skills.</li> </ul>
<b>Criterion B: Planning</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>develop <b>limited</b> criteria for the product/outcome</li> <li>present a <b>limited or partial</b> plan and record of the development process of the project</li> </ul> <p>demonstrate <b>limited</b> self- management skills.</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>develop <b>adequate</b> criteria for the product/outcome</li> <li>present an <b>adequate</b> plan and record of the development process of the project</li> </ul> <p>demonstrate <b>adequate</b> self-management skills.</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>develop <b>substantial and appropriate</b> criteria for the product/outcome</li> <li>present a <b>substantial</b> plan and record of the development process of the project</li> </ul> <p>demonstrate <b>substantial</b> self-management skills.</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>develop <b>rigorous</b> criteria for the product/outcome.</li> <li>present a <b>detailed and accurate</b> plan and record of the development process of the project</li> <li>demonstrate <b>excellent</b> self-management skills.</li> </ul>

<p><b>Criterion C: Taking Action</b></p>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• create a <b>limited</b> product/outcome in response to the goal, global context and criteria</li> <li>• demonstrate <b>limited</b> thinking skills</li> </ul> <p>demonstrate <b>limited</b> communication and social skills.</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• create a <b>basic</b> product/outcome in response to the goal, global context and criteria</li> <li>• demonstrate <b>adequate</b> thinking skills</li> </ul> <p>demonstrate <b>adequate</b> communication and social skills.</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• create a <b>substantial</b> product/outcome in response to the goal, global context and criteria</li> <li>• demonstrate <b>substantial</b> thinking skills</li> </ul> <p>demonstrate <b>substantial</b> communication and social skills.</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• create an <b>excellent</b> product/outcome in response to the goal, global context and criteria</li> <li>• demonstrate <b>excellent</b> thinking skills</li> <li>• demonstrate <b>excellent</b> communication and social skills.</li> </ul>
<p><b>Criterion D: Reflecting</b></p>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• present a <b>limited</b> evaluation of the quality of the product/outcome against his or her criteria</li> <li>• present <b>limited</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> </ul> <p>present <b>limited</b> reflection on his or her development as an IB learner through the project.</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• present a <b>basic</b> evaluation of the quality of the product/outcome against his or her criteria</li> <li>• present <b>adequate</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> </ul> <p>present <b>adequate</b> reflection on his or her development as an IB learner through the project.</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• present a <b>substantial</b> evaluation of the quality of the product/outcome against his or her criteria</li> <li>• present <b>substantial</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> </ul> <p>present <b>substantial</b> reflection on his or her development as an IB learner through the project.</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• present an <b>excellent</b> evaluation of the quality of the product/outcome against his or her criteria</li> <li>• present <b>excellent</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>• present <b>excellent</b> reflection on his or her development as an IB learner through the project.</li> </ul>



## Plagiarism and Academic Honesty

The work in the Personal Project must be your own. You and your supervisor must use the academic honesty form provided by the IB to note your meeting dates and the main points discussed and to declare the academic honesty of work.

If you plagiarise (copy) someone else's words without acknowledging where they came from, you will fail. You will also fail if you copy someone else's personal project and will be required to do a new personal project under the guidance of the same supervisor. This is a very serious offence.

The consequences of plagiarism and cheating are based on the school's Book of Regulations and the Code of Conduct.

## APA Resources

Citing your sources is critical to ensure your project's credibility it also gives credit to the people whose ideas you are using/borrowing and is central to your development as a principled and ethical writer. Proper citation is necessary to avoid plagiarism/violation of the academic honesty policy and the potential academic consequences resulting from plagiarism.

You must cite your research at the end of your project in the bibliography using APA formatting. Below are resources that will guide you in properly citing your sources.

### **Purdue Online Writing Lab**

Purdue Owl is considered one of the best free websites for writing online; the resources in this section of the Purdue Online Writing Lab provide an overview of the American Psychological Association (APA) citation and format style. This webpage contains resources on in-text citation, how to create a Reference page and sample APA papers, presentations and the APA poster.

<https://owl.english.purdue.edu/owl/section/2/10/>

### **APA Style CENTRAL**

This website and resources have been developed by the American Psychological Association for institutions and is available in its full form through subscription. The Style Blog, Quick Answers and other features are available to all at this time.

<http://www.apastyle.org/index.aspx>

## Online Citation Generators

### **Easy Bib**

This website provides online citation generation and style guide resources for multiple styles.

<http://www.easybib.com/>

### **Citation Machine**

Similar to Easy Bib but with less adds.

<http://www.citationmachine.net/>

## Microsoft Office 365

Through SAISD, you have been given access to most Microsoft Office applications, which include common apps such as Microsoft Word and One Drive. In order to access your account, use the following domain: [www.office.com](http://www.office.com). If you have a smartphone, download the Microsoft Office app to your device; this will allow for you to access files you have saved on one drive in the palm of your hand. Moreover, research sources, process journal entries, your Final Report and Exhibition Report should be stored here.

## Annotated Bibliography

A **bibliography** is a list of sources (books, journals, Web sites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "References" or "Works Cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An **annotation** is a summary and/or evaluation. Therefore, an **annotated bibliography** includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following.

- **Summarize:** Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.

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On the next page, an example of an annotated bibliography is provided for you. What is written in bold at the top is the thesis statement. In other to support the thesis, research was conducted. As noted with the explanation above, the main points of each source were explained. What was also explained was how each source would be used in the paper. Similarly, for each source you used in your project, you need to explain the main points and how they will contribute to your paper.

**In accordance to Larsen and Hurston novels, using “cover-ups” for identity reveals layers of discrimination that causes one to pass between races.**

### **Annotated Bibliography**

"Blueprint for Negro Literature." *African American Literary Theory: A Reader*. Ed. Winston Napier. New York: New York UP, 2000. 45-53. Print.

This article discusses sections of oppressed minorities and their strive to assimilate to the virtues of the bourgeoisie with the assumption that by doing so, they can uplift themselves into a higher social sphere. This links with Larsen's novel since it deals with the whole concept of how Clare tried to “pass.” I used this concept to talk about both Larsen's and Hurston's works. Hurston on one hand is critically critiqued when she tries to discuss what exactly is oppressing African American women. This helps be connect to Wright's article because her works where not highly looked upon since she was discussing a black woman's sufferings.

"Criteria of Negro Art." *African American Literary Theory: A Reader*. Ed. Winston Napier. New York: New York UP, 2000. 17-23. Print.

In this article, the subject of the work deals with being considered a full-fledged American and getting proper recognition for one's accomplishments. Dubois explained that for a long time a colored artist's work had been considered mediocre by both blacks and whites because it came from colored people. Colored artist were never taught to see beauty when interpreting the beauty of their own people; they were taught not to see it, or to be ashamed of it according to Caucasian patterns. This article helps me examine how blacks are unsatisfied with maintaining a substandard position in this country based on their race. It also helps to make a link to why many blacks for a long time were ashamed of their culture and how some are becoming proud of their past and are now developing a new appreciation of joy as black folks.

Larsen, Nella. *Passing*. New York: Penguin, 1997. Print.

The short story *Passing* is one of my primary sources used for essay. The book largely deals with racial issues and different concepts of how blacks try to use a mask for shelter and will help be focus on my essay topic which is concerned with a lack of identity. Generally, the main idea Nella Larsen brought out was that by being black the only true way of being accepted is by hiding in a white image; in the short story, Clare cared nothing for her race, she only belonged to it

## MYP Personal Project Academic Honesty Form

Student name	
Supervisor name	

**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.

**Supervisor:** You are asked to have a 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.

	Date	Main points discussed	Signature/initials
<b>Meeting 1</b>			Student:    Supervisor:
<b>Meeting 2</b>			Student:    Supervisor:
<b>Meeting 3</b>			Student:    Supervisor:

Supervisor Comment:

**Student declaration**

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).

**Supervisor declaration**

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.

<b>Student's signature:</b>	<b>Date</b>
<b>Supervisor's signature:</b>	<b>Date</b>

# Personal Project Timeline through Mustang Time

\*In the event that Mustang Time is canceled, you are responsible for completing the work assigned that week at home.

**Timeline:** August – March

## WHAT ARE THE DEADLINES?

- **Week 1 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - You will complete the Personal Project Questionnaire. This will be used to help you determine what you want your project to deal with. Your supervisor has already been assigned to you, which is your Mustang time teacher, but you can use this time to brainstorm if there is another individual with a specialized skill set that can better assist you with your project. If this individual is not a teacher on campus, you must seek approval from the MYP and/or Personal Project Coordinator. The key points of the questionnaire are listed as bullet points listed below:
    - Brainstorming about the Personal Project
    - SMART Goal
      - Must be Highly Challenging
    - Global Context (Exploration) alignment
    - Selecting a supervisor
- **Week 2 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - You will continue to work on the Personal Project Questionnaire. Before the end of class, submit it to your Mustang time teacher (Supervisor) for review.
- **Week 3 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Your Mustang Time teacher will review the Design Cycle located on Pg. 15 of this handbook with you. This section lists the stages of preparation necessary in order to be successful on the project.
  - Write and upload a 1 half-page description of your goals for the project. Be sure to explain how your goal is highly challenging, SMART, and has a personal connection to you.
- **Week 4 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - This week, you will have your **first formal check-in** with your supervisor. **While you are waiting, review the Personal Project, as well as the timeline for when things should be completed.** Make sure you get this meeting signed on Pg. 24 of the handbook. You **MUST** speak with them by next week. During this meeting, your supervisor will verify that your project is “highly challenging” and “SMART.” Also, since your mustang time teacher must speak to several of you, you are responsible for completing this outside of class if they do not get to you.
  - **Homework:**
    - Generate a few research questions about your topic
    - Come to the next class with one research source that will be used (i.e. articles, books, videos etc.)

### Month

August

September

Month

- If your source is electronic, email yourself a copy or save it to your OneDrive.
- **Week 5 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Cite the source used from your research using the APA format. ‘ Reference Pg. 23 of the handbook.
  - As homework, you need to research and cite a minimum of three sources using the same formatting.
    - The library will be open after school Tuesday and Wednesday for those of you who need access to a computer to conduct research.
- **Week 6 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Review the Process Journal section of the guidebook. It is located on Pg. 13 of the handbook.
    - You need a minimum of one process journal entry a week
  - Today, you need to complete your first process journal entry. Explain you have done for your project thus far and/or what next steps you need to take to begin your project.
- **Week 7 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Cite the sources used from your research using the APA format.
    - The library will be open after school Tuesday and Wednesday for those of you who need access to a computer to conduct research
- **Week 8 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Write an Annotated Bibliography for one of the sources that was selected.
- **Week 9 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Write an Annotated Bibliography for the remaining sources
- **Week 10 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - You will select a Global Context and an Exploration that aligns with it. Write a brief description of how the Exploration aligns with your Personal Project goal.
- **Week 11 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Review the different Approaches to Learning skills.
  - Identify one specific Research ATL skill(s) you have covered thus far with your project and write a paragraph explaining how. (Make sure this is written in your journal).
    - Additional: You will be required to pick specific ATL skills that are to be develop throughout the project

September

October

October

- **Week 12 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - In your journal, write the ATL skills that you hope to develop throughout the project from EACH ATL CATEGORY. Be sure to write an explanation of how you will try and utilize them.
- **Week 13 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - This week, you will have your **second formal check-in** with your supervisor. In this check-in, you will need to explain to your supervisor the how the Global Context and Exploration you selected ties into the goal of your project. You will also need to have three process journal entries ready to show.
- **Week 14 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - You need to be present in class, as your supervisor will review how to properly use Microsoft Office One Drive/Office Suite
  - You should also have 5 process journal entries at this point
- **Week 15 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Read Pg. 17 of your Personal Project Handbook. Today, you will develop a criteria of success for how your project will be assessed. You will create your own rubric that will be used by your supervisor to evaluate your project.
- **Week 16 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Schedule the **third supervisor** check-in and complete this check-in by week 17.
  - You should be actively working on your project, thinking of next steps and jotting your progress in your process journal, in which you are also make a note of how you are building your ATL skills.
- **Week 17 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - You should be actively working on your project, thinking of next steps and jotting your progress in your process journal, in which you are also make a note of how you are building your ATL skills.
- **Week 18 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Read the Report Guidelines located on Pgs. 18 – 20.
  - At this point, you need to get 10 process journal entries.
  - Your project should be completed by Week 20.
- **Week 19 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Your Mustang Time Teacher will review report samples with you.
  - Your project should be completed by Week 20.
  - Go over report samples

<u>Month</u>
November
December
January

- **Week 20 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Your Mustang Time Teacher will review how to write an appendix with you.
  - Your project should be complete. Make sure you have 12 project journal entries.
  
- **Week 21 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Review **Criterion A** on Pg. 19. You will write this section of your report. Please try and touch base with each question listed in this section.
  
- **Week 22 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Review **Criterion B** on Pg. 19. You will write this section of your report. Please try and touch base with each question listed in this section.
  
- **Week 23 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Review **Criterion C** on Pg. 19. You will write this section of your report. Please try and touch base with each question listed in this section.
  
- **Week 24 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Review **Criterion D** on Pg. 20. You will write this section of your report. Please try and touch base with each question listed in this section.
  
- **Week 25 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Your project and the Final Report are **Due Today**.
  - You now need to review your review the Exhibition Report requirements on Pg. 20.
  
- **Week 26 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Review the Exhibition Report Guidelines located on Pg. 20. You need to complete this report and submit this next week. Essentially, this is a summary of your project and/or and much more brief version of your report.
  
- **Week 27 (Dates \_\_\_\_\_ - \_\_\_\_\_)**
  - Your **exhibition paper** is **due today**, and you need to be prepared to attend the Personal Project Exhibition to showcase your work.

<u>Month</u>
January
February
March

**- Date the project is DUE**



# Personal Project Report Sample

**Name:** Jane Doe

**School:** Thomas Jefferson High School

**Supervisor:** Tomas Rivera

**Project Title:** Artistic ability and self-love exploration

**Project Goal:** I aim to heighten my artistic ability while simultaneously exploring self-love.

**Length:** 1744 words

SAMPLE

## INVESTIGATING

My goal was to create a stable structured sculpture of myself. Being stable was one thing, but before I even got a stable structure, my sculpture would either shatter to pieces while being fired in the kiln or my shoulder blades would completely break in half. Another problem that constantly occurred was my nose and lips. They were never consistent so balancing out my face was always difficult. My personal project was very personal to me because my project was literally a sculpture of my face.

My personal project global context is identities and relationships. I am exploring the ways in which I define my identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including a relationship with myself and the ways in which I reflect on what it means to be human. I wanted to expand and enjoy my creativity, as well as appreciating the aesthetics. I am exploring artistry, craft, creation, and beauty by creating a sculpture of myself. By doing this I am exploring myself and my physical beauty (which sounds conceded but isn't). Since this is a self-reflection, it is taking a lot of thought and self-assessment.

My purpose of doing a sculpture on myself is because I really wanted to explore who I am and how I feel about myself on a personal level. I feel that if you can consider yourself as art you truly love yourself (in a way that may be egotistical but still). My personal project mostly deals with my physical being which to me is quite an important role of society and life in general.

The only change I really made to my project was the design and the thickness of my sculpture. If my sculpture wasn't stable enough I would add clay. If my sculpture was crumbling over its own weight I would use less clay the second time around. Prior to this project, I did not have any knowledge of realistic clay sculptures of humans, so that made my goal especially challenging. I had only done one sculpture before, and it was very simple and rectangular. Moreover, there was only one skill that I had previously had prior to making my sculpture that was usable for my actual project. That skill was scoring and slipping. It is a technique that helps clay stick together without air bubbles and minimum blending.

## PLANNING

The specifications that I created in my mind for my outcome was a realistic human form with blurred features. My plan of action was to gather my supplies such as clay, straws, water, plaster and petroleum. My process was to first start mixing the plaster and water together until I got frosting like consistency. While the plaster and water were being mixed, I had to apply petroleum all over my face and collar bones so the plaster wouldn't stick to my skin. Once I was finished with the plaster and petroleum steps of my process I needed to put the straws in my nose and have the plaster applied to my still body. Then the plaster had to dry for fifteen minutes while I laid still. After the plaster dried it was pulled from my body and set out to further dry.

I recorded my process on my process journal and stayed on track by booking my time with my art teacher for certain days after school. So that when I next came in, my sculpture would be ready to be perfected and fixed. The changes I made to my project from my beginning goal to my end goal were to stabilize my sculpture. In the beginning, I wanted a realistic full figure, but as I went through my project, I realized how much I needed to focus on stability. If my figure wasn't stabilized it would rock and fall to pieces, so I had to make sure it could stand on its own. To monitor my progress according to my timeline I set up due dates for myself. Not due dates but do dates, dates I would work on a certain part of my project.

I would keep myself accountable by keeping track of things I needed to get done and knowing when they needed to be done. I used printed and electronic resources. Most of the resources I used came from scholastic art and others came from my art teacher. The electronic resources I used didn't really come from any specific websites. For the most part, I used google images for inspiration to be completely honest. I didn't really get my resources online, none of the actual project required the internet. I chose scholastic art magazines as my resources because they were what I had available.

In my opinion, the scholastic art magazines were my best resource, the scholastic art issue featuring Betye and Alison Saar in particular was the most resourceful issue I came across. My resources were very easy to come across; the art teachers in my school had many informational books and magazines about art stored away in file cabinets. In my project personally, I didn't discard any information; however, based on what I was doing, I removed certain resources that I was going to use. The self-management skills I had when I started the project were time- management skills, independence, accountability, and self- integrity. The self- management skills I developed during the project were attention to time and detail. I also learned how to be careful with my hands in order to make sure certain goals were met at a certain time.

## **TAKING ACTION**

The product I actually accomplished was a bit more rugged than the product I had planned. My actual product was not perfect of course, but I didn't exactly hate it. The nose and lips are not perfect, but they look creatively finished. My face is not completely smooth, but I don't detest how it came out textured. The texturedness makes me feel that my sculpture is more realistic than it is flawless (Appendix A), and I personally prefer that over what I had planned. The product relates to my goal by being completed, as well as being a stable sculpture of myself. My sculpture relates to my global context, which was identities and relationships, because I am exploring my identity and identity formations, which is quite literally what I did for my project.

I sculpted myself or shall I say my identity as a human being. My personal project relates to one of my newly found interests which is sculpture and ceramics. I did not generate my interest in sculpting while working on my personal project; however, I did construct an interest shortly before, say a couple of months before said personal project. A reoccurring problem that I had with my sculpture was that my shoulders would split down the middle. To solve this problem, I had to apply more clay to the shoulders and decrease the amount of clay used for my face and neck. I used my communication and social skills to have conversations with one of my school's art teachers, so I would be provided with the materials I needed for my sculpture.

I developed social and communicative skills by being in a class with students I didn't know and having to get to know them. I communicated with my supervisor, Thomas Rivera, by meeting with him during and before school to tell him about the progress and challenges I faced while working on my sculpture. The thinking skills I had when I started my project were comprehension, remembering and organizing. The thinking skills I developed throughout the project were connecting, compiling, analyzing, and generating. To accomplish my goal, I worked with people, such as my art teachers, my supervisor and even my friends. Each person contributed to my project in different ways. Some were resources, others assisted in the dirty work and some were just supportive but they all took part in helping me accomplish my goal.

## REFLECTING

To meet the specifications I designed for my project, I made a sculpture of my own image and used a wet sponge to give the effect of a blurred but realistic human form. The strengths of my project were that my project is a sculpture, which is a tangible product. Also, a sculpture is something that I would be able to make due to the accessible materials required to make the sculpture and the living resources I had- art teachers. The weakness of my project was that it was very time sensitive and required a lot of attention to detail. My strengths in completing my project were that I was very persistent, I didn't give up despite all the setbacks I had. My weaknesses were that I was fairly new to the whole sculpting thing, so I didn't quite know how to use the tools to produce the best possible outcome.

I evaluate the quality of my sculpture based off of the criteria I created, which was the level of smoothness and look of professionalism it had. My personal evaluation was not good but maybe it is because I am a perfectionist. I feel that I could have improved my project by spending more time on my face and smoothing out some of my features as well as adding clay to my shoulders to give them a thicker base. Completing the project extended my knowledge and understanding of sculpting and my global context. I learned more things about sculpting that I never could have learned through a book or YouTube videos. I also learned that I am a hands on learner.

Furthermore, I expanded my understanding of my global context, identities and relationships by exploring my own identity through the use of clay and sculpture. I have developed as a thinker because making a stable sculpture requires large amounts of time devoted to generating creative ideas on how to make sure the sculpture can stand on its own. Completing my sculpture has changed me by teaching me that time does not equal results. Action equals results. If I can spend all this time trying to make something work and it doesn't work, time is not the problem- my actions are, and that will forever impact my way of life and my future learning.

Appendix A



S A I V I L E

# Notes

## Works Cited

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