# Personal Project Guide

# 2020-2021

Name: _____

# Table of Contents

*Visit boydpersonalproject.ca for resources and guides on the following:*

APA citations

Samples of PP

Process Journal Prompts

Exhibition and Trifold Requirements

Detailed Rubric

IB Learner Profile

ATLs

# Welcome to the MYP IB Personal Project!

Dear Grade Tens,

This year will mark your completion of the IB Middle Years Programme. One of the requirements of the MYP is the Personal Project which you will begin and complete over the next six months. Completing this project will allow you to showcase your approaches to learning skills, as well as challenge yourself to take the initiative to envision, plan, create and share a product or an outcome of personal interest to you.

This is a big project, and at first it may seem overwhelming, but do not let stress and anxiety take over. You will have a strong and capable support team to help you through this process. Your supervisor will be there to meet with you, offer advice/help and ensure that you meet timelines. You will also have access to your other teachers, alumni, and possibly other specialists from outside of school. This project will ultimately be assessed and reported on by a team of teachers made up of your supervisors, MYP coordinators, and the Personal Project Coordinator. Finally, a random selection of Personal Projects will be chosen by the IB, and we will send them off for further assessment externally. There is no way of knowing which projects will be chosen, so you need to assume that yours may be one that gets picked.

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

This year, you will all be enrolled in a Personal Project Class on Microsoft Teams. This is where you will have periodic meetings with your supervisor and where you will upload your check-in forms and final project. Though there will be monthly workshops and help sessions scheduled via Teams, this ultimately is an independent project and you will definitely need to spend a fair amount of your own personal time completing the project. You and your project supervisor will also determine when you periodically meet in order to track progress on the project. It is ultimately your responsibility to come up with your own project and see it through completion.

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

Ms. Balaciano - Personal Project Coordinator

# Personal Project Overview

**What is the Personal Project?**
- A student-directed inquiry project completed in Year 5 (Grade 10) of the MYP
- Great preparation for the Capstone project
- 4 Parts: Process Journal, Product, Written Report, Exhibition
- A requirement for ALL 10th grade Boyd MYP students
- Work on this project is recognized on student transcripts and through the MYP Pinning Ceremony

**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 • communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments

**What types of projects have students created in past Personal Projects?**
- Personal projects take many forms! This is completely up to you and should be based on your own strengths and interests
    - An original work of art (visual, performance, or dramatic)
    - A written piece of work on a special topic
    - A piece of literary fiction or creative writing
    - An original scientific experiment
    - An invention or specially designed object or system
    - The presentation of a developed business, management, or organizational plan

**Are there any specific examples of Personal Projects?**
- Designing a beach chair
- Directing a documentary on personal family history
- Writing and applying for a grant to improve a local park
- Creation and performance of original music
- Following the care of a premature infant over several months in the NICU
- Creating a fashion magazine with international influences
- Creating a video game
- A website for soccer tutorial or cyber bullying
- Make an animated film clip to a song
- Choreographing and performing a dance
- Designing a training program to meet personal athletic goals
- Designing and backing a wedding cake
- Designing and building models of energy efficient houses
- Making puppets and performing a show for younger children
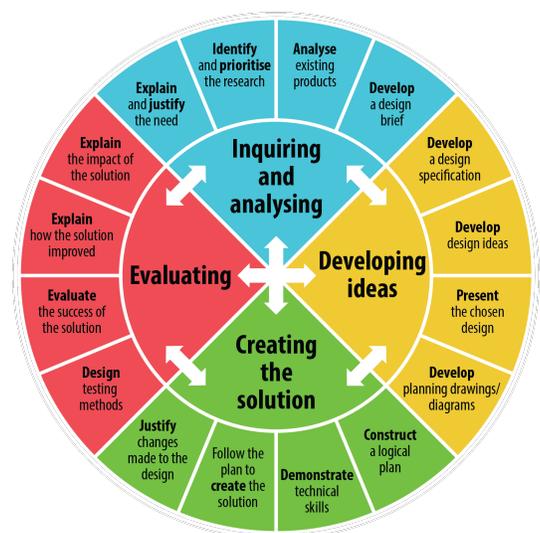


**Personal Project Cycle**

# How is the Personal Project Assessed

**The Four Components of the Personal Project:**
- A Product/Outcome
- Process Journal
- Report
- Exhibition

## Objectives
You will complete your personal project using the following MYP objectives:

Table 1: MYP Personal Projects Objectives

| Objective | Strand |
|---|---|
| Objective A: Investigating | i. Define a clear goal and a global context for the project, based on personal interests <br> ii. Identify prior learning and subject-specific knowledge relevant to the project <br> iii. Demonstrate research skills |
| Objective B: Planning | i. Develop criteria for the product/outcome <br> ii. Plan and record the development process of the project <br> iii. Demonstrate self-management skills |
| Objective C: Taking Action | i. Create a product/outcome in response to the goal, global context and criteria <br> ii. Demonstrate thinking skills <br> iii. Demonstrate communication and social skills |
| Objective D: Reflecting | i. Evaluate the quality of the product/outcome against their criteria <br> ii. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context <br> iii. Reflect on their development as IB learners through the project |

## Assessment

Your personal project will be assessed using the above objectives as assessment criteria. Each criteria is equally weighted, whereby you can receive a maximum grade of 8 for each criteria. Assessment criteria are in Appendix B of this guide.

| Personal Project Rubric Score | IB Grade |
|---|---|
| 32-28 | 7 |
| 27-24 | 6 |
| 23-19 | 5 |
| 18-15 | 4 |
| 14-10 | 3 |
| 9-6 | 2 |
| 5-1 | 1 |

## 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 plagiarize (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.

You are also required to fill in Academic Honesty form when you submit your Personal project and report.

# Setting a Goal

**One of the most important components of your Personal Project is your goal.** You should develop a goal that you can accomplish, but challenges your knowledge, skills or techniques in an appropriate way. **Your goal should be SMART-PI: specific, measurable, attainable, relevant, time- based, determines your product/outcome, and inspirational.**

| | |
|---|---|
| **S** | Specific: Clearly outline what you want to achieve |
| **M** | Measurable: How will you know when you have achieved the goal? When do you know when to stop? |
| **A** | Attainable: Make sure it is possible to finish/complete what you started. Do you have the resources? |
| **R** | Relevant: Everything in the goal must be relevant to the Personal Project |
| **T** | Timely: Can you finish this in the time given? Will it keep you busy enough? |
| **P** | Product: Your product directly relates to your goal |
| **I** | Inspired: What is inspirational? What drives you? Where did your ideas come from? |

## Review the Weak, Challenging and Highly Challenging Goals below:

| Weak Goal | Challenging Goal | Highly Challenging Goal |
|---|---|---|
| A student takes pictures of his or her neighborhood.<br><br>Topic: Photography | A student documents his or her self-taught skills of photography. | A student researches photography techniques to create a photo essay about the relationship between young and old members of my community. |
| A student will create a cook book.<br><br>Topic: Cooking | A student will document his or her journey learning new and specific culinary skills in a documentary. | A student researches food of unique cultures and will fuse the two cultures to create 10 new dishes/ recipes through a film diary. |
| A student wants to use recyclable material.<br><br>Topic: Recyclable Material | A student creates a durable bag using recyclable material. | A student researches how to create hand bags out of recyclable material, creates a website, and displays bags in a neighborhood art show. |
| A student wants to create a video about a favorite sport- baseball.<br><br>Topic: Baseball | A student creates a video about trying a new style of pitching. | A student researches various styles of pitching and creates a video of the challenges and successes of learning a style of pitching during a baseball season. |

*Record your SMART- PI goal in your journal. Answer the following questions: What makes your goal highly challenging? Why are you excited about your possible topic? What prior knowledge do you have about your topic? What don't you know about your topic? Who will you help you complete your project?*

# Choosing a Global Context

Inquiring into a topic through a global context enables you to develop a deeper understanding of both the topic and how it relates to the real world. The selected global context will inform the questions that you will ask as you develop your personal project. The global context will help you explain why your project matters. The Global Context will help you answer the following questions:

- *What do I want to achieve through my personal project?*
- *What do I want others to understand through my work?*
- *What impact do I want my project to have?*
- *How can a specific context give greater purpose to my project?*

You will choose **one** Global Context to address in your project.

Review the Global Context and Project Example Chart below:

| Global Context | Examples of Personal Project |
|---|---|
| **Identities and relationships**<br>This global context helps you look at what makes you different from others and what you share with others.<br><br>**This is a starting point for understanding other people in your community and beyond.**<br><br>Strands: (choose one)<br>Students will explore<br>- identity;<br>- beliefs and values;<br>- personal, physical, mental, social and spiritual health;<br>- human relationships including families, friends, communities and cultures;<br>- what it means to be human | - Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying<br>- How online identities impact offline relationships; a research essay<br>- Keeping culinary traditions; a video series following family recipes with historical relevance<br>- The effect of mass media on teenage identity; a short film |
| **Orientation in space and time**<br>This global context is not just about studying the time and place of an event. It also means looking at how the event has made an impact on personal as well as global history.<br><br>**For this global context, you will explore the question: How can understanding the "when" and "where" of events help you to understand the world in which you live today?**<br><br>Strands: (choose one)<br>Students will explore<br>- personal histories;<br>- homes and journeys;<br>- turning points in humankind; | - The Euclidean space perspective of the universe; a 3D model<br>- Explorers in search of a new world; immigration over the ages through visual texts<br>- The Mayflower and the dream of religious freedom; a personal family history<br>- Charting a family history through archives and a representational statue |

| | |
|---|---|
| • discoveries;<br>• explorations and migrations of humankind;<br>• the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives | |
| **Personal and cultural expression**<br>This global context is about creativity and forms of expression. It is also about seeing things from different points of view.<br><br>**For this global context, you will explore the questions: What does it mean to be creative? What are some ways you can express yourself, your culture, your ideas and beliefs?**<br><br>Strands: (choose one)<br>Students will explore<br>• the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;<br>• the ways in which we reflect on, extend and enjoy our creativity;<br>• our appreciation of the aesthetic | • 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<br>• The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers<br>• Culture and self-expression through dance at the local community arts centre; a performance |
| **Scientific and technical innovation**<br>This global context is important because science and innovation help you adapt to the world. Scientific inquiry into the natural world helps you understand your world and the impact you have on it.<br><br>**For this global context, you will explore the questions: What impact does the natural world have on you? What impact do you have on the natural world?**<br><br>Strands: (choose one)<br>Students will explore<br>• the natural world and its laws;<br>• the interaction between people and the natural world;<br>• how humans use their understanding of scientific principles;<br>• the impact of scientific and technological advances on communities and environments;<br>• the impact of environments on human activity;<br>• how humans adapt environments to their needs | • Nano fibres build stronger bikes; a prototype bike with nano fibres<br>• What's the matter with the anti-matter?; an informational talk<br>• Why are genetics and genomics important to my health?; a media presentation<br>• Can stem cells replace organ transplants?; an investigative report |
| **Globalization and sustainability**<br>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. | • The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation<br>• Education as the tool to change the future of Peru; a workshop for adults |

| | |
|---|---|
| **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?**<br><br>Strands: (choose one)<br>Students will explore<br>• the interconnectedness of human-made systems and communities;<br>• the relationship between local and global processes;<br>• how local experiences mediate the global;<br>• the opportunities and tensions provided by world-interconnectedness;<br>• the impact of decision- making on humankind and the environment | • The role of the developing countries in protecting the tropical rain forest; a collection of slides<br>• The struggle for water in developing countries; an awareness campaign |
| **Fairness and development**<br>This global context addresses the nature of conflict and peace and how they both relate to the issues of fairness and sustainability.<br><br>Strands: (choose one)<br>Students will explore<br>• rights and responsibilities;<br>• the relationship between communities;<br>• sharing finite resources with other people and with other living things;<br>• access to equal opportunities;<br>• peace and conflict resolution | • Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade<br>• Open-market economies and their role in fair trade; a talk for students<br>• Exploring the intersections of race and inequality; a radio broadcast<br>• Asylum seekers and their right to live like us; a painting |

*Record your answer to the following questions in your journal: What is your global context? Why did you choose this global context? What is the relationship between the goal and the global context? What might you or other people learn from this project? How can your project better the lives of others? What question are you hoping to answer by doing the project? (This is your Inquiry question)*

# Creating Criteria for the Product

*The Design Model* – As you work through your personal project the design model will be a useful tool to help you work through the process →

When using the design model above one can see that part of the investigative process is formulating design specifications. Within the personal project this would translate to the creation of criteria for your product/outcome which is assessed in Criterion B - Planning.

In collaboration with your supervisor, you must define realistic criteria to measure the quality of your project's final outcome or product. Together, the two of you will determine what constitutes a high-quality product/outcome and devise the appropriate tools for setting standards and assessing quality.

Some examples would be a criteria chart, rubric or a checklist. As noted in the design cycle, you will move back and forth between stages. You might have preliminary ideas of criteria but as you conduct research you may learn of other important aspects that should be part of the criteria or realize that other aspects you thought were necessary are actually not.

Remember that all criteria that you list needs to be **measurable** in some way;

*i.e. how can you prove that your product meets the criteria that you have laid out?*

Criteria should be documented in your process journal and will be used to assess your product/outcome.

> **There is a handout with examples of measurable criteria on the accompanying website under "Helpful Handouts"**

# The IB Learner Profile & the Personal Project

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

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

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

# Writing Process Journals

You will have a workshop at the start of the school year to help you better understand how to write a process journal.

- The record of progress maintained by you throughout the project.
- You are responsible, through your process journal, for producing evidence of addressing all four criteria to demonstrate achievement at the highest levels of the criteria.
- A reflective journal that comments on your research, self-management, thinking, social and communication skills.
- Used from the beginning to the end of the project.
- Approximately one entry per week or each time you sit down to work on the project (this includes meetings with Supervisors, research time, planning time and creation time) – **15 entries minimum**

**Excerpts of the process journal to include with the final report (10 entries maximum):**
- You should carefully select evidence from your process journals to demonstrate development in all criteria.
- These excerpts are submitted as appendices *(10 pages maximum)* of the report or presentation at the conclusion of the project. You must take responsibility for making the appropriate extracts available to your advisor.
- If you have produced a questionnaire or survey that has been described and analyzed in the report, you could include a segment of that completed survey.
- Excerpts should simply be supporting evidence of the process and will not be individually assessed.

| The process journal is: | The process journal isn't: |
|---|---|
| - used throughout the project to document its development<br>- an evolving record of intents, processes, accomplishments<br>- a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised<br>- a place for recording interactions with sources, for example teachers, supervisors, external contributors<br>- a place to record selected, annotated and/or edited research and to maintain a bibliography<br>- a place for storing useful information, for example quotations, pictures, ideas, photographs<br>- a means of exploring ideas and solutions<br>- a place for evaluating work completed<br>- a place for reflecting on learning<br>- devised by the student in a format that suits his or her needs<br>- a record of reflections and formative feedback received. | - used on a daily basis (unless this is useful for the student)<br>- written up after the process has been completed<br>- additional work on top of the project; it is part of and supports the project<br>- a diary with detailed writing about what was done<br>- a static document with only one format. |

**An excerpt may include:**
- visual thinking diagrams
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website

# Writing the Report

Your final report should include the following:

- A Cover Page
  - Title of Project
  - Global Context
  - Your Name
  - School Name
  - Date of submission
  - Name of your advisor/mentor
  - Word Count
- Table of Contents
  - Must include page numbers
- The Written Report
  - Investigating
  - Planning
  - Taking Action
  - Reflecting
- Appendices
  - Process Journal Excerpts (10)
  - Bibliography (5 of your sources must be annotated)
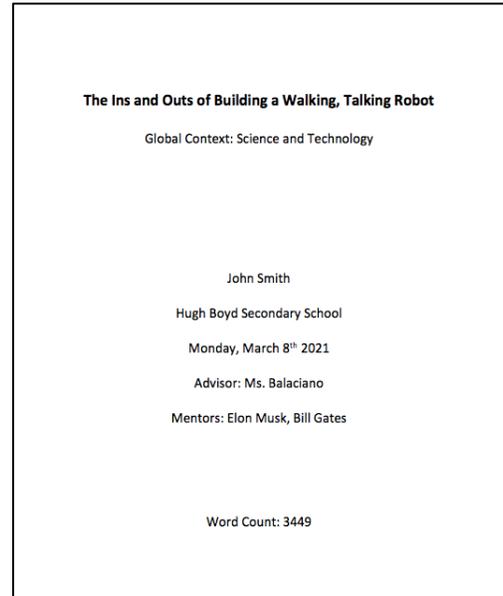  - Academic Honesty Form
  - Pictures of your product



**The Ins and Outs of Building a Walking, Talking Robot**

Global Context: Science and Technology

John Smith

Hugh Boyd Secondary School

Monday, March 8th 2021

Advisor: Ms. Balaciano

Mentors: Elon Musk, Bill Gates

Word Count: 3449

*Figure 1. Sample Title Page*

**Written Report Requirements:**

| Format | Length | Further Specifications |
|---|---|---|
| Written | 1500-3500 words | 12 pt font, Times New Roman. Single spaced or double spaced |
| Oral (recorded) | 13-15 minutes | School appropriate music and visual |

*Oral reports must be recorded (audio or visual) for internal standardization purposes and for possible submission to the IB for moderation. Students may use notes, cue cards and visual support aids for an oral presentation*

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**Process Journal Excerpts**

You need to select a maximum of 10 excerpts from your Process Journal to show how you have addressed specific strands of each criterion and specific strands of the ATL skills.

**Make sure you refer to your extracts in the body of your report. If you have included something as an appendix, it must be talked about in the report.**

**Go through your process journal and mark entries that highlight specific ATL skills.**

# Report Template

Your report should be in proper paragraph format. You don't need to number each point as this template shows. They are numbered here just to make sure you hit every point.

**CRITERION A: Investigating**

1. Define a clear **goal** and **global context** for the project, based on personal interests.

> The goal of my personal project is….because…. (Explain in detail 3-5 sentences.)
>
> I used *(choose one)* as my **global context** because…. (Explain in detail 3-4 sentences.)

2. Identify **prior learning** and **subject-specific knowledge** relevant to the project.

> My **prior learning** about this topic is… limited/basic/generally relevant/consistently highly relevant (choose one) because I….. (Explain what you did and did not know about your topic before you started. 8-12 sentences.)

3. Demonstrate **research skills** (include your annotated bibliography here along with excerpts from your process journal that are related to research skills).

> For my Personal Project I developed my research skills because I had to research a variety of sources. Through this research I demonstrated limited/adequate/substantial/excellent (choose one) research skills. I researched _____ then, I used_____ to research. To expand/deepen my research I _____. (Explain in detail 8-12 sentences. You must have at least EIGHT varied sources to demonstrate excellent research skills.)

**CRITERION B: Planning**

1. Develop **assessment criteria** for the product/outcome (include your checklist or rubric here).

> I developed limited/adequate/substantial and appropriate/rigorous _____ criteria to show how I was able to achieve my goal. The    success of my Product/Outcome will be measured by the criteria I created using … a rubric I created, checklist, etc.). The elements that I included in my rubric are….because…. (Explain in detail 8-12 sentences. What else could you use to measure the success of your project?)

2. Plan and record the **development process** of the project (USE PARTS OF YOUR JOURNALS HERE).

> I planned and recorded the **development process** of this project by… (using a calendar, journal, blog, video etc.) First, I ….. Next, I …. (Explain the steps you took to do the project. 8-12 sentences.)

3. Demonstrate **self-management skills** (include specific examples and excerpts from your process journal to support your examples).

> During this project I had to use **self-management skills** such as organizational skills/ time management/ goal setting/ stress management/self-motivation. (Choose a few of these and explain how you used these skills to complete the project. 8-12 sentences.)

## CRITERION C: Taking Action

1. Create a **product/outcome** in response to the goal, context and criteria (describe your product/outcome here.) **(PUT A PICTURE IN THE APPENDIX OF YOUR REPORT OF YOUR PRODUCT.)**

> For my MYP project I made/did …. (Explain in detail 8-12 sentences.)

2. Demonstrate **thinking skills** (use the MYP Approached To Learning sheet to ensure you are communicating appropriate ideas and concepts. Include specific examples and excerpts from your process journal to support your examples).

> While doing this project I used a variety of **thinking skills** such as evaluating sources/making conclusions/identifying challenges/ revising ideas/ brainstorming/creating ideas etc. (Choose from the MYP Approaches to Learning and explain how you used these skills to complete the project. Discuss the thinking process for this project 8-12 sentences.)

3. Demonstrate **communication and social skills** (include specific examples and excerpts from your process journal to support your examples).

> I used a variety of **communication and social skills** to complete this project. (Describe who you had to talk to/write to get information to complete this project. For example, an interview with someone, a conversation with a teacher/friend/parent/expert, making a questionnaire, collaborating with someone etc. 8-12 sentences.)

## CRITERION D: Reflecting

1. Evaluate the **quality** of the product/outcome against the **criteria**

> After I finished my _____ (product) I used the **criteria** I developed to evaluate the **quality** of my project. (Write your thoughts about your final product, did you meet your goal? Do you meet all the criteria you initially developed? Was the quality of the product as good as you had hoped? Write 8-12 sentences).

2. Reflect on how completing the project has extended their **knowledge and understanding** of the **topic** and the **global context**

> My **knowledge and understanding** of _____ (insert your topic) and the **global context** _____ (insert your global context) has increased because… (Explain how what you learned from this project. 8-12 sentences).

3. Reflect on their development as an **IB learner** (refer to learner profile) through the project

> Through this project I developed as an **IB learner** and I think I have become more inquiring/knowledgeable/critically thinking/ communicative/ principled/balanced/open-minded/caring/risk taking/balanced/reflective because…. (Choose a few of these qualities and describe how you've developed and why. 8-12 sentences).

## STRUCTURE

You need to address **all** strands (bullet points) of **all** four assessment criteria. You need to make sure evidence of each strand is in the final report or you will not get credit for that strand. This is a piece of academic work, make sure it sounds formal.

Each criterion is worth the same amount so your report should address each one equally. Your title page, contents page, bibliography and any appendices do **not** count in your total number of words.

# Timeline and Important Dates

Please keep in mind that these dates can be changed in light of our current situation due to COVID-19. Check the website regularly to see an updated schedule.

| | |
|---|---|
| Week of September 28th | Introduction to personal project<br>Start process journal |
| Week of October 19th | First meeting with Supervisor - Upload your completed STUDENT PLANNING FORM #1 to Microsoft Teams for feedback<br>Continue filling out your journal and doing research |
| Week of November 16th | Second meeting with Supervisor - Upload your completed STUDENT PLANNING FORM #2 to Microsoft Teams for feedback |
| Early December | By now, you should be starting to work on your final product.<br>Preliminary research should be complete. |
| Week of January 25th 2021 | Third meeting with Supervisor - Upload your completed STUDENT PLANNING FORM #3 to Microsoft Teams for feedback |
| Week of February 18th 2021 | By now, you should be putting together your final report (see guidelines for final report) |
| March 8th 2021 | Final Report and Product to be uploaded to Teams |
| Week of March 8th 2021 | Exhibition - Date/Time/Format TBD |
| March 9th to April 15th | Evaluation Period |

Once again, PLEASE CHECK THE WEBSITE REGULARLY FOR UPDATES!

# Appendix A

**IB MYP Personal Project - Hugh Boyd Secondary**
**Student Planning Form #1** *- To be completed for first meeting with supervisor*

Student Name: _____          Student Number: _____

Teacher Supervisor: _____          Student e-mail: _____

| My Topic | My Goal | Global Context | Product |
|---|---|---|---|
| | | | |
| Why did you choose this topic? | Why is this goal meaningful to you? What will you accomplish? | Why did you choose this global context? | What is your project and how will it be challenging? |

**Process**

Outline at least 5 things you need to do in order to reach your goal:

1.

2.

3.

4.

5.

**Resources**

What resources (including people) do you think you will need?

**IB MYP Personal Project - Hugh Boyd Secondary**
**Student Planning Form #1 SAMPLE**

Student Name: Jack Black                          Student Number: 12345678
Teacher Supervisor: Mr. C                         Student e-mail: jblack@hotmail.com

| My Topic | My Goal | Global Context | Product |
|---|---|---|---|
| Poetry | To write a meaningful and expressive collections of poems | Personal and Cultural Expression | A collection of poems published in book form |
| **Why did you choose this topic?** | **Why is this goal meaningful to you? What will you accomplish?** | **Why did you choose this global context?** | **What is your project and how will it be challenging?** |
| I am interested in poetry and have always wanted to try writing it | I enjoy writing and I think poetry will be challenging for me. I think it is important to express yourself. | I chose Personal and cultural expression because I will be exploring how to express my ideas and feelings in a creative way | I will have to research different forms of poetry, get feedback, think critically and manage my time well. |

| Process |
|---|

Outline at least 5 things you need to do in order to reach your goal:

1. Read as much poetry as possible and reflect on how different poems make me feel/why they are effective

2. Research different types of poetry, poetic devices and descriptive vocabulary

3. Write drafts of at least a dozen poems in various formats

4. Receive feedback and reflect on the quality of my poems

5. Research how to self-publish a collection of poems

| Resources |
|---|

What resources (including people) do you think you will need?

My English teacher can help me edit my poems. I can ask him about suggestions about poems to read. I can go to the library and sign out collections of poems. I can ask my friends and family about what poems they like.

**IB MYP Personal Project - Hugh Boyd Secondary**
**Project Specifications Form #2 -** *To be completed for second meeting with supervisor*

| | | | |
|---|---|---|---|
| **Project Title** | | | |
| **Student** | | **Supervisor** | |

| | |
|---|---|
| **Topic** | |
| **Goal** | |
| **Global Context** | |

Part of planning your personal project is establishing your own criteria for the final product. This is a part of how your project will be marked (criterion B). You are asked to establish 5 criteria for your final product. To do this, ask yourself what you will need to do in order to complete a successful project. For example:

- What will your product look like?
- If you're researching something, how much/what type of information needs to be included?
- If you're building something, how strong/beautiful/big/effective does it have to be?
- How complex/detailed/imaginative will it need to be?
- In the end, how will you know that you've done a good job?
- How will you ensure that your product is of excellent quality?

| | |
|---|---|
| **Specifications**<br><br>How will you ensure your product is of excellent quality? (What will it have/ look like. Give specific features like length, size, materials and content!) | 1.<br><br>2.<br><br>3.<br><br>4.<br><br><br>5. |

**IB MYP Personal Project - Hugh Boyd Secondary**
**Project Specifications Form #2 - SAMPLE**

| Project Title | Hugh Boyd Canned Food Drive | | |
|---|---|---|---|
| Student | Jack Black | Supervisor | Mr. C |

| Topic | Giving back to my community |
|---|---|
| Goal | Plan and implement a canned food drive at my school |
| Global Context | Fairness and Development |

Part of planning your personal project is establishing your own criteria for the final product. This is a part of how your project will be marked (criterion B). You are asked to establish 5 criteria for your final product. To do this, ask yourself what you will need to do in order to complete a successful project. For example:

- What will your product look like?
- If you're researching something, how much/what type of information needs to be included?
- If you're building something, how strong/beautiful/big/effective does it have to be?
- How complex/detailed/imaginative will it need to be?
- In the end, how will you know that you've done a good job?
- How will you ensure that your product is of excellent quality?

| Specifications<br><br>How will you ensure your product is of excellent quality? (What will it have/ look like. Give specific features like length, size, materials and content!) | 1. I will collect at least 500 items for the Richmond Food Bank<br><br>2. I will create attractive and colourful advertising posters/brochures for my food drive<br><br>3. My food drive will start and end within my planned timeframe (November-December 2018)<br><br>4. I will communicate effectively with school staff, students and the Richmond Food bank via e-mail, telephone and in person.<br><br>5. I will create an informative poster summarizing my experience as well as the importance of community involvement that I will present at the project exhibition |
|---|---|

_____     _____
STUDENT NAME                                    TEACHER SUPERVISOR

**Fill in. Make a plan for unchecked sections. Hand in to your supervisor.**

I have a copy of the Personal Project Guidebook and Academic Honesty Form
I have access to the personal project website and have checked it regularly
I have communicated with my teacher supervisor at least three times in person (or via Zoom/Teams)

**Criterion A - Investigating**

I have decided on a final product idea for my personal project. It is _____
_____
 I chose my project idea because _____
_____
I believe that my project idea will challenge me personally.
I have chosen a global context. It is _____. I chose it
because _____
I have submitted the "Student Planning Form" to Ms. Balaciano
I have started my research.
I have started a bibliography for my research sources (even those that I read, but decided not to use as sources).
I have started to write the annotations for 5 of the sources in my bibliography

**Criteria B - Planning**

I have submitted "Establishing Criteria / Design Specifications" that I will use to self-evaluate the quality of my final product (FORM #2)
I have started making a process journal
I have at least 5 entries in my process journal

**Criteria C - Taking Action**

I have started creating my final product
I know what I need to do in order to complete my final product
I have started thinking about how I will present my final product on exhibition night (TBD)

**Moving Forward**

I understand that the outline for my annotated bibliography should be completed by mid-February.
I understand that I must complete the Academic Honesty Form and submit it to Ms. Balaciano by March 8, 2021
I understand that ALL PARTS (the process journal, the final product and the final report) of my project must be submitted on or before March 8th, 2021