

Personal Project Guide

2021-2022

Name: _____

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****Note:** Check in forms should be completed digitally for ease of reading.
Digital formats can be found on Teams or on the personal project website

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

MLA 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 significant project, but no need to worry. 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 three 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.

While the project will not be a class which is regularly scheduled in your time table, there will be time allotted throughout the semester for you to work through various stages of the project. Though this will provide you with some support and time to work on the project, 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:

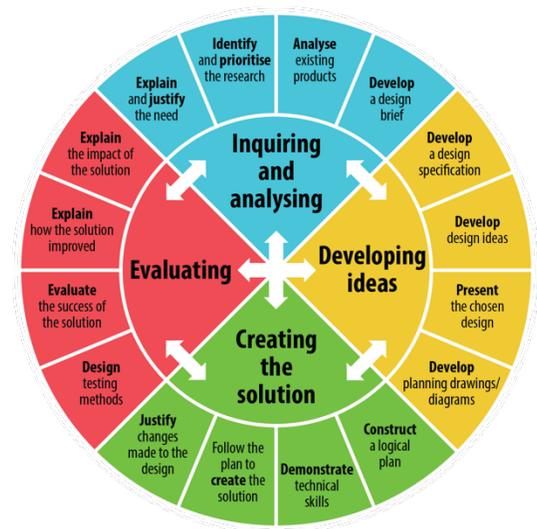
- Explore an interest that is personally meaningful
- Take ownership of their learning by undertaking a self-directed inquiry
- Transfer and apply skills in pursuit of a learning goal and the creation of a product
- Recognize and evidence personal growth and development

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 baking a wedding cake
- Designing and building models of energy efficient houses
- Making puppets and performing a show for younger children



Personal Project Cycle

Timeline and Important Dates

September 10 th 2021	<input type="checkbox"/> Introduction to personal project <input type="checkbox"/> Start process journal
Week of September 20 th 2021	<input type="checkbox"/> Email your supervisor to introduce yourself
Week of October 4 th 2021	<input type="checkbox"/> First meeting with Supervisor to discuss your proposal
October 12 th 2021	<input type="checkbox"/> Upload your completed Check in Form #1 (Proposal) to Teams for feedback
Week of November 15 th 2021	<input type="checkbox"/> Second meeting with Supervisor to discuss your action plan and success criteria
November 23 rd 2021	<input type="checkbox"/> Upload your completed Check in Form #2 (Action Plan and Success Criteria) to Teams for feedback
Early to Mid-December	<input type="checkbox"/> By now, you should be starting to work on your final product <input type="checkbox"/> Preliminary research should be complete
Week of January 17 th 2022	<input type="checkbox"/> Third meeting with Supervisor to discuss final report/product and ATLs
January 24 th 2022	<input type="checkbox"/> Upload your completed Check in Form #3 to Teams for feedback
Week of February 1 st 2022	<input type="checkbox"/> By now, you should be putting together your final report (see guidelines for final report)
February 17 th 2022	<input type="checkbox"/> Completed Report and Product uploaded to Teams
February 24 th 2022	<input type="checkbox"/> MYP Personal Project Exhibition
March 1 st - April 14 2022	<input type="checkbox"/> Evaluation Period

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: Planning	<ol style="list-style-type: none">States a learning goal and explains the connection between personal interests and that goalStates their intended product and presents multiple appropriate, detailed success criteria for the productPresents a detailed plan for achieving the product and all of its associated success criteria
Objective B: Applying Skills	<ol style="list-style-type: none">Explains how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidenceExplains how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence
Objective C: Reflecting	<ol style="list-style-type: none">Explains the impact of the project on themselves or their learningEvaluates the product based on the success criteria, fully supported with specific evidence or detailed examples.

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.

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.

Personal Project Report Checklist

Objective A: Planning

Students present what they did in their project.



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

Students must:	Examples of evidence students might* include:
<ul style="list-style-type: none"> • state a learning goal for the project and explain how a personal interest led to that goal • state an intended product and develop appropriate success criteria for the product • present a clear, detailed plan for achieving the product and its associated success criteria. 	<ul style="list-style-type: none"> • a list and/or diagram of interests and related learning goals • a list of possible strategies to achieve personal and academic goals • a diagram showing the connections between the learning goal and the product • a series of steps leading to the completion of the product • a timeline for completing short- and long-term tasks. <p>*Students must include their action plan and success criteria.</p>

Objective B: Applying Skills

Students show how ATL skills contributed to the learning goal and product.



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

Students must:	Examples of evidence students might include:
<ul style="list-style-type: none"> • explain how the ATL skill(s) was/were applied to help achieve their learning goal • explain how the ATL skill(s) was/were applied to help achieve their product • support the explanations with detailed examples or evidence. 	<ul style="list-style-type: none"> • a series of inquiry questions (research skills) • sample correspondence with the project supervisor (communication skills) • screenshot of daily reminders or alerts to complete personal project tasks (self- management) • reflection about resolving a conflict (social skills) • summary of prior learning that is relevant to the project (thinking skills). • visual thinking diagrams • bulleted lists • charts • short paragraphs • notes • timelines, action plans

	<ul style="list-style-type: none"> ● annotated illustrations ● annotated research ● artifacts from inspirational visits to museums, performances, galleries ● pictures, photographs, sketches ● up to 30 seconds of visual or audio material ● screenshots of a blog or website ● self- and peer-assessment feedback.
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Objective C: Reflecting
Students report on why they did their project.



- explain the impact of the project on themselves or their learning
- evaluate the product based on the success criteria.

Students must:	Examples of evidence students might include:
<ul style="list-style-type: none"> ● explain the impact of the project on themselves or their learning ● evaluate the product based on the success criteria ● support their comments with specific evidence or detailed examples. 	<ul style="list-style-type: none"> ● evaluation of the product against the success criteria ● images showing key features of the product ● analysis of the causes for success and/or failure ● summary of new knowledge or insights related to the learning goal.

Format



Document <i>File types: .doc, .docx, .pdf (non- editable), .rtf</i>		Recording <i>File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v</i>
15 pages	and	No recording
14 pages	and	1 minute
13 pages	and	2 minutes
12 pages	and	3 minutes
11 pages	and	4 minutes
10 pages	and	5 minutes
9 pages	and	6 minutes
8 pages	and	7 minutes
7 pages	and	8 minutes
6 pages	and	9 minutes

Checklist



Font	Minimum 11-point font size
Margins	Minimum 2 cm margins.
Evidence	Evidence presented in images must be clearly visible at the size submitted
Audio/Video Recording	Audio and video must be recorded and submitted in real time.
Audio Visual Aids	Visual aids may be used to support spoken reports. However, evidence and examples presented in the visual aids should be submitted as documents. Visual aids presented only in video format will not be considered for assessment.
Bibliography	The bibliography is uploaded separately and is not included in the page limit.
No Title Page	Students should not include a title page; if included, it will count towards the page limit.
Academic Integrity	Students must upload a separate academic integrity form. This is not included in the word limit.

Check in 1: Personal Project Proposal

Please complete this form digitally so that you have space to write. The form can be found on Teams or at boydpersonalproject.ca

Student name:	
Supervisor:	
Topic	
Why this topic and what aspect of it will you focus on?	
Learning Goal / Inquiry Question.	
Three facts, from three different sources, to show the importance of the topic	
Personal interest in topic. <i>What hobbies and interests outside of school link to your project?</i>	
Previous MYP experience related to the topic. <i>What topics studied, activities, projects or skills from school could help?</i>	
Initial Research Questions	
Three ideas for possible outcomes or products	
Process Journal Format	<input type="checkbox"/> Digital <input type="checkbox"/> Physical <input type="checkbox"/> Combination Reason:
Anything else?	

Check in 1: Personal Project Proposal

Example

Student name:	John Smith
Topic	Wrongful Incarceration in the USA.
Why this topic and what aspect of it will you focus on?	I want to focus my project on the reasons behind wrongful incarcerations, including witness misidentification and police bias. Although I will learn a little about forensic developments, such as DNA testing, which have exonerated these people, this will not be my focus. We often take our freedom for granted, so I want to be able to make people understand what it must feel like to have your freedom taken away for no reason. I want to educate people about the various innocence projects around the world so that they possibly volunteer or donate.
Learning Goal / Inquiry Question.	<p>Possible goals/inquiry questions:</p> <ul style="list-style-type: none"> ● Why are innocent people sometimes not free? ● How can I raise awareness of people who are unfairly incarcerated? ● How can I promote awareness of wrongful convictions, so that people use their authority to try to get freedom for these people?
Three facts, from three different sources, to show the importance of the topic	<ol style="list-style-type: none"> 1. Occupy Theory: "For the past 23 years, over 2,000 wrongfully convicted persons have been exonerated." 2. NAACP: "Today, the United States makes up about 5% of the world's population and has 21% of the world's prisoners." 3. Georgia Innocence Project: "Studies estimate that an astounding 3-5% of men and women in prison are innocent of the crimes for which they are imprisoned."
Personal interest in topic. <i>What hobbies and interests outside of school link to your project?</i>	<p>I first got interested in wrongful incarcerations when I watched the Paradise Lost document in 2008. I've since listened to several podcasts, including Actual Innocence and Undisclosed, read several books, including The Innocent Man by John Grisham and watched other documentaries, including Fight for Justice: David and Me and Making a Murderer.</p> <p>When living in America, I volunteered for the Georgia Innocence Project for several years organizations that aim to free wrongfully convicted people in Georgia and Alabama.</p>
Previous MYP experience related to the topic. <i>What topics studied, activities, projects or skills from school could help?</i>	<p>In I&S class we did a unit about the American Civil Rights Movement and another about the Holocaust which looked at unconscious bias - this is a theme which plays heavily into the issue of wrongful incarcerations. I know that the purpose of my product will be to get people to take action, so I can use experience from a UN Global Goals campaign I created in Design class, and also from various SA projects, including raising money and awareness of Kiva.</p>
Initial Research Questions	<ul style="list-style-type: none"> ● What are the main factors involved with wrongful incarcerated? ● Are there any patterns in the types of people wrongfully incarcerated (race, religion, gender, geographic location, etc). ● How can someone prove their innocence, and how can this lead to exoneration? (Alford Pleas? Appeals? Pardons?) ● If you are wrongfully incarcerated, what support do you get on one release? (financial?) ● Who are some of the most notable exonerees? ● Who are some of the most notable currently incarcerated people, who are most likely innocent?

Three ideas for possible outcomes or products	<ol style="list-style-type: none"> 1. It will be difficult to take a video, as I will be in another country, but I could interview people over skype - which could be good for making an audiobook or a podcast. 2. I could make a website, which could act as a central hub for all innocence projects 3. I could host a film screening of an existing documentary, and give a presentation about wrongful incarcerations, which could raise money for an innocence project
Process Journal Format	<p><input type="checkbox"/> Combination (mostly physical)</p> <p>Reason: I will work mostly in a physical process journal because I find it much easier to record my ideas on paper. Here I can include brainstorming, prototypes, rough sketches and more. I will use my Google Calendar to keep important dates, emails to communicate with some people, like my supervisor, and may also write up some of my research on Google docs, but will print out everything for my physical process journal.</p>
Anything Else	<p>I'd like to find out if there is something similar in Germany (as I will be moving there), but my German may not be strong enough. I'd love to find a mentor who could help me with this.</p>