



IB MYP Personal Project Handbook

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Introduction

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

Students are encouraged to select a subject that's interesting to them and to which they have some prior knowledge. Each student will be assigned a supervisor who can guide them throughout the entire process.

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

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

Requirements of the PP

There are four important elements to the Personal Project:

1) The Process Journal

Throughout the planning, research and development of their project, students are required to keep track of their progress in a process journal. This will help students stay organized, up to date and will help simplify the completion of the outcome and the report. The process journal can be hand written, electronic or a combination of both, however, it must be organized, clear and dated.

What should be included in the journal?

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

2) The Product/Outcome

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

3) The Presentation

Students are required to present their projects to their MYP peers before submitting their final reports.

4) The Report

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

Role of the Student

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

How can parents/guardians help?

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

Role of the Supervisor

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

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

Academic Honesty

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

IB Learner Profile

Student's are encouraged to reflect on the IB learner profile attributes that are demonstrated or developed throughout your projects, however it is not mandatory. As stated by the IBO, the IB learner profile is as follows:

Inquirers	"We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life."
Knowledgeable	"We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance."
Thinkers	"We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions."
Communicators	"We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups."
Principled	"We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences."
Open-Minded	"We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience."
Caring	"We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others"

	and in the world around us.”
Risk-Takers	“We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.”
Balanced	“We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.”
Reflective	“We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”

ATL Skills

As stated by the IBO, the IBMYP Approach to Learning Skills are as follows *(For any questions regarding ATL Skills, please contact Mrs. Mayada)*:

ATL Skill Categories	ATL Skill Clusters
<u>Communication</u>	I. Communication
<u>Social</u>	II. Collaboration
<u>Self - Management</u>	III. Organization
	IV. Affective
	V. Reflection
<u>Research</u>	VI. Information Literacy
	VII. Media Literacy
<u>Thinking</u>	VIII. Critical Thinking
	IX. Creativity and Innovation
	X. Transfer

Personal Project Timeline

Personal Project Timeline 2020/2021

1 st month of MYP year 5 (Sept)	2 nd month of MYP year 5 (Oct)	3 rd & 4 th month of MYP year 5 (Nov/Dec)	5 th & 6 th months of MYP year 5 (Jan/Feb)	6 th and 7 th months of MYP year 5 (Feb/March)
INTRODUCTION	INVESTIGATING	PLANNING	TAKING ACTION	REFLECTING
<ul style="list-style-type: none"> ▫ Submit Personal Project proposal on Sept 24th. ▫ Proposals must identify all prior knowledge and justify interest in chosen subject. ▫ Supervisors assigned end of Sept. ▫ Plan a meeting with PP Supervisor. 	<ul style="list-style-type: none"> ▫ Decide on goal and global context (if applicable). ▫ Decide on product/outcome. ▫ Initial research period – select relevant resources and gather information. ▫ Begin development of criteria to evaluate the product by. 	<ul style="list-style-type: none"> ▫ Finalize criteria with supervisors. ▫ Continue research – select, evaluate and acknowledge information. ▫ Work on product/outcome. ▫ Attend a “work in progress” meeting with supervisor. 	<ul style="list-style-type: none"> ▫ Continue working on, and complete, product/outcome. ▫ Project presentation. 	<ul style="list-style-type: none"> ▫ Evaluate the quality of the product against the criteria with supervisors. ▫ Reflect on learning. ▫ Final Report due March 22nd.
RESEARCH				
WORKING ON PROCESS JOURNAL				
COMMUNICATE AND COLLABORATE WITH OTHERS				

Getting Started

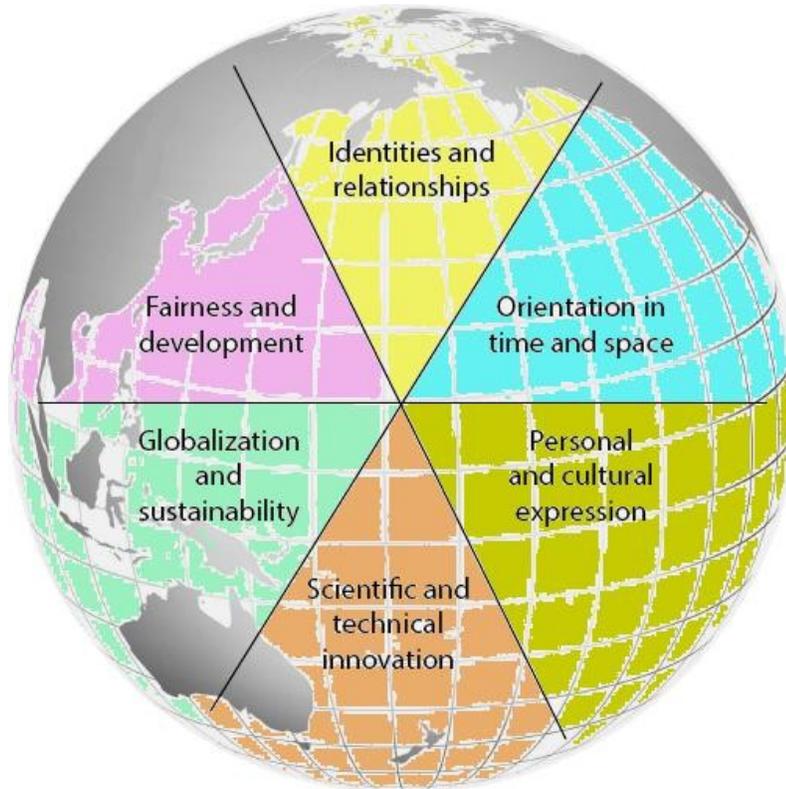
Selecting a Subject

The Personal Project spans over a long period of time and requires a serious commitment to one particular topic. For this reason, students must select their topic wisely. It is recommended that students reflect on their hobbies and focus on topics they are very interested in and have prior knowledge to.

The subject chosen should relate to one of the following Global Contexts (*for any help or inquiries regarding Global Contexts, please contact Mrs. Sumaya*):

Global Context	Focus question(s) and description	Example explorations
Identities and Relationships	<p>Who am I? Who are we?</p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Competition and cooperation; teams, affiliation and leadership • Identity formation; self-esteem; status; roles and role models • Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life • Physical, psychological and social development; transitions; health and well-being; lifestyle choices • Human nature and human dignity; moral reasoning and ethical judgement; consciousness and mind.
Orientation in Space and Time	<p>What is the meaning of “where” and “when”?</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of individuals and civilizations, from personal, local and global perspectives.</p>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange • Epochs, eras, turning points and “big history” • Scale, duration, frequency and variability • Peoples, boundaries, exchange and interaction • Natural and human landscapes and resources • Evolution, constraints and adaptation • Indigenous understanding
Personal and Cultural Expression	<p>What is the nature and purpose of creative expression?</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Artistry, craft, creation, beauty • Products, systems and institutions • Social constructions of reality; philosophies and ways of life; belief systems; ritual and play • Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and

		<ul style="list-style-type: none"> argument Metacognition and abstract thinking Entrepreneurship, practice and competency
Scientific and Technical Innovation	<p>How do we understand the world in which we live?</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments on human activity; how humans adapt environments to their needs.</p>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> Systems, models, methods; products, processes and solutions Adaptation, ingenuity and progress Opportunity, risk, consequences and responsibility Modernization, industrialization and engineering Digital life, virtual environments and the Information Age The biological revolution Mathematical puzzles, principles and discoveries
Globalization and Sustainability	<p>How is everything connected?</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and environment.</p>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> Markets, commodities and commercialization Human impact on the environment Commonality, diversity and interconnection Consumption, conservation, scarcity; natural resources and public goods Population and demography Urban planning, strategy and infrastructure Data-driven decision-making
Fairness and Development	<p>What are the consequences of our common humanity?</p> <p>Students will explore rights and responsibilities; the relationship between communities sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> Democracy, politics, government and civil society Inequality, difference and inclusion Human capability and development; social entrepreneurs Rights, law, civic responsibility and public sphere Justice, peace and conflict management Ecology and disparate impact Power and privilege Authority, security and freedom Imagining a hopeful future.



Deciding on a Goal

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

Challenging Goal	Highly Challenging Goal
Student wishes to raise awareness about the importance of egg and ovarian tissue freezing by distributing brochures to medical clinics.	Student wishes to raise awareness about the importance of egg and ovarian tissue freezing for cancer patients by distributing brochures to medical clinics and organizing information sessions with doctors as well as creating an easily accessible website that offers information on the procedure in both Arabic and English.
Student wishes to write a story about the indigenous people of Australia highlighting their history and culture.	Student wishes to educate peers about the history and culture of the indigenous people of Australia by writing, performing, filming and sharing a comedic play.

Student wishes to create an art piece displaying the negative effects of man-made ocean acidification on the Great Barrier Reef.

Student creates a 3D model displaying the negative effects of man-made ocean acidification on the Great Barrier Reef and provides informative examples of what we can do to correct the pH levels.

Process Journal

Students must decide which format (physical, electronic, or both) is most ideal for them to stay organized and proficient. These journal entries will help students stay organized, manage their timelines and will significantly aid in the completion of the final report.

Meeting with the Supervisor

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

Research & Investigating

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

Researching Your Subject

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

Categorize Your Research

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

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

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

Addressing Prior Knowledge

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

Personal Planning

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

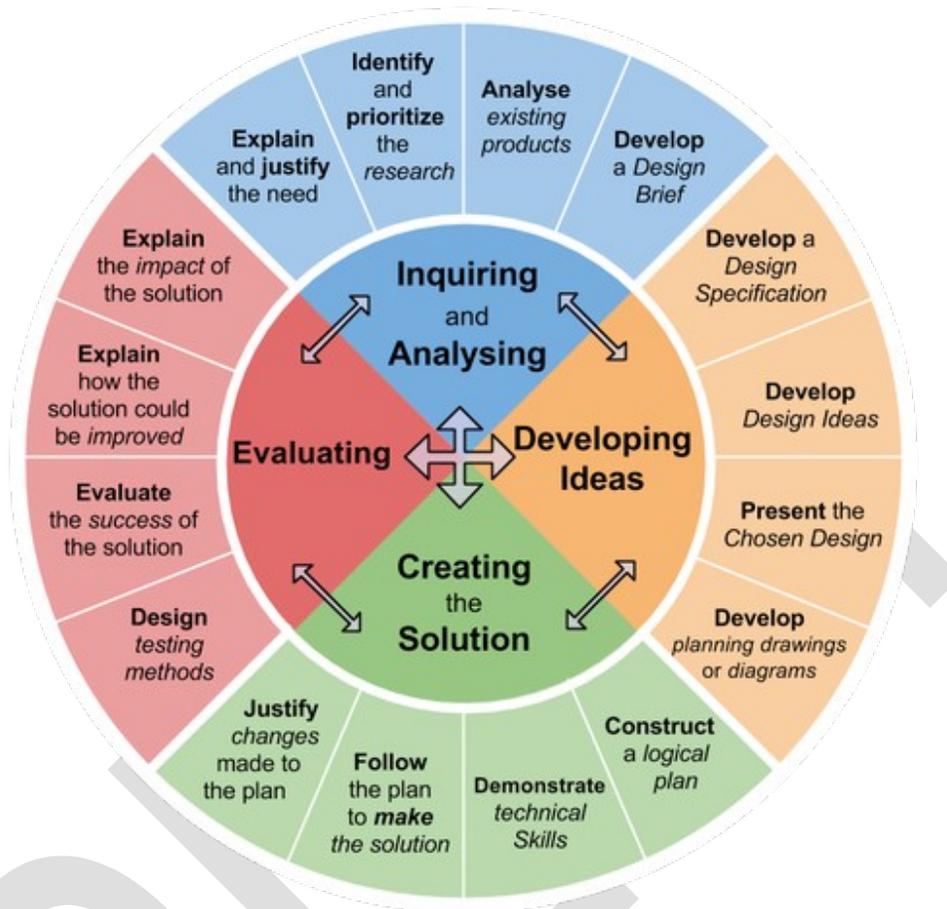
Meeting with the Supervisor

It is the student's responsibility to arrange meetings with their supervisors. It is mandatory for students to bring their process journals to all formal meetings and take notes. Students must come prepared with questions and leave with an idea of what they should do next. Students are encouraged to be honest with their supervisors.

Students should entrust in their supervisors:

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

Personal Project Design Model



Taking Action

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

Product/Outcome

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

Presentation

Students are required to present their personal projects to an audience of their MYP peers. The presentation is important as it provides students with the chance to share their hard work and learn from others. It also helps the younger MYP students gain a better understanding of the Personal Project, incite camaraderie and prompt students to begin thinking and preparing for their own personal projects.

The Presentation must be 13-15 minutes long and can take any of the following 3 formats:

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

Report

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

What to Include

The final report must be 1500 - 3500 words long and must include:

- A Title Page
 - The title page must have the students full name, the global context appropriate to the student's subject, a creative title of the project, and the date of submission.
- Table of Contents
- Academic Honesty Form
 - The academic honesty form submitted to the IBO must be signed by the student, the student's parent/guardian, and the student's supervisor.
- Process Journal Extracts
 - Students are required to submit 10 journal extracts that they feel accurately displays their progress throughout their Personal Projects.
- All Supporting Data/Visual Aids

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

Assessment Criteria

Students Personal Projects will be graded through four assessment criteria on an achievement scale from 1-8 per criterion, for a total of 32. A score out of 32 can be adjusted to the 1-7 IB scale and the 100 percent scale.

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

- Criterion A: Investigating
 - “Students define a clear goal and global context for the project, based on personal interests. Students identify prior and subject-specific knowledge relevant to the project. Students demonstrate research skills”
- Criterion B: Planning
 - “Students develop criteria for the product/outcome. Students plan and record the development process of the project. Students demonstrate self-management skills.”
- Criterion C: Taking Action
 - “Students create a product/outcome in response to the goal, global context and criteria. Students demonstrate thinking skills. Students demonstrate communication and social skills.”
- Criterion D: Reflecting
 - “Students evaluate the quality of the product/outcome against their criteria. Students reflect on how completing the project has extended their knowledge and understanding of the topic and the global context. Students reflect on their development as IB learners through the project.”

Contact Information

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

Personal Project Coordinator

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

MYP Coordinator

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