# Introduction to the Personal Project

2021-2022

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

…

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
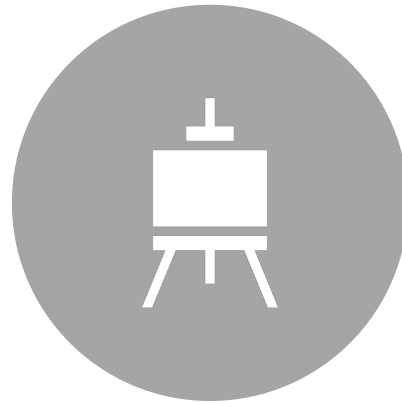
The MYP Model
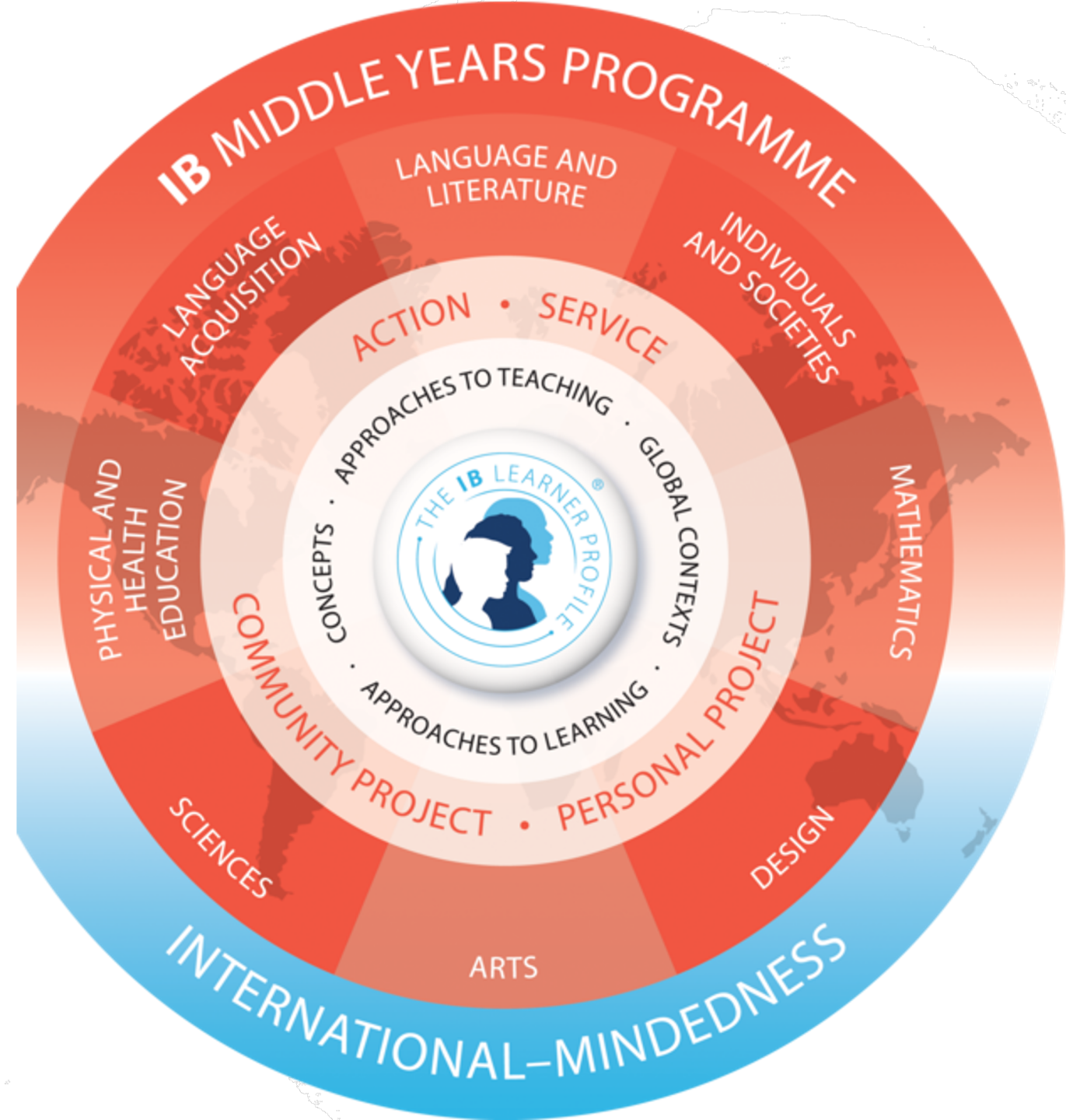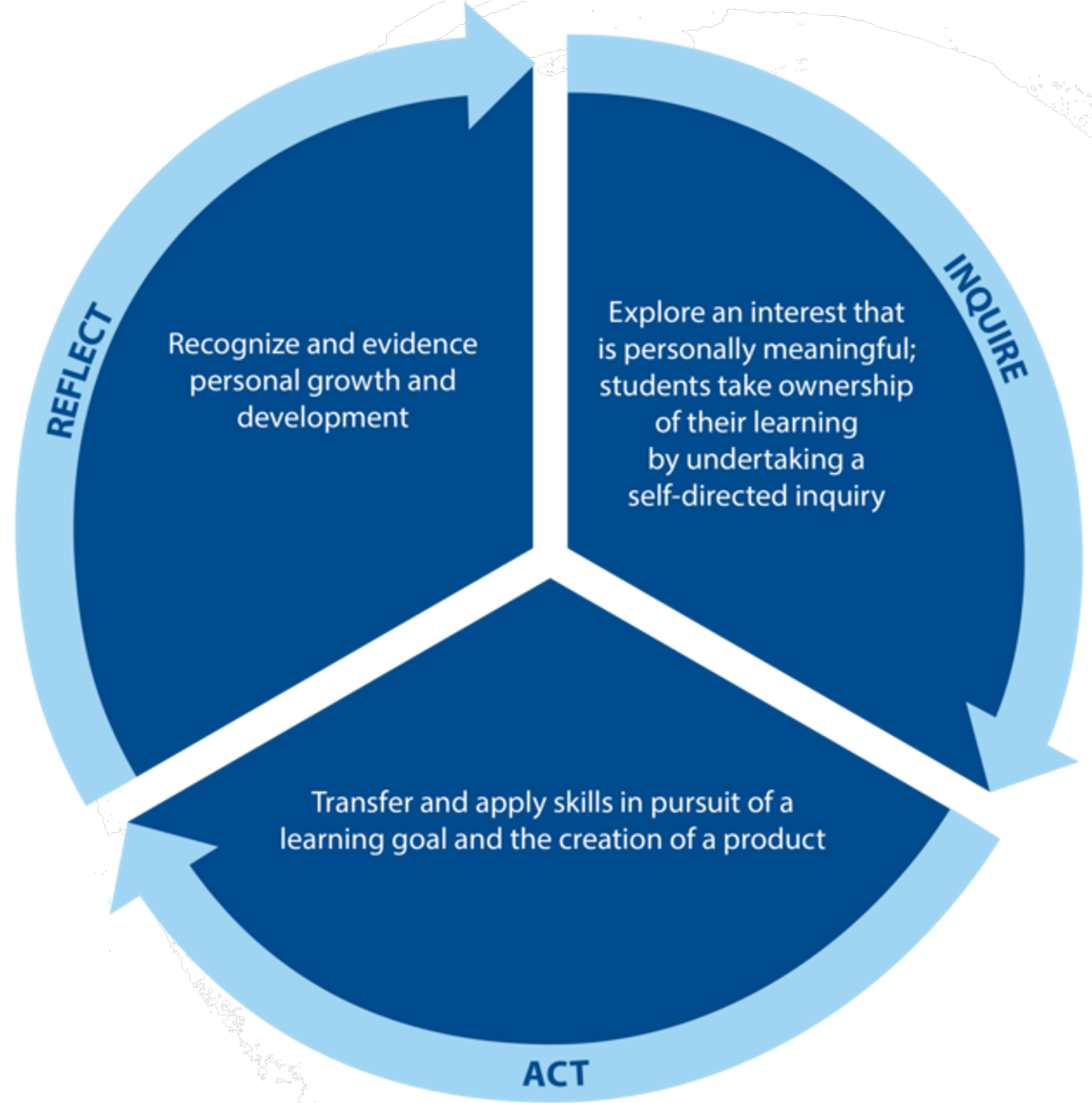
The IB Continuum

COMMUNITY PROJECT IN MYP 3

PERSONAL PROJECT IN MYP 4&5

EXTENDED ESSAY, TOK AND CAS IN DP

The Aims of the MYP Personal Project

Inquiry in the Personal Project

- These student-planned learning activities include:
  - deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project

  - creating proposals or criteria for their project, planning their time and materials, and recording developments of the project

  - making decisions, developing understandings and solving problems, communicating with their supervisor and others, and creating a product

  - evaluating the product and reflecting on their project and their learning

Components
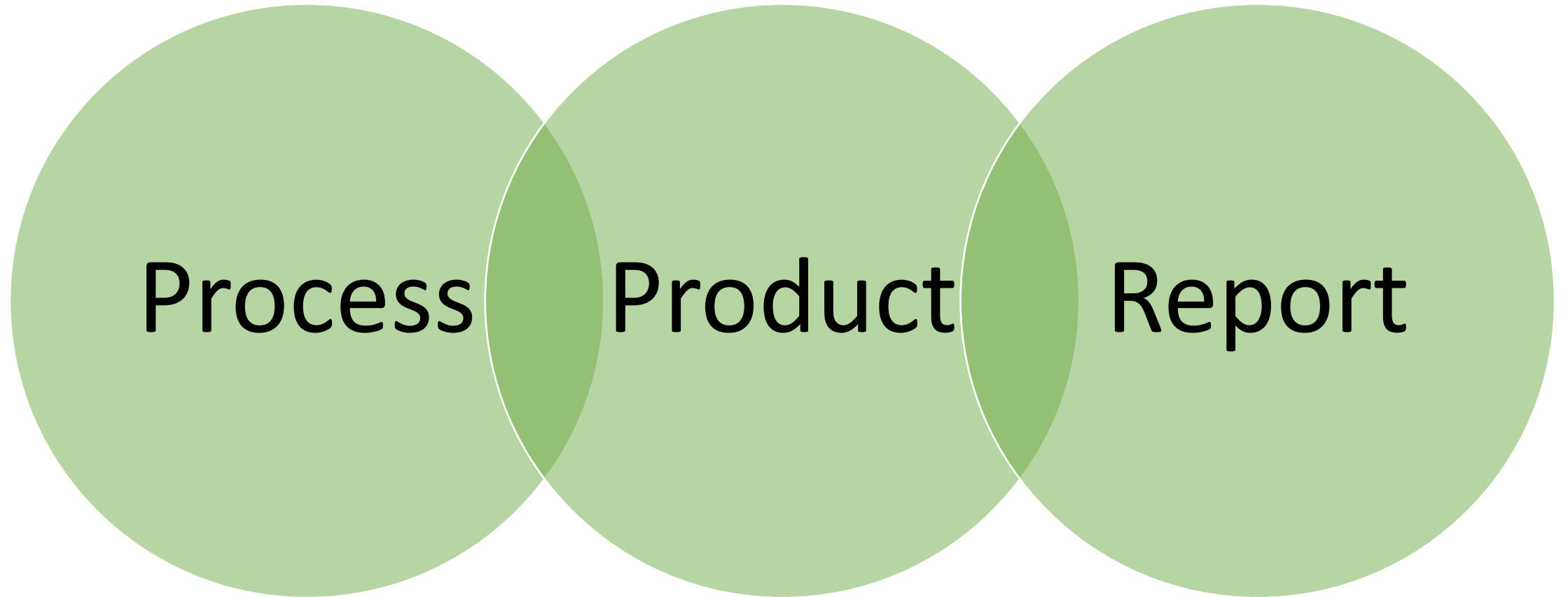
Process   Product   Report

The Process Journal

Students are expected to document their process on Google Classroom. In this way, students demonstrate their working behaviours and academic integrity.

Approaches to Learning Skills

- Transferrable across subject groups
- Allow students to learn independently and with others
- Allow students to reflect on learning
- All skills used while creating the product and writing the report
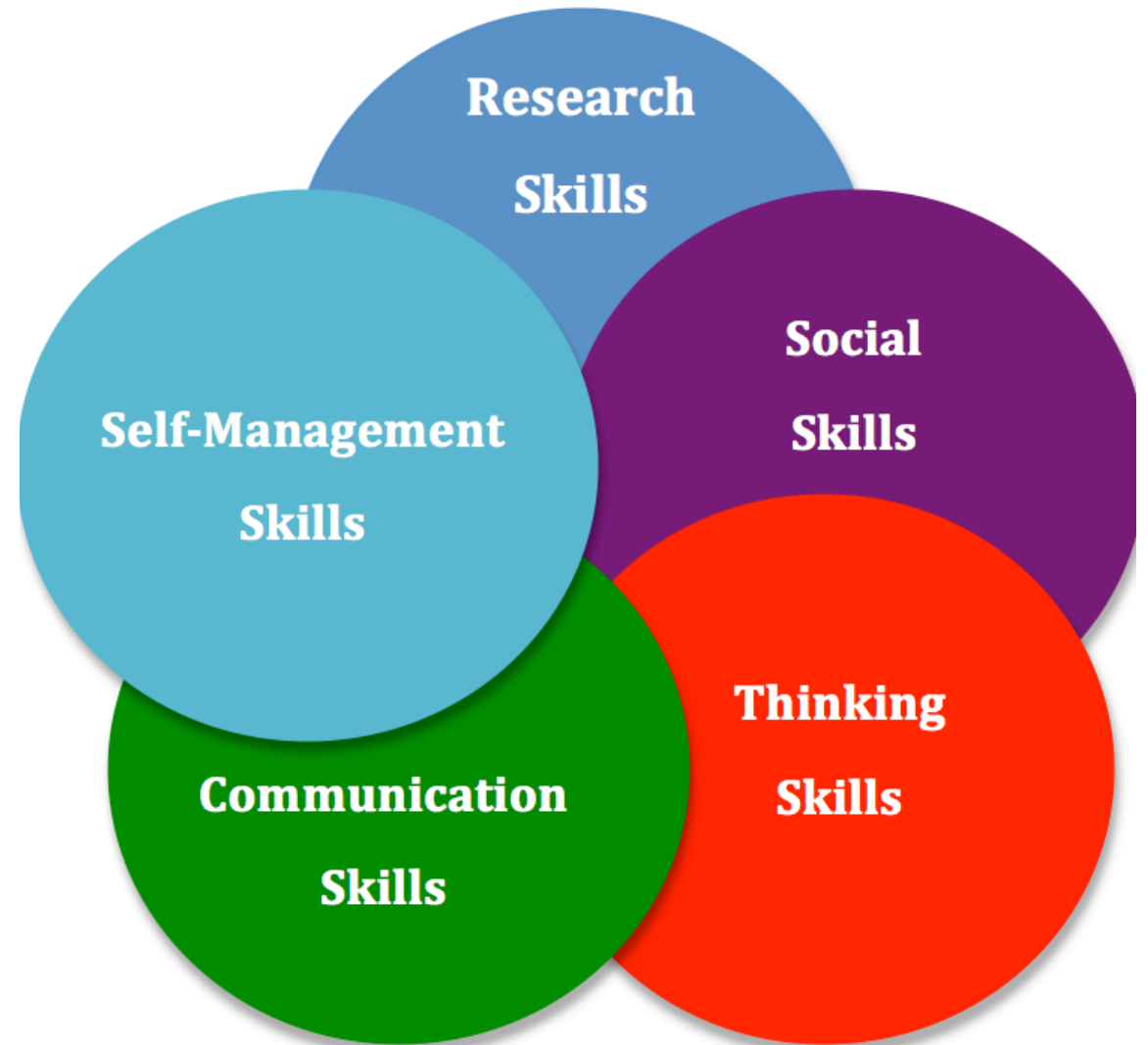
Applying the ATL skills

Throughout the personal project, students should collect evidence of how they have applied the ATL skills. This evidence 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

- self- and peer-assessment feedback.

Objectives

Objective A: Planning

Students should be able to:

- 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.

Objective B: Applying skills

Students should be able to:

- 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.

Objective C: Reflecting

Students should be able to:

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

Timeline

In Grade 9	**Students set learning and product goals** **Students establish success criteria** **Students develop action plan**	**Students apply ATL skills as they work towards their goal**
Over the Summer	Student create product/outcome	**Students document their process and collect evidence of the ATL skills employed in their process journal**
In Garde 10	Students reflect on the impact of their project Students evaluate the extent to which they achieved their product goal Students write the report Students prepare and submit their report The Exhibition	**Filling out the Academic Honesty Form**

Sumbission

At the end of the journey, students submit the following:

- Evidence of the Product

- Report

- Academic Honesty Form

Assessment and Standardisation

Criterion	Objective	Maximum Weighing
Criterion A	Planning	8
Criterion B	Applying skills	8
Criterion C	Reflecting	8

The language of the Personal Project

English or Arabic

Academic Integrity

Students and their supervisors must use the *MYP projects academic honesty* form provided by the IB to note their meeting dates and the main points discussed and to declare the academic honesty of work.
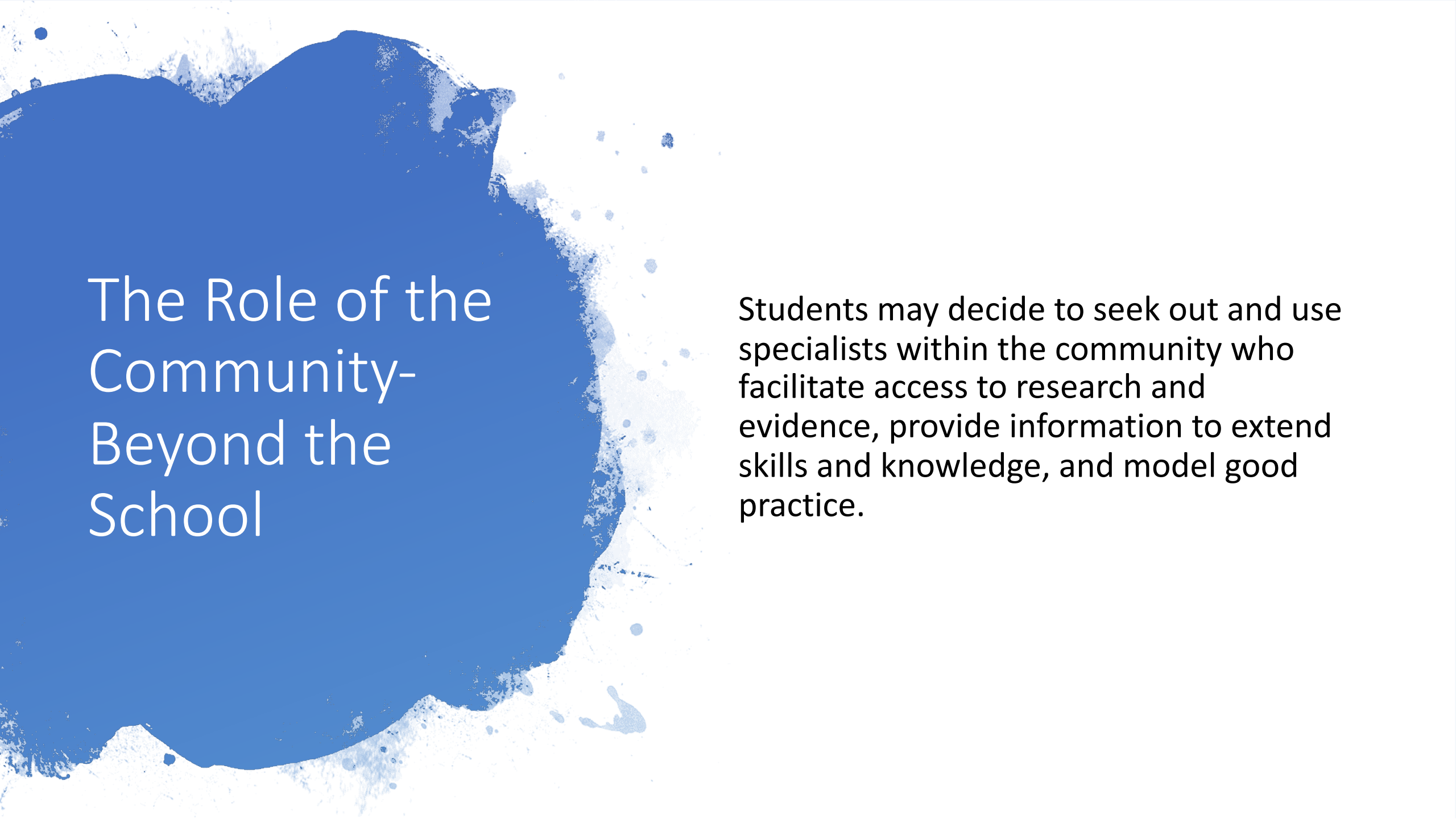
The Role of the Student

- Initiate meetings with supervisor
- Keep up with Google Classroom and Moodle announcements
- Attend PP Sessions
- independent learning through research, planning, development and completion of the project
- Creating product/outcome
- Keeping a process journal
- Meeting interim deadlines
- Implementing feedback
- reporting of the project

The Role of the Supervisors and Coordinator

- providing guidance to students in the process and completion of the project.
- Providing formative feedback
- Communicating with coordinator, students and parents
- ensuring requirements for academic integrity are met
- confirming the authenticity of the work submitted
- assessing and standardising the MYP project

The Role of the Librarian

To assist students with research skills and with locating and sourcing resources, as well as contributing in other areas such as referencing and completing bibliographies.

The Role of the Community- Beyond the School

Students may decide to seek out and use specialists within the community who facilitate access to research and evidence, provide information to extend skills and knowledge, and model good practice.

The Role of the Parent(s)

Help	Help students with brainstorming learning and product goals
Support	Help them organise their time at home
Communicate	Communicate with supervisor
Advise	Help school ensure the integrity of the work
Motivate	Motivate, motivate, motivate!

All information, material and deadlines are communicated to students through Google Classroom and Moodle

Questions