

Name _____ Supervisor _____

**Annandale High School
International Baccalaureate
Middle Years Program**



**Student Guide to the IB MYP
Personal Project
2010 – 2011**

Contacts

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Student Schedule for 2010-2011 Personal Project

October 8, 2010 – Personal Project Kick off Meeting

October 21, 2010 – MYP Requirements and Areas of Interaction meeting

October 22, 2010 – Submit **Supervisor Selection Form** to Ms. Hedrick in the main office

- Students identify who they want as their Project Supervisor
- Students meet with Supervisor to get approval and signature
- Students submit **Supervisor Selection Form** to IB MYP coordinator in the main office

November 8, 10, 12 2010 – TOUCH BASE WEEK – PHASE ONE

November 12 – Submit **Personal Project Goal Form** to Ms. Hedrick in the main office

- Student identify their Personal Project topics
- Students select their Areas of Interaction
- Students prepare their Goal Statements
- Students meet with Supervisors to get signatures
- Students submit **Personal Project Goal Forms** to IB MYP coordinator in the main office

December 6,8,10 2010 - TOUCH BASE WEEK - PHASE TWO

January 10, 12, 14 2011 - TOUCH BASE WEEK - PHASE THREE

February 14, 16, 18 2011 - TOUCH BASE WEEK - PHASE FOUR

March 17, 2011 – First Draft of Personal Statement DUE

March 31, 2011 – FINAL Project/Personal Statement DUE

April 5, 2011 – MYP Personal Project Fair

April 29, 2011- Submit **Community Service Form** to Ms. Hedrick in the main office

- Students complete their community service activities
- Students submit **Community Service Form** to IB MYP coordinator in the main office

Introduction

Have you ever wanted to design a better mousetrap? Have you ever wanted to build a musical instrument? Do you have questions about a topic that you have wanted to research on your own? Do you have a secret passion to write a play? Now is your chance! The personal project is **your** project to do what you want to do, to show the skills **you** have developed over the years in your subject and to apply them to a goal that focuses on the Areas of Interaction.

What is the Personal Project?

The personal project is an **individual project** completed in your 10th grade year. It consists of three main components: **a product, a process journal, and a personal statement**. It is an important part of the IB MYP, providing you an opportunity to demonstrate the skills you have learned during your IB MYP years. You have the opportunity to choose your topic, and enjoy learning about it as you research and develop your chosen product. Through the personal project, students:

- Demonstrate the personal abilities & skills required to produce and present an extended piece of work
- Engage in personal inquiry, action and reflection on specific topics and issues
- Focus on, and demonstrate an understanding of, the areas of interaction
- Reflect on learning and share knowledge, views and opinions.

What Can I Do for My Personal Project?

- An invention or specially designed object or system
- A piece of literary fiction (for example, creative writing)
- Original piece of art/music/drama
- Exploration of family histories or personal stories
- Original science experiment
- A written piece of work on a special topic
- The presentation of a developed business, management, or organizational plan
- Create a sport or game
- Research an idea (for example, how colors affect our moods)

It should be: personal, original, individual, something in which you have a genuine interest

It should not be: part of any assessed school course work, or bound by any specific subject. It should not destroy your social or academic life!

It can be: written (2,000 – 2,500 words) or a creation, presentation, product or project.

It must be: well recorded in your journal as it develops. The process of doing/making your project is important and will be marked. Additionally, it must have a personal statement (minimum 1,000 words unless the project is an essay.)

Some specific examples of product ideas...

- Designing a music studio
- Creating a community service activity
- Writing a novel
- Designing a beach chair/trolley
- Books of poetry and art
- Computer programming/game design
- Studying a family history
- Designing a website for displaying art
- New scientific research
- Learning instruments and writing new music
- Sewing a quilt
- Making a documentary about a topic
- Writing a one-act play
- The importance of sports for disabled people
- How different types of music are used in advertising

A detailed successful example....

The BEACH TROLLEY/CHAIR design project. The student...

- found a supervisor he could work with.
- wanted to create extra characters and scenes for a role-playing game he liked (but his supervisor said it would take 2000 words to explain the game!) Mother suggested something to help them carry everything to the beach. Father, a practical man, helped him.
- researched: what are beach chairs are made of? How are they designed? How much would people carry to the beach? How heavy are people? How would it fit in their car? How heavy should the chair be? What materials are environmentally friendly? (He used a questionnaire).
- kept research in a journal
- linked this to the Areas of Interaction – for example, Human Ingenuity (how to design a strong, light chair, inventive idea as a solution to problems)
- built a model of the chair
- wrote a reflection paper about the experience
- presented at the personal project fair
- received a grade of 7- the highest mark possible!

How it All Happens

- Step 1:** Picking your Supervisor
- Step 2:** Selecting your Topic, Area of Interaction, and Project Goal
- Step 3:** Researching your Topic and Goal
- Step 4:** Developing your Project
- Step 5:** Creating your Personal Statement and Reflecting on your Work
- Step 6:** Turning it all in
- Step 7:** Presenting at the Personal Project Fair

Step 1: Pick a Supervisor by **October 22** and turn this form in!

You will select a faculty member to be your Personal Project Supervisor. The Supervisor is **not** expected to be an expert in your chosen project, nor expected to do your project for you. They are there as facilitators, to guide you on your journey of learning. Supervisors' roles include:

- ◆ Meet with students periodically, and check the completion of each step within the deadlines set
- ◆ Ensure the student is able to define their goal clearly
- ◆ Providing guidance in the planning, research & completion of the PP
- ◆ Ensure the work is authentic
- ◆ Make sure the topic is inspired by the Areas of Interaction
- ◆ Make sure the topic is limited in scope, and "do-able"
- ◆ Make positive, constructive comments at each stage
- ◆ Mark the personal project according to the criteria.

**Complete the below information, and turn in to Ms. Hedrick (main office)
before October 22, 2010**

Supervisor Selection Form

Name: _____ Student ID # _____ Date: _____

I have asked _____ to be my IB MYP Personal Project Supervisor.

I selected this Supervisor because

____ I agree to meet with my Supervisor at least once a month. I understand that it is my responsibility to set up the meetings between my Supervisor and me. I agree to treat my Supervisor with professional respect, such as being prompt to any meetings, making sure that I stay on task, and being prepared when we meet to discuss the Personal Project.

Student Signature: _____ Date: _____

The student and I have discussed the roles of the Supervisor and the Certificate Candidate. Based on this discussion, I agree to serve as IB MYP Personal Project Supervisor for the student.

Supervisor's Signature _____ Date _____

What are some examples of Personal Projects?

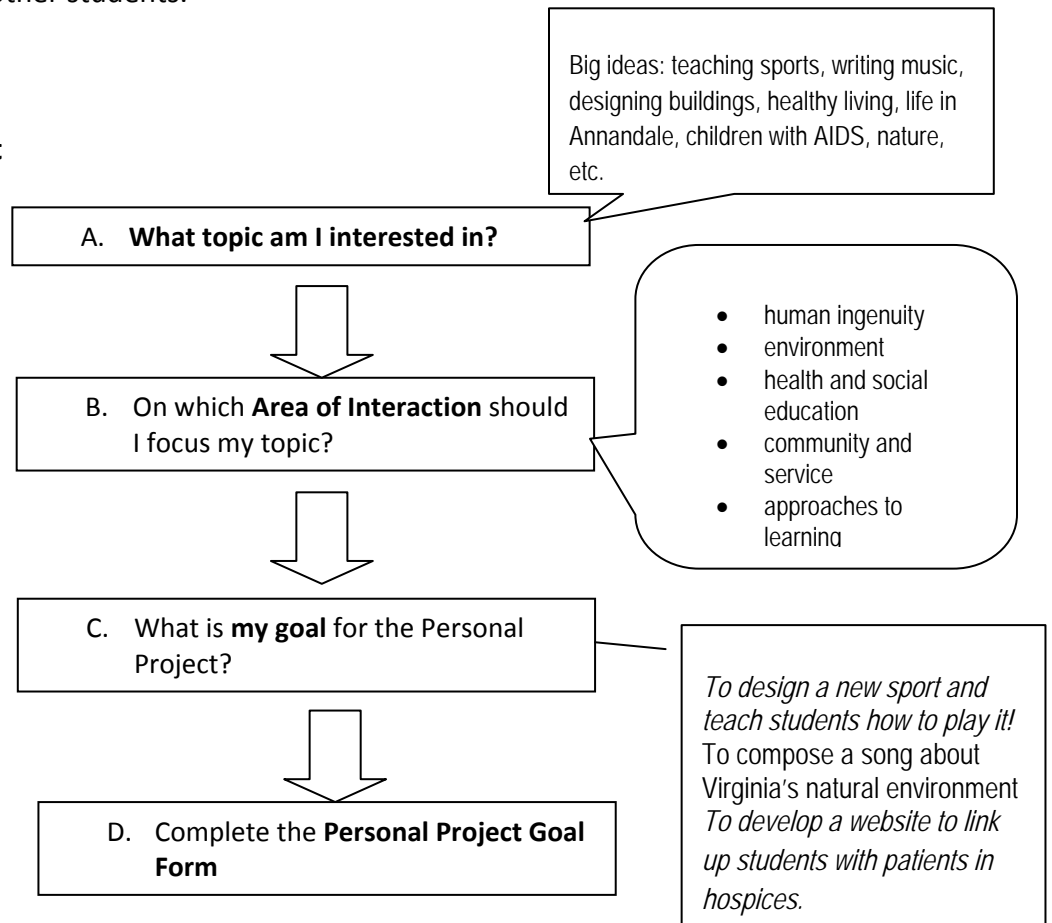
The Personal Project can take many forms, but all must be rooted in one Area of Interaction. The following are some examples to inspire your thinking.

Community and Service	Human Ingenuity
 <p>Projects that help you become aware of your roles and responsibilities as a member of the community.</p> <ul style="list-style-type: none"> ◆ Design a website to encourage people to donate time to an organization ◆ Start a book club to help students learn English ◆ Organize a tutoring service for students ◆ Create goods to donate to an organization 	 <p>Projects that help you become an inventor or to explore the effects of human invention on the world.</p> <ul style="list-style-type: none"> ◆ Create an original piece of art/music/literature ◆ Design an original science experiment ◆ Create jewelry/clothing/quilts ◆ Develop a computer program or game
Environments	Health and Social Education
 <p>Projects that help you explore your relationship with the environment, how it affects you, and how you affect it.</p> <ul style="list-style-type: none"> ◆ Plant a garden ◆ Research a solution to combat global warming ◆ Implement a recycling plan in the community ◆ Write a children's book to explain how our choices will impact future 	 <p>Projects that help you investigate personal, global, and societal issues and healthy decision-making.</p> <ul style="list-style-type: none"> ◆ Create a sport or game ◆ Explore the impact of sports on the disabled ◆ Shoot a documentary film to raise awareness of a global health issue ◆ Write a magazine to help teens deal with specific issues

Step 2: Selecting your Topic, your Area of Interaction, and your Project Goal

Perhaps one of the most difficult aspects of the Personal Project is choosing an appropriate topic and goal at the right level and breadth. Planning, research and reflection are all to be carried out on your topic, and it should demonstrate your understanding and skills of the Areas of Interaction (AOI). You might discuss ideas with family and friends, talk to your supervisor and your IB coordinator, or talk to other students.

Goal Selection Flow Chart



A. Pick a topic.

There are different ways of choosing and narrowing down a topic. A suggestion is to discuss the project with your friends and family, and consider options. You should then list the topics you have a genuine interest in, and brainstorm ideas you have relating to the topic, thus narrowing down your topic. Discuss your ideas with your friends to get even more ideas, then share them with your supervisor. Remember to keep the AOI in mind, as well as a product.

Any project will involve an important phase of investigation or research. When you are choosing your topic or theme, and the goal of your project and your approach, you must remember that the personal project is your way of demonstrating your understanding of the areas of interaction.

You must therefore choose a goal and focus on one or more areas of interaction that will allow you to do this.

It is also important that you have a discussion with your supervisor about your choice to see whether or not your intentions are realistic. This may be the first time you have been asked to do a significant independent investigation. You should realize that your supervisor is not looking for work of university standard. Instead, this is an opportunity for you to demonstrate such things as the approach you are taking, the methods you are using, and your ability to describe and justify a focus on your chosen areas of interaction.

Your topic or theme should not be too general, nor must it be one that would lead you to paraphrase or summarize what you have read in a book, in an encyclopedia, or on the Internet. It should be a topic or theme that you really want to explore, and that will allow you to reflect on and analyze ideas to express a personal point of view. It is important that you keep the goal of your personal project in mind continuously, although the goal could be modified in the light of experience gained during the process.

B. Select an Area of Interaction to guide the Personal Project

Each project must be done in keeping with an Area of Interaction. As you think about your topic, you should also think about the areas of interaction. What impact does each Area of Interaction have on the topic and how you think about it? If you are looking at a particular topic it can be explored through each of the areas of interaction; your goal is to pick just one on which to focus your research.

C. Select your goal for the Personal Project

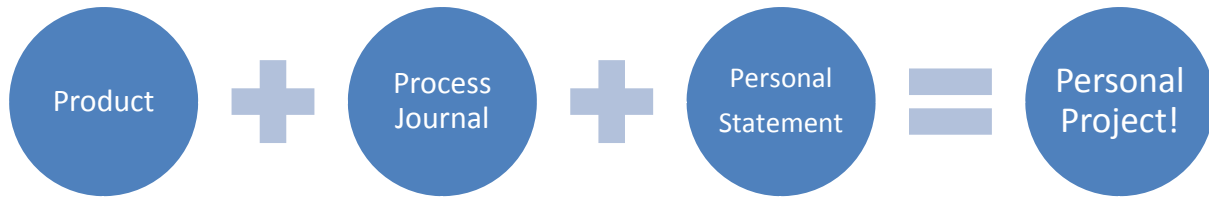
The final piece to start well is to have a great goal. The goal is a statement of what you hope to be able to do. It is in your topic area and it is focused on one Area of Interaction. But what does it look like? The goal should be in the form of a statement, e.g.: “to design a school-wide garbage and recycling system that reduces the South Lakes carbon footprint,” “to build a kayak using only natural materials,” “to learn how to play the zither and compose a piece about World War 2.” The goal is the direction in which you are pointing your research. You need to be clear about your goal!!

D. Fill out the Personal Project Goal Form

Fill out the Personal Project Goal Form and turn it in to Mrs. Hedrick by October 22, 2010. Be sure to keep a copy for yourself!

What Comprises the Final Personal Project?

A complete Personal Project has three elements: the product itself, the process journal, and the personal statement. Each is important and each is required.



1. The Product

The actual project itself will be submitted. It may take a variety of physical forms, such as a tangible product or design. If it is an activity or an event, it should be recorded and available for review.

2. Process Journal

You are required to maintain a process journal of your personal project. Your process journal should have all your rough ideas (even if your ideas change over the duration of the project), rough drawings, ideas etc. It is a practical workbook. Record your progress in the journal, and use your notes/drawings to reflect on your ideas, achievements, obstacles, etc. Here are some headings you could use to help provide a structure your journal, ensuring you make best use of the journaling process.

- Work completed this week – this section should detail all aspects of work completed on the personal project in the week.
- Resources consulted – you can record bibliographical details in this section. You should also record details of any conversations that took place with sources relating to the project.
- Challenges/difficulties faced – you should detail obstacles and indicate how you did or intend to deal with them.
- Evaluation of progress – This is where you should refer to your initial goals and indicate whether or not you are achieving them. You may also identify any areas that need improvement at this stage.

3. Personal Statement

Besides the actual outcome of your goal, the personal statement is the most important part of the Personal Project process. This written statement is your detailed analysis of your entire project and the process of development. It explains how, why, and what you did, in a well-structured and organized manner. It is up to you when you write the personal statement; however it is suggested that it should precede an essay or any written report, as it provides a clear outline of what the project will be about and how it has been organized.

All students will be provided with a template for the written statement after they have submitted their Personal Project Goal Form. This form will serve as a basis for project research as well as the development of the final product.

Fill in, cut page out, and hand sheet to Ms. Hedrick in the main office by November 12, 2010

<h2>Personal Project Goal Form</h2>

Name: _____ Supervisor: _____

Proposed topic area/subject chosen:
Specific links with one Area of Interaction:
What is the goal of your project? What do you wish to do?
What is your personal motivation to set this goal to your topic?
What form of presentation do you have in mind? (e.g. essay, report of experiment, work of art, etc.)
Give a brief description if appropriate.
What kind of material do you require for this personal project?
What expertise will you require for your project, and do you have an idea of who you would consult?
In what way do you intend to share your personal project for public use or other?

Next Steps

Step 3: Researching your topic and goal

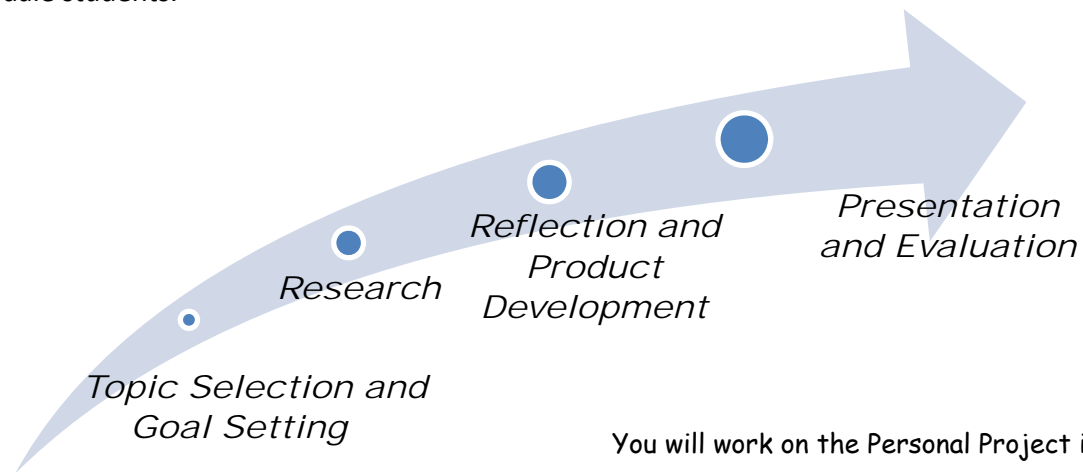
Step 4: Developing your Product

Step 5: Creating your Personal Statement and reflecting on your work

Step 6: Turning it all in

Step 7: Presenting at the Personal Project Fair

Personal project supervisors will work with students each step of the way. However, most of the work will be done independently. It is important that students check in with personal project supervisors during the touch base weeks to receive guidance and feedback. Additionally, students will receive further instruction and materials from the MYP coordinator and the Personal Project coordinator. Students are responsible for checking email and blackboards for instructional guidance. Friends and families are encouraged to attend the personal project fair to celebrate the success and hard work of the Annandale students.



You will work on the Personal Project in phases; each requires you to write distinct entries in your process journal.

IB MYP Personal Project Assessment Criteria

Criterion A: Planning and Development (Maximum 4)

Students should be aware that it is essential to define a clear goal before starting detailed research and work. A goal can be defined as a statement, or one or more key questions, which identify the focus of the personal project based on one or more areas of interaction. The goal may alter during the course of the personal project but students need to state and explain clearly the reason(s) for a change in goal. Evidence of students' achievement in this criterion will be found in the introduction, the body of the work and the conclusion.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student identifies the goal of the personal project but does not provide an outline of how he/she aims to achieve this goal.
2	The student identifies and describes the goal of the personal project, states the focus on the chosen area(s) of interaction and provides a simple outline of how he/she aims to achieve this goal.
3	The student identifies and clearly describes the goal of the personal project, describes the focus on the chosen area(s) of interaction and provides a coherent account of how he/she aims to achieve this goal. The development of the personal project is generally consistent with this description.
4	The student identifies and clearly describes the goal of the personal project within a context, develops and justifies the focus on the area(s) of interaction and provides a coherent and thorough description of how he/she aims to achieve this goal. The development of the personal project is totally consistent with this description.

Criterion B: Collection of Information/Resources (Maximum level: 4)

This criterion allows the student to demonstrate the ability to collect relevant information from a variety of sources and to compile a bibliography of sources used in the project. Students should select sufficient information and appropriate resources to substantiate all arguments and/or to support the project. Students should also acknowledge their sources of information clearly in the body of their text through clear referencing.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	Few sources of information and resources have been collected, or the majority is irrelevant to the goal of the personal project. The student has provided a summary bibliography , where many elements are missing. Few references are made in the text to sources of information used.
2	The student has chosen and used a limited amount of relevant information and resources, from a limited number of appropriate sources. A bibliography has been compiled with most elements present and/or appropriately presented . Some references are made in the body of the text and appendices, where appropriate.
3	The student has chosen and used a good amount of relevant information and resources, from a fairly extensive number of appropriate sources. A bibliography has been compiled with all important elements present and/or appropriately presented. Detailed references are made in the body of the text and appendices, where appropriate.
4	The personal project contains excellent , relevant information and resources from a wide variety of appropriate sources. The bibliography is complete and well presented , with clear references to sources in the body of the text and appendices, where appropriate

Criterion C: Choice and Application of Techniques (Maximum level: 4)

This criterion assesses students' abilities to choose techniques relevant to the personal project's goal, as defined by the key questions, or statement of intent of the personal project. Students should justify this selection and apply the chosen techniques consistently and effectively. Students should choose a goal that is achievable. Because of circumstances that may be beyond their control, students may find unforeseen difficulties prevent successful completion of ambitious projects. These types of ambitious personal project may still result in a good level of achievement for this criterion.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	Large parts of the project are not relevant in terms of the goal that had been identified by the student. The techniques used are largely inappropriate and inadequately applied .
2	The techniques chosen vary in their appropriateness with some being applied to an acceptable standard in order to contribute to the achievement of the goal. The student begins to provide justification for the use of the chosen techniques.
3	The techniques chosen are generally appropriate and well applied to contribute to the achievement of the goal. The student provides some justification for the use of the chosen techniques.
4	The student has chosen absolutely appropriate techniques, provided specific justification for their choice and applied them effectively to achieve the stated goal.

Criterion D: Analysis of information (Maximum level: 4)

This criterion measures students' abilities to analyze information in terms of the personal project's goal and focus on the chosen area(s) of interaction. Students should express personal thoughts and support arguments with evidence.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The personal project contains little reflection in terms of the goal and focus on the chosen area(s) of interaction, and is largely narrative/descriptive . The student misses many opportunities for personal treatment of the topic/theme.
2	The personal project contains some reflection in terms of the goal and focus on the chosen area(s) of interaction. Personal thought is mostly supported with arguments and evidence.
3	The personal project contains significant reflection in terms of the goal and focus on the chosen area(s) of interaction. The student generally supports personal thought with arguments and evidence. However, some opportunities for analysis are not pursued .
4	The personal project clearly shows the depth of reflection and vitality of the student's own ideas and vision . The student consistently supports a truly personal response to the topic with arguments and evidence.

Criterion E: Organization of the Written Work (Maximum level: 4)

This criterion focuses on the presentation of the written work (including title page, contents page and page numbering, overall neatness, the appropriate use of graphs, diagrams and tables, where appropriate). It also assesses the internal structure and coherence of the work.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The written work is poorly organized , lacking a sensible order and coherent structure. The presentation of the work (for example, table of contents and page numbering) is lacking in several respects.
2	The student has made some attempt at logical organization and an attempt to respect the required structure of the personal project. There are some coherent links between parts of the personal project, and the presentation of the work is often appropriate .
3	The student has made a good attempt at logical organization, respecting the required structure of the personal project. There are some good links between parts of the personal project, and the presentation of the work is almost always appropriate .
4	The organization of the work is completely coherent with the required structure. Ideas are sequenced in a consistently logical manner with appropriate transitions. Overall presentation and neatness of the work are excellent .

Criterion F: Analysis of Process and Outcome (Maximum level: 4)

Students and teachers must bear in mind that the aim of the personal project is to understand and recognize the dimensions of the areas of interaction. This criterion refers to the student's ability to demonstrate a meaningful relationship between his/her project and the areas of interaction other than approaches to learning. The treatment of the project as a whole should be clearly inspired by the areas of interaction, and the links to several areas must be explicit within the report/personal statement. Students are expected to describe and develop the links which they identified and the thought processes followed

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The student's review is simply a narrative summary or a superficial review of the development of the personal project in terms of the goal set at its start. There is little understanding of the dimensions of the area(s) of interaction that were stated as the focus for the personal project.
2	The student adequately reviews his/her personal project in terms of the goal set at its start. The student's review shows some reflection on different stages of the process including an adequate analysis of the quality of the product. The student's review shows some understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.
3	The student consistently reviews his/her personal project in terms of the goal set at its start. The student's review shows significant reflection on different stages of the process. The evaluation includes a good analysis of the quality of the product, and shows a clear understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.
4	The student consistently and thoroughly reviews his/her personal project in terms of the goal set at its start. The student's review shows excellent reflection on different stages of the process. The evaluation includes an excellent analysis of the quality of the product and reveals a thorough understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project. The student presents new perspectives emerging from the chosen topic.

Criterion G: Personal Engagement (Maximum level: 4)

Evidence of students' achievement in this criterion will be found in the conclusion and also in the body of the structured piece of writing. Students are expected to describe, and reflect on, the stages of development of the personal project and the thought processes followed. Students should reflect on the ways in which the personal project has fulfilled the initial goal. In this reflection, students should review the ways in which the project has been focused on the chosen area(s) of interaction, and on how dimensions of the area(s) have been explored and developed. Students should attempt to define new perspectives that could be investigated further through future inquiry into the topic/theme. Using their process journals as a prompt for reflection, students will provide comments on such questions as:

- What have been the strengths and the weaknesses of the personal project at different stages of development?
- What would the student do differently next time?

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1	The personal project shows little evidence of any of the required qualities and working behaviors.
2	The personal project is judged to be satisfactory in terms of most of the required qualities and working behaviors.
3	The personal project is judged to be good in terms of most of the required qualities and working behaviors.
4	The personal project is judged to be outstanding in terms of the required qualities and working behaviors.

