



مدارس الظهران الأهلية
Dhahran Ahliyya Schools

مجتمع تعلّم غير ربحي
A not-for-profit learning community

PERSONAL PROJECT GUIDE

Name:

Year:

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INTRODUCTION

The Personal Project is your opportunity to showcase the skills you have developed at DAS and apply them to a topic that you are passionate about. The project can be a research project, a piece of writing, a piece of art, or any creative work. You will be working on this project for an extended period of time, so choose wisely.

It is your chance to do what you **really want to do!** It's **personal!** You also get to share it with the DAS community and be proud of your work.

This is an important and exciting event during your time in the IB Middle Years Program. It is also a requirement for completion of the MYP Certificate. On your report card, the Personal Project is graded as a separate subject. Keep in mind, there are 3 criteria against which you will be assessed; and they are: **A. Planning**, **B. Applying Skills**, and **C. Reflecting**. More on that later.

THE FOUR PARTS OF THE PROJECT

The Product



The product provides a focus for you to explore an interest that is personally meaningful to you, and a basis for recognizing and providing evidence of personal growth.

Through the process of creating a product, you will explore an area that is personally meaningful, take ownership of your learning in a self-directed inquiry, and transfer and apply skills in pursuit of a learning goal and the creation of a product. It will be documented in your process journal.

The Process

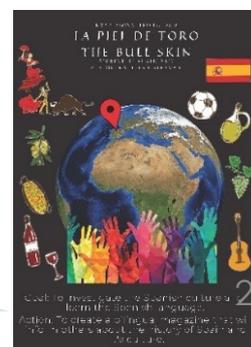


The Report



The report is your chance to engage in a structured reflection on the process and the product in order to recognize and document your growth and development.

The Exhibition



At the end of the year, you will showcase your project to the DAS community.

ESSENTIAL AGREEMENTS

Mutual Agreements:

We agree to meet regularly during "Personal Projects" periods and in accordance with the Timeline.

Student Agreements:

- I will spend sufficient time on an on-going basis to complete all the requirements of the Personal Project.
- I am responsible for recording the contact hours with my mentor in the Personal Project Guide.
- I will bring my Personal Project Guide, process journal, and device to all meetings.
- I will complete each stage within the deadline set.
- I will immediately inform my mentor if I have any problems or challenges.
- I will follow all instructions from my mentor and coordinator, whether orally or via email.
- I understand that this is my project; therefore, I will be responsible for my own learning and time management.
- I understand that academic honesty is of utmost importance and the Personal Project will be subject to the consequences set forth by the DAS Academic Honesty Policy.

Mentor Agreements:

- I understand that my role is a facilitator for the student to complete the Personal Project. I am not expected to be an expert in the topic, nor am I required to complete the project for the student. I am here to guide the student through his/her journey of learning.
- I will ensure that the student is provided with, and understands the various aspects of the Personal Project Guide.
- I will meet with the student during Personal Projects period and in accordance with the Timeline. I will set additional meetings, if necessary.
- I will periodically check the completion of each stage within the deadlines set.
- If the student seems to be falling behind in his/her work and does not show up for more than two Personal Projects periods, I will inform the Personal Project Coordinator.
- If the student does not submit her assignment:
 - First time: Verbal warning
 - Second time: Email to parents, CCing the Projects Coordinator
 - Third time: Meeting between parents and Coordinator
 - Fourth time: Meeting between parents and Middle School Principal

Student Signature

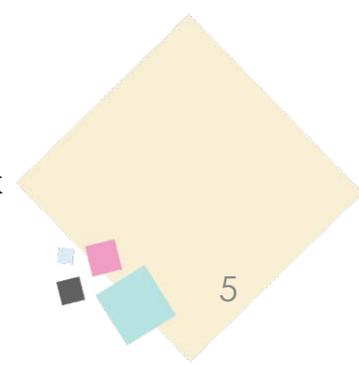
Parent Signature

TIMELINE

Week No.	Task
Week 1	Orientation
Week 2	Brainstorming
Week 3	Project Ideas/Goal and Product
Week 4	
Week 5	Personal Interest
Week 6	Research Plan/Success Criteria
Week 7	
Week 8	Action Plan
Week 9	Continue researching and start working on product
Week 10	
Week 11	Midpoint Exhibition
Week 12	
Week 13	Final Exams
First Semester Break	
Week 1	Work on product
Week 2	
Week 3	
Week 4	
Week 5	
Midterm Break	
Week 6	Submit Product
Week 7	Submit 1 st Draft of Report
Week 8	
Week 9	
Week 10	Submit Reports and Documents
Week 11	
Week 12	
Week 13	Final Exams
Second Semester Break	
Week 1	Standardization begins
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Reports uploaded to the IBIS
Eid Al Fitr	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	

THIS TIMELINE IS FOR:

- the order in which each task needs to be done
- the time needed to complete a task
- events that will affect your ability to complete a task (school break, exams, etc.)
- step-by-step break down to finish the tasks

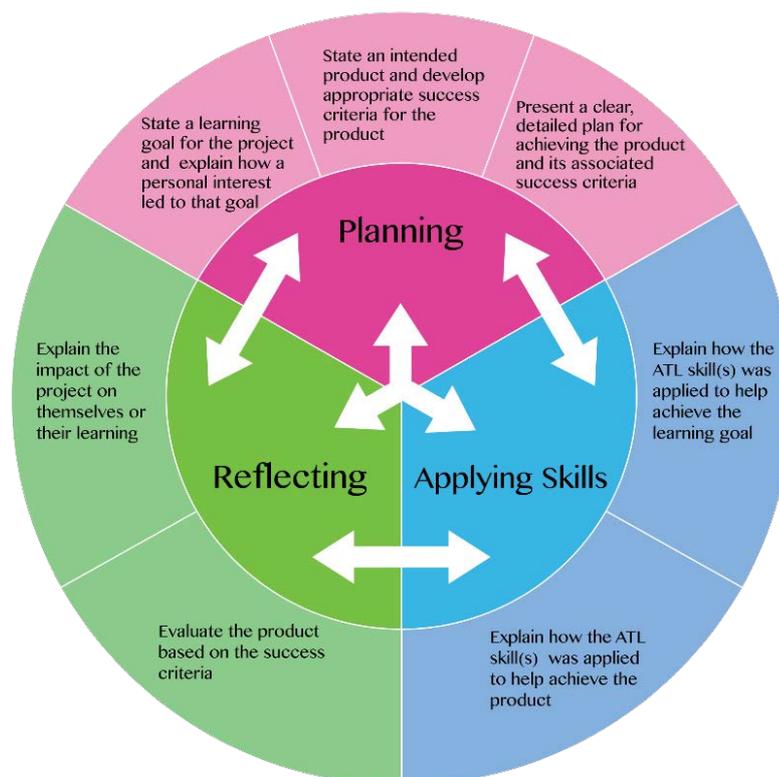


OBJECTIVES OF THE PERSONAL PROJECT

OBJECTIVE A: PLANNING	<ul style="list-style-type: none"> i. state a learning goal for the project and explain how a personal interest led to that goal ii. state an intended product and develop appropriate success criteria for the product iii. present a clear, detailed plan for achieving the product and its associated success criteria.
OBJECTIVE B: APPLYING SKILLS	<ul style="list-style-type: none"> i. explain how the ATL skill(s) was/were applied to help achieve their learning goal ii. explain how the ATL skill(s) was/were applied to help achieve their product.
OBJECTIVE C: REFLECTING	<ul style="list-style-type: none"> i. explain the impact of the project on themselves or their learning ii. evaluate the product based on the success criteria.

VISUALIZING THE PROEJCT OBJECTIVES

Examine the objective cycle below. This graphic demonstrates how the process unfolds. These are also the objectives/criteria (inner circle) and strands (outer circle), which will be used to assess your project.



ASSESSMENT RUBRIC

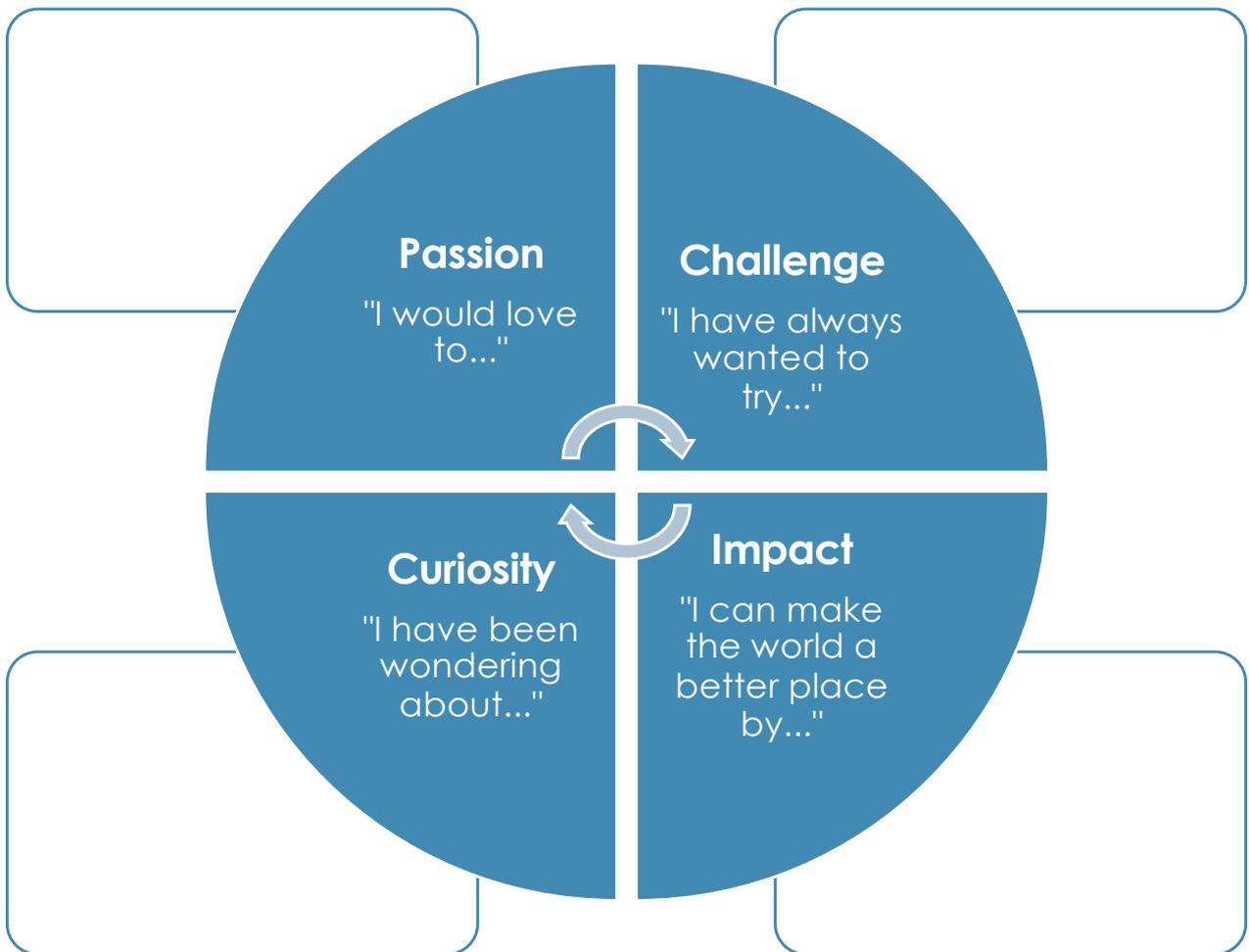
Level	CRITERION A PLANNING	CRITERION B APPLYING SKILLS	CRITERERION C REFLECTION
0	The student does not achieve a standard described by any of the descriptors below.	The student does not achieve a standard described by any of the descriptors below.	The student does not achieve a standard described by any of the descriptors below.
1-2	<ul style="list-style-type: none"> i. states a learning goal ii. states their intended product iii. presents a plan that is superficial or that is not focused on a product. 	<ul style="list-style-type: none"> i. states which ATL skill(s) was/were applied to help achieve their learning goal ii. states which ATL skill(s) was/were applied to help achieve their product. 	<ul style="list-style-type: none"> i. states the impact of the project on themselves or their learning ii. states whether the product was achieved.
3-4	<ul style="list-style-type: none"> i. states a learning goal and outlines the connection between personal interest(s) and that goal ii. states their intended product and presents basic success criteria for the product iii. presents a plan for achieving the product and some of its associated success criteria. 	<ul style="list-style-type: none"> i. outlines which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence ii. outlines which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence. 	<ul style="list-style-type: none"> i. outlines the impact of the project on themselves or their learning ii. states whether the product was achieved, partially supported with evidence or examples.
5-6	<ul style="list-style-type: none"> i. states a learning goal and describes the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate success criteria for the product iii. presents a detailed plan for achieving the product and most of its associated success criteria. 	<ul style="list-style-type: none"> i. describes how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence ii. describes how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence. 	<ul style="list-style-type: none"> i. describes the impact of the project on themselves or their learning ii. evaluates the product based on the success criteria, partially supported with evidence or examples.
7-8	<ul style="list-style-type: none"> i. states a learning goal and explains the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate, detailed success criteria for the product iii. presents a detailed plan for achieving the product and all of its associated success criteria. 	<ul style="list-style-type: none"> i. explains how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence ii. explains how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence. 	<ul style="list-style-type: none"> i. explains the impact of the project on themselves or their learning ii. evaluates the product based on the success criteria, fully supported with specific evidence or detailed examples.

A. PLANNING



BRAINSTORMING

Using these 4 prompts, brainstorm at least 20 ideas.



PROJECT IDEAS

In the first box "Idea" state your idea in some detail (i.e. avoid writing a single word such as piano, karate, etc.) In the event your first choice is considered inappropriate, controversial, or poses danger/challenges to you, the next two choices will be looked into. Involve your parents in the discussion as they must approve your ideas before moving forward.

Idea 1	Idea 2	Idea 3
Advantages	Advantages	Advantages
Disadvantages	Disadvantages	Disadvantages

Student Signature

Parent Signature

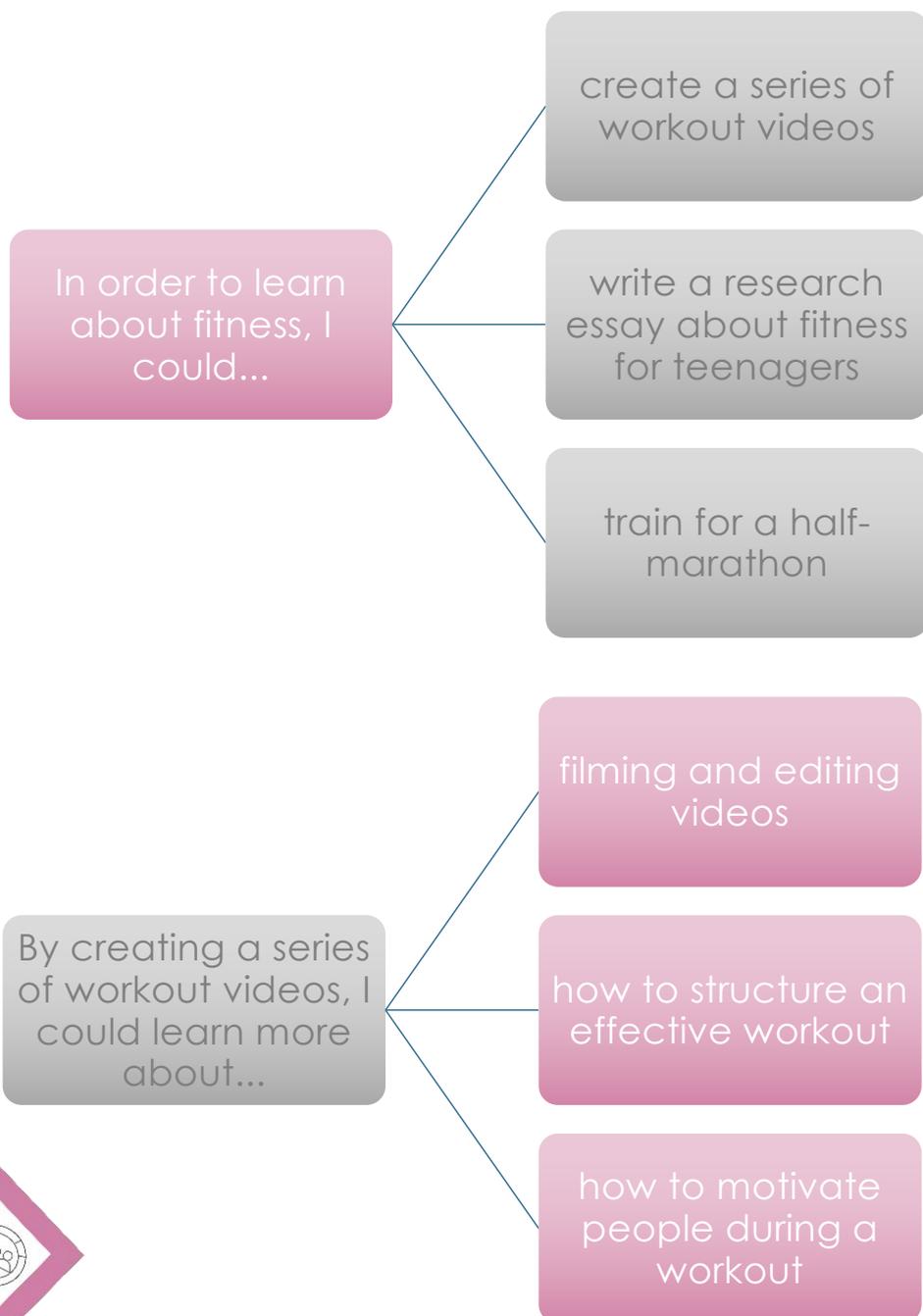
LEARNING GOAL AND PRODUCT

There is a difference between the learning goal and the product. The **product** is what you will *create*, and the **learning goal** is what you want to *learn*. Here is a way to help you write your goal and action. Complete this section after you have brainstormed 3 project ideas, in the next two pages.

You may want to begin the goal-setting process with a product in mind, or you may begin with a learning goal which will help you decide what kind of product to pursue.

The learning goal could lead to a variety of different products, just as a product could relate to a variety of learning goals.

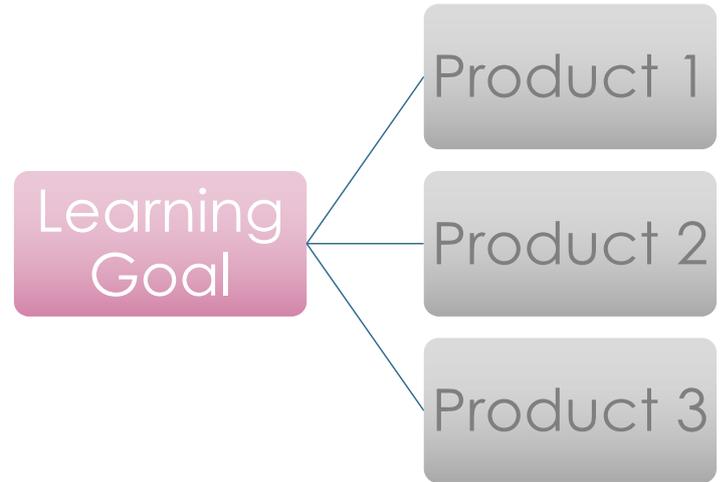
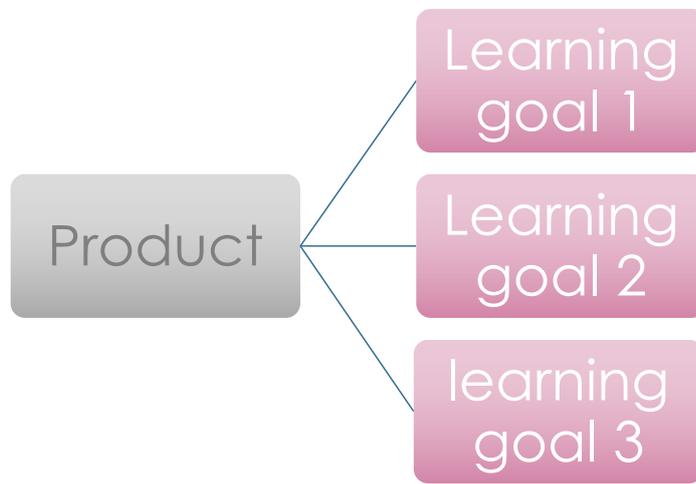
The product may be a **tangible** artifact such as a sculpture, film, story, or model, or it could be a **non-tangible** result such as an awareness-raising campaign, learning to play a new piece of music, or improving athletic performance.



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LEARNING GOAL AND PRODUCT



MY LEARNING GOAL:

I will _____

MY PRODUCT:

I will _____

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In the coming worksheets, you will develop success criteria for your product and check to see if your goal is an iSMART goal.

PERSONAL INTEREST

The Personal Project must be based on your interest. This table is an example of how you could organize your information and list all your personal experiences, subject specific knowledge, and previous MYP Subjects that you have taken in school which will be useful for the project.

EXAMPLE:

Learning Goal: I will learn Spanish in order to gain a new language and learn about Spanish culture.

Product: I will create a video about Spanish culture for people interested in Spain.

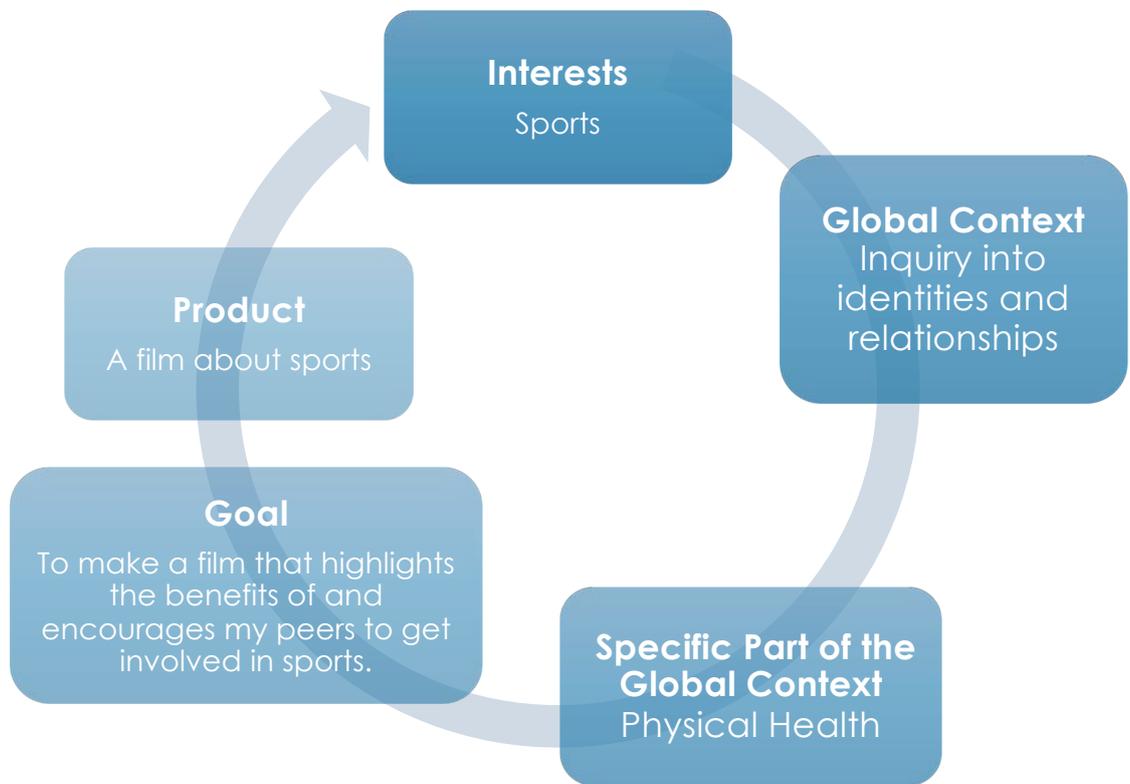
Personal Experiences	
Experience	How is it relevant to your project?
Spend summer in Spain	I spend a lot of time in Mallorca and travel on the island and enjoy their restaurants, cafes, museums, etc. I love the culture and want to know more about it.
Many Spanish and Latin American friends	I met many people in Spain and also Latinos in USA and keep in touch with them regularly. I always hear them speaking Spanish and have picked up some phrases like “!Dios Mio!” and “todo bien”. I want to learn how to join them in conversations.
Subject-specific Knowledge	
Knowledge	How is it relevant to your project?
Counting in Spanish	I have some basics in Spanish counting and would like to build on it. I can count to 20.
Greeting, ordering in restaurants	I know how to order items from menus, and greeting people (Hola, como estas). I enjoy talking in a different language and want to be able to talk about more topics.
MYP Subjects	
Subject	How is it relevant to your project?
English	English is my second language. Arabic is my first. I struggle with grammar but vocabulary comes easy to me. When I learn Spanish, I will focus on grammar to help me construct correct sentences. English taught me that there are many subtle meanings that cannot be translated literally to another language.

GLOBAL CONTEXT

Global contexts allows you to frame learning around concepts and connections to your life and experience.

<p>Identities and Relationships</p> <p>Who am I? Who are we?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identity <input type="checkbox"/> Beliefs and values <input type="checkbox"/> Personal health <input type="checkbox"/> Physical health <input type="checkbox"/> Mental health <input type="checkbox"/> Social health <input type="checkbox"/> Spiritual health <input type="checkbox"/> Human relationships, including families, friends, communities, and cultures 	<ul style="list-style-type: none"> • Tutoring classes providing additional or special instruction to primary school students
<p>Fairness and Development</p> <p>What are the consequences of our common humanity?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rights and responsibilities <input type="checkbox"/> The relationships between communities <input type="checkbox"/> Sharing finite resources with other people and with other living things <input type="checkbox"/> Access to equal opportunities <input type="checkbox"/> Peace and conflict resolution 	<ul style="list-style-type: none"> • Campaign for fair-trade awareness • Supporting a local organization that works on literacy
<p>Globalization and Sustainability</p> <p>How is everything connected?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The interconnectedness of human-made systems and communities <input type="checkbox"/> The relationship between local and global processes <input type="checkbox"/> How local experiences mediate the global <input type="checkbox"/> The opportunities and tensions provided by world-interconnectedness <input type="checkbox"/> The impact of decision-making on humankind and the environment 	<ul style="list-style-type: none"> • Creating a school or community garden • Campaign to raise awareness and reduce plastic straw use
<p>Orientation in Space and Time</p> <p>What is the meaning of "where" and "when"?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Personal histories <input type="checkbox"/> Homes and journeys <input type="checkbox"/> Turning points in humankind <input type="checkbox"/> Explorations and migrations of humankind <input type="checkbox"/> Discoveries 	<ul style="list-style-type: none"> • Inspired by lack of facilities in the community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions
<p>Personal and Cultural Expression</p> <p>What is the nature and purpose of creative expression?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values <input type="checkbox"/> The ways in which we reflect on, extend, and enjoy our creativity <input type="checkbox"/> Our appreciation of the aesthetic (beauty) 	<ul style="list-style-type: none"> • Performing a theater play to raise awareness about bullying • Promoting intercultural understanding through an art contest
<p>Scientific and Technical Innovation</p> <p>How do we understand the world in which we live?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The natural world and its laws <input type="checkbox"/> The interaction between people and the natural world <input type="checkbox"/> How humans use their understanding of scientific principles <input type="checkbox"/> The impact of scientific and technological advances on communities and environments <input type="checkbox"/> The impact of environments on human activity <input type="checkbox"/> How humans adapt environments to their needs 	<ul style="list-style-type: none"> • Campaign to reduce paper use and to promote recycling • Campaign to reduce water, electricity, or fuel waste

THE GOAL & GLOBAL CONTEXT



WHAT IS THE RELEVANCE?

It is important to identify one of these global contexts in order to establish the relevance to your inquiry → *why it matters.*

Ask yourself these questions to help you:

- 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?

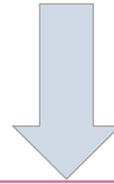
EXAMPLES OF A TOPIC THROUGH GLOBAL CONTEXT

GLOBAL CONTEXT	YOUR TOPIC VIEWED THROUGH THE GLOBAL CONTEXT
Identities and Relationships	Examine the question, "Why does rap speak to me?"
Orientation in Space and Time	Explore the development of rap as a style of music across the continents/across the decades.
Personal and Cultural Expressions	Perform a rap song for peers and have a question-and-answer session.
Scientific and Technical Innovation	Explore the impact technological advances have had on the production of rap music.
Globalization and Sustainability	Debate the idea of how rap music is destroying the youth and their communities.
Fairness and Development	Examine the idea that rap artists do/do not exploit women. Rights and Responsibilities of artists (Role models to youth/Freedom of speech)

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WHICH GLOBAL CONTEXT?

MY LEARNING GOAL

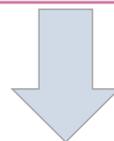


MY GLOBAL CONTEXT

Fairness and Development
Globalization and Sustainability
Identities and Relationships
Orientation in Space and Time
Personal and Cultural Expression
Scientific and Technical Innovation



THE EXPLORATION



WHY THIS GLOBAL CONTEXT

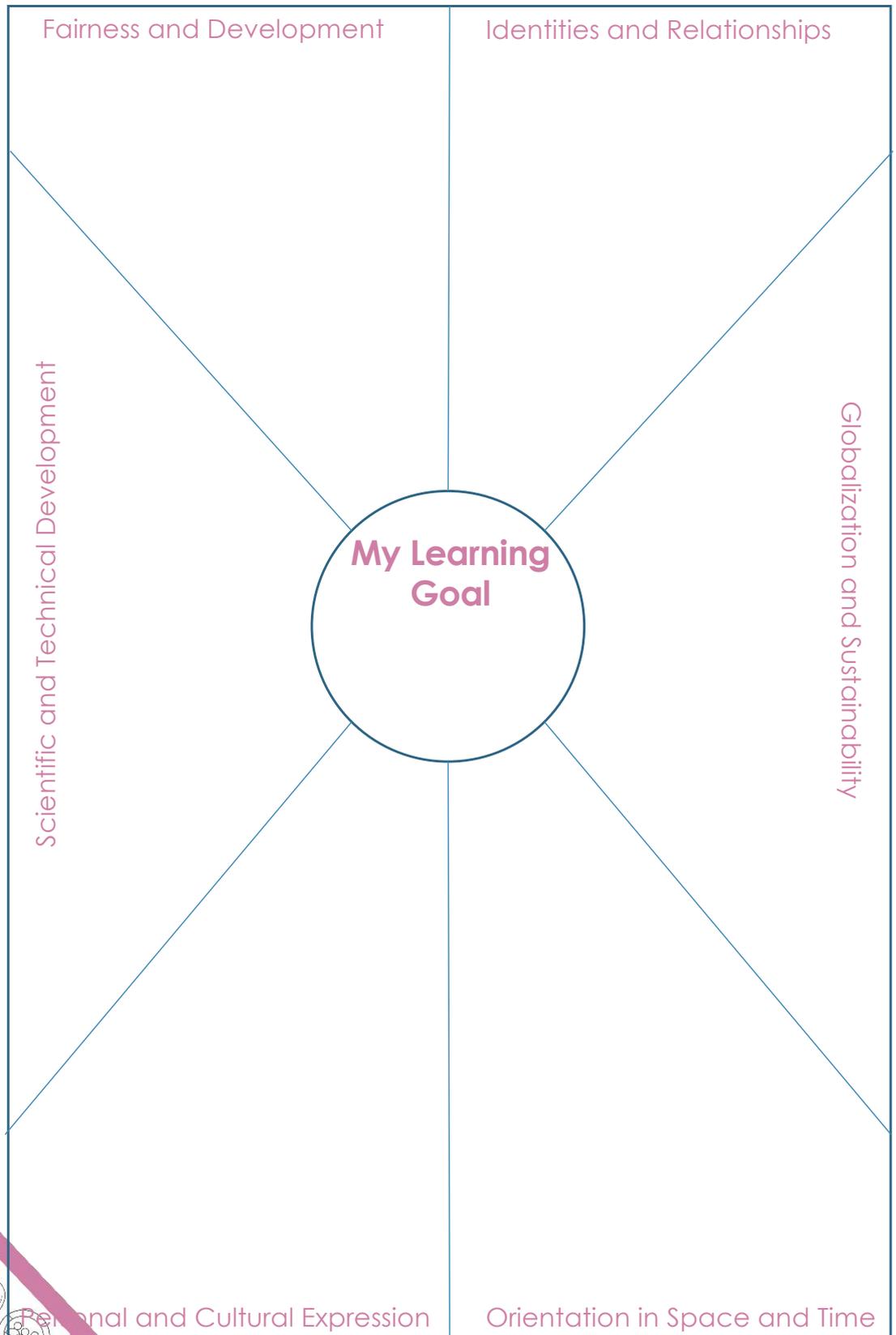
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THE GOAL & GLOBAL CONTEXT

YOUR TURN...

What would your project look like in each global context? Write down and explain how each global context would shape your project. This is important to understand the various forms your project could take depending on the global context.



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HOW TO SUCCESSFULLY COMPLETE THE PROJECT

In order to complete your project successfully, you **MUST** research. **A minimum of 10 varied sources is required** (surveys, interviews, videos, articles, books).

WHAT RESOURCES ARE AVAILABLE TO YOU

- Books
- Websites
- Newspaper articles
- Magazine articles
- Maps or atlases
- Survey data
- Images
- Experts in the field
- Television shows
- Video recordings
- Electronic databases
- Site visits (museums, etc.)

ONLINE RESOURCES

- **Google Advanced Search**
- **Google Books**
- **Google Scholar**
- **RefSeek:** With more than 1 billion documents, web pages, books, journals, newspapers, and more, RefSeek offers authoritative resources in just about any subject, without sponsored links and commercial results.
- **Virtual LRC:** The Virtual Learning Resources Center has created a custom Google search, featuring only the best of academic information websites. This search is curated by teachers and library professionals around the world to share great resources for academic projects.
- **Digital Library of the Commons Repository:** Check out the DLC to find international literature including free and open access full-text articles, papers, and dissertations.
- **Internet Public Library:** Find resources by subject through the Internet Public Library's database.
- **Google Correlate:** Google's super cool search tool will allow you to find searches that correlate with real-world data.

Want the best of everything? Use these meta search engines that return results from multiple sites all at once.

- **Dogpile:** Find the best of all the major search engines with Dogpile, an engine that returns results from Google, Yahoo!, and Bing, with categories including web, images, video, and even white pages.
- **MetaCrawler:** MetaCrawler makes it easy to "search the search engines," returning results from Google, Yahoo!, and Bing.

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WHAT ARE PRIMARY AND SECONDARY RESOURCES

Primary Research (Direct: First-hand research)	Secondary Research (Indirect: Desk research)
<p>All primary research is carried out by you, the student. Here, you collect your own data.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • conducting interviews, surveys, and polls with a target audience • interviewing experts over the telephone • writing emails to charities asking for specific information about your topic • observing users interacting within the situation and making notes • analyzing other projects that have things in common with your topic • experimenting with materials, tools, and processes, if your product involves designing 	<p>Secondary research involves using data collected by other people.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • analyzing data from a website or book • reading accounts of a problem written by another person • analyzing articles in magazines, journals, and newspapers • viewing videos about how to use materials, tools, and processes, if your product involves designing

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COLLECTING DATA

It is important to record your sources during the research process right away. You will list your sources in your process journal to keep track of them as you come across them and evaluate them using the Reliability Grid.

People you interview are considered sources, as well. However, surveys you conduct cannot be cited.

Remember, if you skip this step, you will spend lots of time looking for your sources later.

Your bibliography is a separate document from your report. It is in APA style and must be listed in alphabetical order.

You may choose to use <http://www.citationmachine.net/apa> to generate the required APA-style bibliography.

The screenshot shows the Citation Machine website interface. At the top, there are buttons for citation styles: APA (highlighted in red), MLA, Chicago, and More +. Below these are buttons for source types: Book, Magazine, Newspaper, Website, Journal (highlighted in orange), Film, and Other. A prominent message box says "NEW Make sure your paper is error-free!" with a "Try it now!" button. Below this, there are options for "Auto-fill mode" and "Manual entry mode". At the bottom, there is a search bar containing the word "psychology" and a "Search Journal Articles" button.

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RELIABILITY GRID

Criterion	Rating	Descriptor
Author	4	Written by a well-known reputable organization. Many professionals contributed to creating this source
	3	Author is highly professional in this field of study. Author is from or backed by a well-trusted organization
	2	Author is knowledgeable/reputable, bases the source on his/her own experiences as well as others'
	1	Author is stated but is unreliable. Source is eliminated
	0	Does not meet any of the above. Source is immediately eliminated
Origin	3	Published in professional/well-known/reputable media
	2	Published in trustworthy media
	1	Posted in a well-known or editable media where anybody can post. Source is almost always eliminated
	0	Does not meet any of the above. Source is immediately eliminated
Objectivity	3	Non-biased with appropriate reasoning and opinions for both pros and cons
	2	Mostly biased but opinion based on a wide variety of reasons
	1	Completely biased with a narrow scope of points
	0	Confusing/unclear objectivity. Source is immediately eliminated
Quality	3	Highly professional, convincing source
	2	Convincing details with understandable reasoning
	1	Somewhat relevant to the subject. Not reasonable enough to qualify as a convincing source
	0	Irrelevant information presented. Source is eliminated
Quantity	2	Appropriate amount of information to clearly state the opinion and facts with detailed reasoning
	1	Too much or too little
Total	13-15	Excellent source
	11-12	Good source
	8-10	Acceptable source
	5-7	Average source on the internet, usually eliminated
	0-4	Source is immediately eliminated

EVALUATING SOURCE RELIABILITY

Use this chart in your process journal to evaluate your sources.

Source						
Criterion	Author	Origin	Objectivity	Quality	Quantity	TOTAL
Score =						
Strengths:						
Weaknesses:						

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RESEARCH PLAN

This is your Research Plan.

In your process journal, fill in the Research Plan table with questions about your topic. You will also create your success criteria in the coming worksheets. To be able to create your success criteria, you must research. In addition, you will create a One Point Rubric for yourself based on your research.

Now, in your process journal:

1. Write the questions.
2. Conduct your research and write the answers using your own words.
3. Cite all the sources (APA style) in one place in your process journal.
4. Evaluate each source, in one place in your process journal.

	Research Question	<ul style="list-style-type: none"> • Is it primary or secondary research? • How I will collect the information? 	Why will I research this information?	Priority (High, Medium, Low)
General research questions about the topic				
1				
2				
3				
4				
Research questions about each of the success criteria				
5				
6				

SMART GOAL

SMART GOAL

After having agreed with your mentor on what you would like to achieve and did some research, how will you know if your product is a success?

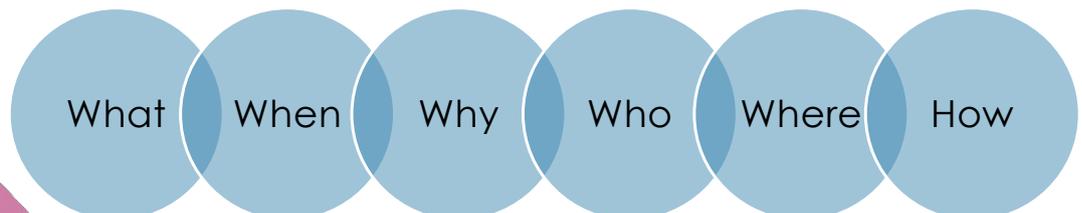
The success criteria are developed by you to measure the degree of excellence to which the product aspires or enables you to judge if it is successful.

- The success criteria must be testable, measurable, and observable.
- The success criteria must evaluate the product.
- The success criteria must evaluate the impact on the student or the community.

	Is it...	What does it mean?
I	INSPIRED	How and why does it inspire you? Have you always been interested in it? Do you have some knowledge/experience and would like to improve on it?
S	SPECIFIC	This is the who, what, when, where, and why of your project. Who will be involved, besides you? What do you plan to produce/achieve? When and where do you plan to complete your project? Why this particular goal? What is your personal motivation?
M	MEASURABLE	Your goal must be measurable. If your goal is not measurable, you will have difficulty developing success criteria to evaluate the success of your project.
A	ATTAINABLE	Your goal should be achievable within the timeframe you have, whilst still presenting the appropriate level of challenge.
R	RELEVANT	Your goal should be relevant – to the project objectives, to your own interests, and your prior knowledge.
T	TIMELY	Your goal should have a clear time limit. This will help you in terms of your self-management.

5W and 1H

Another way to figure out the Success Criteria is to go through the 5W and 1H.



SUCCESS CRITERIA

Your success criteria will help you measure the quality of the product. Use this chart to develop success criteria for your product. Remember, you will use your own success criteria to assess your project against at the end of the year. Make sure your success criteria are realistic and based on your research.

In the last column, you will determine how you will measure each criterion. Remember, you are setting your product specifications based on your research and you will determine what you consider to be a success.

Some categories may not apply to your product, and you may add other categories.

CATEGORY	ANSWER THE QUESTIONS BASED ON YOUR RESEARCH	EVALUATION METHOD (How will you evaluate it? Survey, peer evaluation, quantitative observation, etc.)
MATERIAL	What materials will be used? What properties do the materials need to have? What software will you use?	
ENVIRONMENTAL CONSIDERATIONS	How will your project directly or indirectly affect the environment? Where will your product be used?	
FORM	What will it look like? Is it softcopy or hardcopy? What tools will you use? What size will it be? How will it be assembled? Product form: - technique or material used - number of pages - length - resource people - visual aspects - colors - size - text type.	
FUNCTION	What is its purpose? What will it do? How easily can it be used? How easily can it be maintained?	
USER/AUDIENCE	Who is it for? How old is the user? What is their background?	

التخطيط
Planning



SUCCESS CRITERIA (CONT.)

CATEGORY	ANSWER THE QUESTIONS BASED ON YOUR RESEARCH	EVALUATION METHOD (How will you evaluate it? Survey, peer evaluation, quantitative observation, etc.)
COST	Is there a maximum cost? Is this a time cost or a material cost? You must research what your cost will be rather than estimate.	
WORDS/PAGES	If a written piece, how many words/chapters/pages in a short story/novel?	
CULTURAL CONSIDERATIONS	What cultural considerations do you need to consider in order to be respectful of cultural differences?	
AESTHETICS	Consider appearance, style, color, shape/form, texture, pattern, finish, layout.	
PRACTICALITIES	Are there any specific size requirements or restrictions that need to be considered? What spatial factors need to be considered?	
RESOURCES	What resources are available? Are there limitations as to how this can be created?	
OTHER	Think of other success criteria that are not listed here that would apply to your product.	

التخطيط
Planning



B. APPLYING SKILLS



The Personal Project is essentially an activity that enables you to show, in a very personal way, how your Approaches to Learning (ATL) skills have developed. Below is a table of the ATL skills which you will use to document in your process journal.

ATL Skills Category	MYP ATL Skill Clusters
Thinking	Critical Thinking
	Creative Thinking
	Transfer
Research	Information Literacy
	Media Literacy
Self-Management	Organization
	Affective
	Reflection
Social	Collaboration
Communication	Communication

ATL REFLECTION

One of the aims of the Personal Project is to develop your Approaches to Learning skills (ATLs). Use the following tables to help you in describing how you have applied those skills.

APPROACHES TO LEARNING

Thinking		
Critical thinking skills	Creative Thinking Skills	Transfer Skills
<ul style="list-style-type: none"> Identify problems and develop aims, goals, and objectives Make inferences and draw conclusions Identify gaps in knowledge and formulate key questions Consider ideas from other perspectives and points of view Develop contrary arguments Break down large concepts and projects into component parts and combine parts logically as appropriate Formulate provocative and relevant questions and goals Plan to achieve goals, including identifying targets and outlining steps Consider consequences of events Identify obstacles and challenges Make logical, reasonable judgements and create arguments to support them Design improvements to existing machines, media, and technologies Identify and define authentic problems and significant questions for investigation Use multiple processes and diverse perspectives to explore alternative solutions Identify trends and forecast possibilities Troubleshoot systems and applications 	<ul style="list-style-type: none"> Generate impossible ideas Brainstorm and map thoughts to create ideas and questions Consider all alternatives Consider the seemingly impossible Create cover solutions to a problem Evaluate solutions to problems Make connections between random things Consider opposites to renew perspectives Apply strategies of guesswork Generate "what if?" questions Transfer and apply existing knowledge to generate new ideas, products, or processes Utilize old ideas in new ways and combine parts in new ways Make intuitive judgements Create original works and ideas and visualize alternatives Practice imitation of works with a focus on the creative process Practice flexible thinking – arguing both sides of an idea or issue Practice metaphorical thinking, generating questions, and challenging conventions Challenge one's own and others' assumptions Seeing possibilities, problems, and challenges positively Playing with ideas and experimenting Recognizing when an original idea has value and pursuing it 	<ul style="list-style-type: none"> Use your knowledge, understanding, and skills across subjects to create products or solutions Make connections between learning gained in different subject areas Apply skills and knowledge in unfamiliar situations Inquire in different context to gain a diverse perspective Create projects and products using knowledge and skills gained across different subject areas Use familiar learning skills with unfamiliar content Transfer current knowledge to learning of new technologies Demonstrate personal responsibility for lifelong learning Change the context of your project to gain different perspectives Make decisions

Research	
Information Literacy Skills	Media Literacy Skills
<ul style="list-style-type: none"> Access information to be informed and inform others Find information in different media Read critically and for comprehension Read a variety of sources for information and for pleasure Collect research from a variety of print and digital sources Collect and verify data Make connections between a variety of sources Utilize different media to obtain different perspectives Utilize appropriate multimedia technology to create effective presentation and representation Reference accurately and construct a bibliography according to recognized conventions Understand and implement intellectual property rights and the value of academic honesty Identify primary and secondary sources Demonstrate awareness of the effects of different modes of information representation and presentation Collect and analyze data to identify solutions and/or make informed decisions Process data and report results 	<ul style="list-style-type: none"> Evaluate and select information sources and digital tools based on their appropriateness to specific tasks Locate, organize, analyze, evaluate, synthesize, and efficiently use information from a variety of sources and media Use and interpret a range of content-specific terminology Underline ways in which images and language interact to convey ideas, including social media Critically analyze various text forms for underlying meaning Use a variety of technologies and media platforms to source information including social media and online networks Utilize different media to obtain perspectives Communicate ideas effectively to multiple audiences using a variety of media and formats Actively make connections between different media resources in presentations Advocate and practice safe, legal, and responsible use of information technology

APPROACHES TO LEARNING

Self-Management		
Organizational Skills	Affective Skills	Reflection Skills
<ul style="list-style-type: none"> • Keep to class schedule and project deadlines • Set appropriate management goals and plan strengths to achieve them • Structure information appropriately in written, oral, and visual work • Arrive to class with the appropriate equipment • Keep an organized and logical system of information files/notebooks • Find and select information via different media • Use different information organizers for different purposes • Plan strategies to guide our personal project inquiry • Plan and manage activities to develop a solution or complete a project • Select and use applications effectively and productively • Make informed choices to achieve a balance in nutrients, rest, relaxation, and exercise 	<ul style="list-style-type: none"> • Demonstrate persistence and perseverance • Practice focus and concentration to overcome distractions • Make informed choices on behaviors and course of action • Seek out criticism and feedback from others and make informed choices about including it in one's work • Practice being aware of mind-body connection • Practice positive thinking • Practice dealing with disappointment and unmet expectations • Practice dealing with change • Practice strategies to prevent and eliminate bullying • Practice strategies to reduce stress and anxiety 	<ul style="list-style-type: none"> • Consider ethical, cultural, and environmental implications of issues • Consider personal relationships to people, ideas, and concepts • Build understanding of personal learning strengths and weaknesses • Be aware of perceived limitation • Develop awareness of the process of effective learning • Analyze one's own and others' thought processes to think about how one thinks and how one learns • Pause to reflect at different stages in the learning process • Implement and measure the effectiveness of different learning strategies • Demonstrate a preparedness to make changes to ineffective learning strategies • Seek out constructive criticism • Keep a reflective journal of personal learning experiences focused on both process and content • Create a record of personal learning change and improvement

Social
Collaboration Skills
<ul style="list-style-type: none"> • Respect and accept sociocultural difference • Consider, respect, and analyze different opinions, points of view, ideas, and preferences • Be empathetic • Respect different opinions and the points of view of others • Delegate and take responsibility as appropriate • Help others: facilitate the success of others • Take responsibility for own actions • Resolve conflicts for own actions • Resolve conflicts and work collaboratively with appropriate roles in a team • Understands when and how to build consensus • Make decisions based on fairness and equality • Negotiate goals and limitations with peers and teachers • Help others when appropriate and encourage contribution from others • Drive change through an understanding of others especially of group dynamics

Communication
Communication Skills
<ul style="list-style-type: none"> • Use active listening techniques to understand others • Give and receive appropriate feedback • Interpret meaning through cultural understanding • Use a variety of speaking techniques to make meaning clear for different audiences and purposes • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to present to an audience • Interpret non-verbal communication techniques and see them purposefully • Negotiate ideas and knowledge with peers and teachers • Interact, collaborate, and publish media with peers, experts or others employing a variety of digital environments and media • Develop cultural understanding and global awareness by engaging with learners of other cultures • Write for different purposes • Make effective notes, in class and for studying • Summarize and transform information • Use structural writing planners for different academic tasks • Organize information logically • Structure information correctly in summaries, essays, reports, and presentations

C. REFLECTING



Criterion C asks you to:

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

When reflecting, ask yourself:

Product:

- Were my success criteria too easy or too difficult?
- What was in my control? What was outside of my control?
- What would I do differently if I started again?

Learning Goals:

- What progress did you make towards your learning goal?
- How have you grown or changed as a result of the project?
- How has your project changed you as a learner?



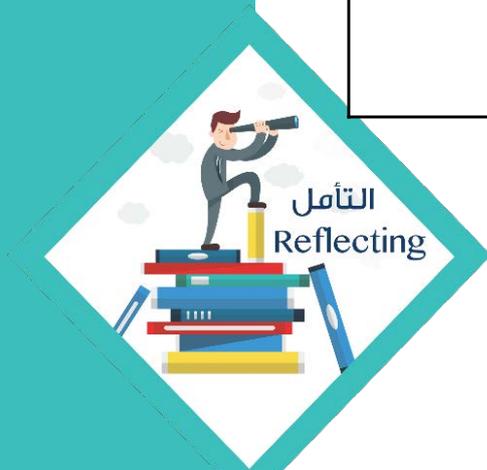
ONE POINT RUBRIC

Based on all your success criteria, evaluate your product using the Evaluation Method that you have stated in Worksheet 15.

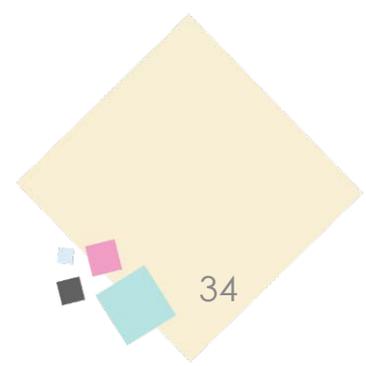
Address these prompts as you fill out the table:

- Comment on each of your success criteria.
- Describe the extent to which you met each criterion.
- State whether there were any unexpected features that you achieved.
- Gather evidence to show the success criteria that you met.
- Give evidence or examples to explain why you were unable to meet other success criteria.

Areas of Strength	Product Success Criteria	Areas for Growth
		(add more rows as needed)
Overall Evaluation: ...		



THE REPORT



WHAT IS A REPORT

A report is a spoken or written account of something observed, heard, done or investigated. A report aims to inform as clearly and succinctly as possible.

YOUR REPORT MUST:

- Show your engagement with your project
- Summarize the experiences and skills that you wrote throughout the process
- Be organized into identifiable sections following those of the criteria:
 - A. Planning
 - B. Applying Skills
 - C. Reflecting
- Describe your product in detail as the product will not be present during assessment.
- Include evidence for ALL the strands of all criteria
- Must be written in PAST TENSE
- Ensure it is no more than 15 pages
- **Typed in 11 pt font, Arial, single spaced, black ink, 2 cm margin**
- Make it personal, speak from the heart, but don't use slang or incorrect grammar

Remember, no matter how creative your report is, it does not replace the product!

Also, if your product is a written piece, it does not take the place of the project report.

THE STRUCTURE

Keep in mind that when your final report is assessed, each criterion is worth the same amount, therefore, your report should address each one equally. (Note: you should not include a cover sheet otherwise it counts towards your page count).

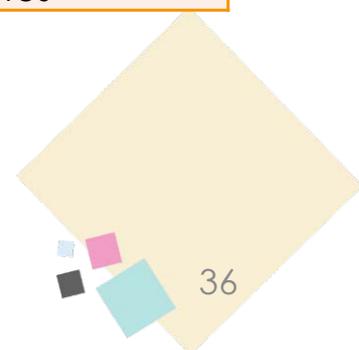
Make sure you address **all** strands of **all** three criteria. Evidence of each strand is necessary to gain credit for it in the final report.

SUBMISSION DOCUMENTS:

Submission	Format
Report	Word
Recording (if applicable)	Media file
Bibliography (must be alphabetical)	PDF
Academic Honesty Form	PDF

Format

Document		Recording
File types: .doc, .docx		File types: .mp3, .m4a, .mp4, .mov (codec H264), .m4v
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



THE EXHIBITION

WHAT SHOULD YOU EXPECT IN THE EXHIBITION?

You will have a table to place your laptop/iPad, product, or props. You will display your poster and give an oral presentation for the school community and members of your family.

POSTER GUIDELINES

The poster will be:

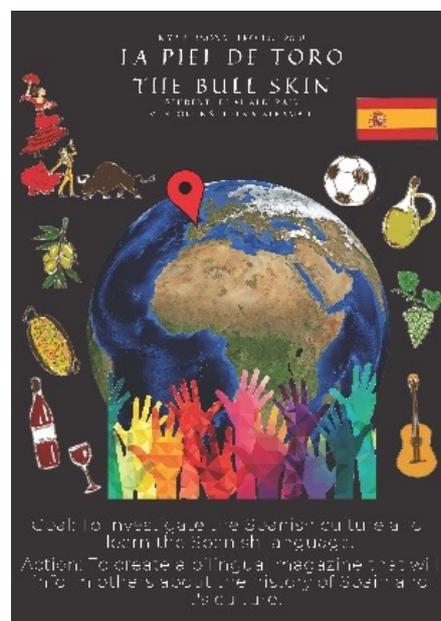
Size and Material: Size A1 (84cm x 60cm), professionally printed and mounted onto carton (not foam) board.

Design: You are free to design it as you wish

Considerations: Please do not place any pictures of yourself or other students. Must be professionally printed.

POSTER CONTENT

- Personal Project
- The year
- Title of your project
- Your name
- Your mentor's name
- Your learning goal
- Your product
- QR code for Instagram accounts, websites, blogs, etc.



You must gain approval from your mentor before printing your poster. Any posters printed with errors will be required to be reprinted. Posters printed on foam will not be accepted.

ORAL PRESENTATION GUIDELINES

The oral presentation should be no longer than 7 minutes. Really show why this was personal for you by talking about these points:

- Your goal and product
- Describe your product in detail
- **Why you chose it?** And what prior knowledge did you have?
- Stages of the project: planning, applying skills, reflection
- What did you find challenging about your experience?
- What did you gain from doing the Personal Project?

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