

Global Jaya School 2024-2025 MYP Personal Project



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What is the MYP Personal Project?

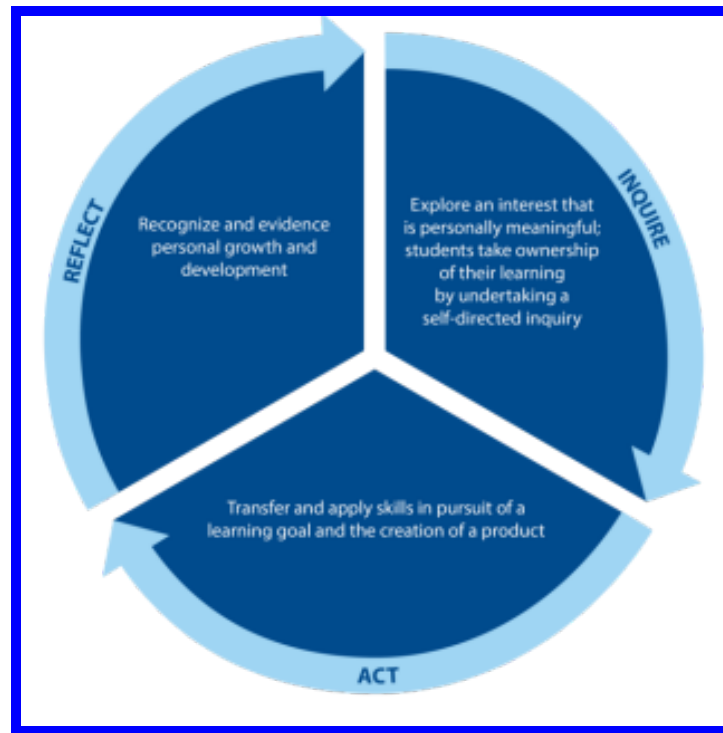
Making connections across IB programmes: culminating experiences



The Grade 10 Personal Project is an exciting learning process for students to complete in MYP year five (Year 10) of the MYP program at Global Jaya School. The Personal Project is **your** opportunity to learn, research, create, and reflect on something that you are passionate about. You will use the skills you have developed over the years in all of your subjects and through **approaches to learning**. You will apply these skills to your chosen goal. Remember, you will be working on this project in your own time, for at least 25 hours, so it should be something you **really want to do**. At GJS, the school community uses the [GJS Personal Project website](#) for information.

The choice of the topic for the project is made in consultation with an IB teacher/Personal Projects Supervisor who has the responsibility for supervising the development of the project, according to the Assessment Criteria (included in attached guide), which is based on International Baccalaureate Organization guidelines. All personal projects must serve the GJS school vision and be approved by the MYP Personal Project Coordinator. A supervisor will be appointed to guide you through your learning process.

Motivation	Students explore an area that motivates and interests them.
Agency	Students set their own goal and choose how to achieve it. Students create their own articulation of what success will look like.
Lifelong Learning	Students demonstrate and develop ATL skills. Students reflect on the impact that the personal project has had on themselves and/or their community.



The personal project consists of a process, a product and a report. Collectively, these interrelated components allow students to meet the aims of the project. Through the process of creating a product, students explore an area that is personally meaningful, take ownership of their learning in a self-directed inquiry, and transfer and apply skills in pursuit of a learning goal and the creation of a product. The product provides a focus for exploring an interest that is personally meaningful, and a basis for recognizing and evidencing personal growth. Finally, preparing the report is an opportunity for students to engage in a structured reflection on the process and the product, allowing them to recognize and evidence their growth and development. While the report is the only component that is assessed, the report reflects both the process and the product.



The objectives state the specific targets that are set for learning. They define what you will be able to accomplish as a result of your studies.

MYP personal project objectives

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Listed below are the objectives of the personal project specifically.

Objective A: Planning

Students should be able to:

- 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

Students should be able to:

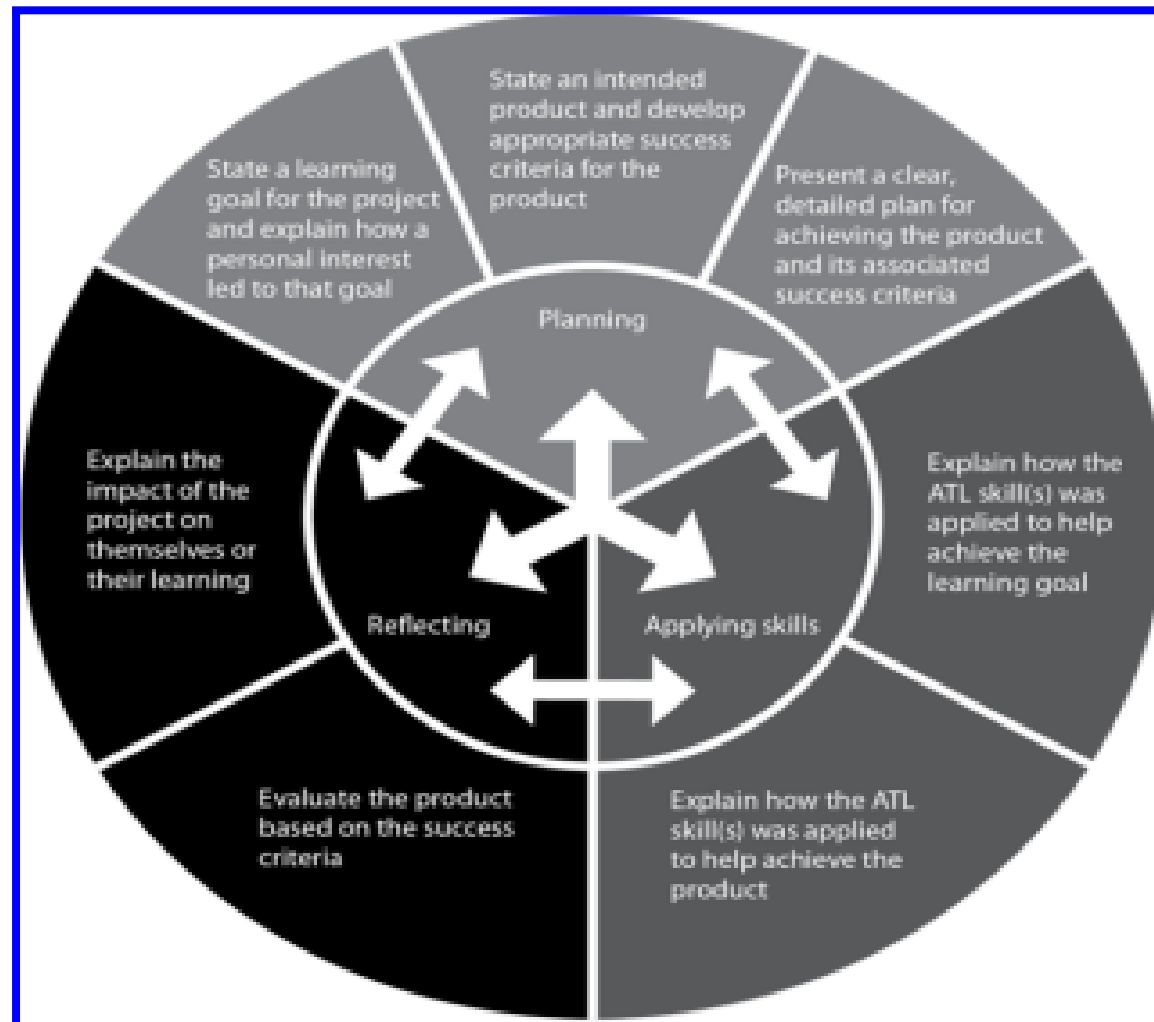
- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal
- ii. explain how the ATL skill(s) was/were applied to help achieve their product.

Objective C: Reflecting

Students should be able to:

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

A visual of the MYP personal project objectives.





To complete a personal project, students must undertake independent learning. They are expected to spend approximately 25 hours on their personal project. This time covers the whole process, including meetings with their supervisor.

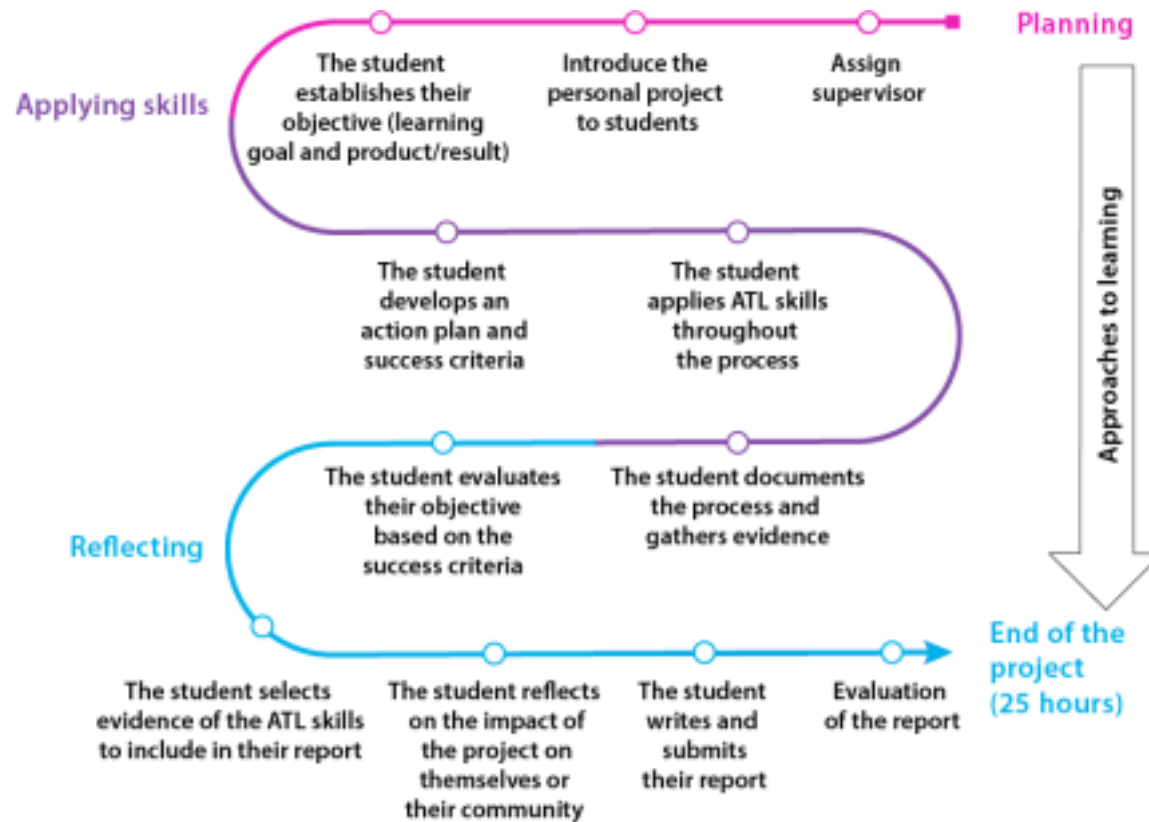
- ❖ explore an interest that is personally meaningful (intellectual curiosity; family connection; social, cultural or geographical relevance; individual passion; etc)
- ❖ take ownership of their learning by undertaking a self-directed inquiry
- ❖ transfer and apply skills in pursuit of a learning goal and the creation of a product
- ❖ recognize and evidence personal growth and development.

Specifically, students must:

- establish a goal, an action plan and success criteria
- apply ATL skills throughout the project process
- gather evidence of how they have applied ATL skills throughout the personal project
- evaluate the project based on the success criteria
- select evidence to add to the report
- reflect on the impact of the project
- write a report

The MYP personal project is a culminating example of inquiry because it reflects your abilities to initiate, manage and direct your own inquiries.

Time frames



PERSONAL PROJECT TIMELINE

IMPORTANT:

- If you are not meeting any due dates an email will go home to parents.
- You must pass the Personal Project to pass the Middle Years Program (MYP)

Due Date	What is Due	What is it?	How?
Monday, August 30th	Learning and Product Goal	You set a learning and product goal.	Set your goal and product goal in Managebac.
Monday, September 27th	Criterion A (Planning)	You establish success criteria. You develop an action plan.	Create your success criteria. Create an action plan.
November 29th	Product Complete	You have completed your product and taken a picture of it to place on ManageBac with other Criterion.	The product is evidence of completing your learning goal. You should have a completed product and take a picture of it.
December 13th	Criterion B (Applying Skills)	You apply ATL skills as you work towards your goal. You document your process and collect evidence of the ATL skills used.	You need to gather and organize your evidence. Apply the ATL skills. Keep a "journal".
January 10 th	Draft and Criterion C (Reflection)	You evaluate the extent to which you achieved your product goal You select ATL evidence to include in your report. You reflect on the impact of your project. You reflect on personal project objectives.	You evaluate your product using your success criteria. Gather and organize your evidence of applying the ATL skills. Create a reflection on the impact of the project.
January 20 th	Final Supervisor Meeting	Reporting a draft of the personal project to your supervisor.	Meeting with your supervisor. You need to get your supervisor to sign the Academic Honesty form.
January 31 st	EXHIBITION	Presenting your personal project to students and parents.	Prepare your presentation.
Monday, February 3 rd , 2025	Final Due Date of Personal Project	Completed all of the above and submitted your project on ManageBac.	All of the above.

Criterion A: PLANNING

In the personal project, you should be able to:

- 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

Achievement Level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: 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.
3-4	The student: 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.
5-6	The student: 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.
7-8	The student: 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.

Criterion B: APPLYING SKILLS

In the personal project, you should be able to:

- i. **explain** how the ATL skill(s) was/were applied to help achieve your learning goal, **supported with detailed** examples or evidence
- ii. **explain** how the ATL skill(s) was/were applied to help achieve your product, **supported with detailed** examples or evidence.

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: 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
3-4	The student: 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.
5-6	The student: 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.
7-8	The student: 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.

Criterion C: REFLECTING

Maximum: 8

In the personal project, students should be able to:

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

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: i. states the impact of the project on themselves or their learning ii. states whether the product was achieved.
3-4	The student: 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	The student: 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	The student: i. explains the impact of the project on themselves or their learning ii. evaluates the product based on success criteria, fully supported with specific evidence or detailed examples

COMMAND TERMS

Definitions	
Learning Goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
Presents	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.

Objective A: Planning	Objective B: Applying skills	Objective C: Reflecting
Students present what they did in their project.	Students show how ATL skills contributed to the learning goal and product.	Students report on why they did their project.
Students: • 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. Examples of supporting evidence could include: • a list and/or diagram of interests and related learning goals • a list of possible strategies to achieve personal and academic goals • a diagram showing the connections between the learning goal and the product • a series of steps leading to the completion of the product • a timeline for completing short-and long-term tasks.	Students: • explain how the ATL skill(s) was/were applied to help achieve their learning goal • explain how the ATL skill(s) was/were applied to help achieve their product • support the explanations with detailed examples or evidence. Examples of supporting evidence could include: • a series of inquiry questions (research skills) • sample correspondence with the project supervisor (communication skills) • screenshot of daily reminders or alerts to complete personal project tasks (self management) • reflection about resolving a conflict (social skills) • summary of prior learning that is relevant to the project (thinking skills).	Students: • explain the impact of the project on themselves or their learning • evaluate the product based on the success criteria • support their comments with specific evidence or detailed examples. Examples of supporting evidence could include: • evaluation of the product against the success criteria • images showing key features of the product • analysis of the causes for success and/or failure • summary of new knowledge or insights related to the learning goal.

What Sort of Personal Project Can I Do?

The possibilities are infinite! As long as you've shown a vested interest in developing or learning more about your topic, you can run with it! Please note, however, that your project must be highly challenging; this should entail something you have never done before.

Some examples of Personal Projects from other MYP students are listed below.

- Participate in and help organize a walk for Autism
- Create a published resource book of mentors and role models for young teens
- Create a cookbook for healthier eating
- Create a photography exhibition
- Paint a mural to depict diversity and respect

The possibilities are endless! Find your passion through your project!

Each project must:

- Have a clear and achievable highly challenging goal - including specifications for the goal
- Be entirely your own work
- Be focused on the ATL skills
- Be personal - reflect your unique interests, passion, abilities, and/or concerns
- Be the result of your initiative, creativity, and ability to organize and plan
- Address a topic to which you are truly committed



What are my responsibilities to my supervisor?

1. It is your responsibility to schedule an initial meeting with your selected supervisor with a solid topic idea for your PP. You should have a minimum of three scheduled meetings throughout the project. A good idea would be to do a beginning, middle and end.

2. You will honor all appointments and get in touch with your supervisor in advance if you are unable to attend a scheduled meeting.
3. You are responsible for bringing your progress to every meeting. You should also be prepared to have work evaluated and to take notes on plans and ideas discussed.
4. You should ask your supervisor for advice and feedback about your project goal and process for completion.
5. You are responsible for documenting meetings and for completing assigned tasks before the next scheduled meeting.

*Only three meeting dates need to be entered; in most cases, meetings selected for entry are at the start of the project, in the middle of the project and at completion of the project. The final declaration must be signed by the student and the supervisor on submission of the final report or presentation.



Success criteria

The **success criteria**, developed by the student, measures the degree of excellence to which the **product** aspires or the terms under which the product can be judged to have been 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.



Action plan “A detailed plan outlining actions needed to reach one or more goals.”(Wikipedia)

Working with the timeline provided by the school, students plan the time they need to spend on their personal projects by drawing up a timetable that gives them an overall view of everything they have to achieve. They can then add daily or weekly details showing everything they have to do.

The action plan must show how students will create the product and fulfill the success criteria.

For this step of the project, students may draw inspiration from similar action plans created for the individuals and societies subject. See this [site here](#) for sample action plans.

The project is split into three main steps that correspond to the objectives.

Planning

- [Defining the project \(learning goal and product\)](#)
- [Developing the success criteria](#)
- [Presenting a plan](#)

Applying skills

- Achieving the learning goal
- Completing the product

Reflecting

- [Explaining the impact of the project on themselves or their learning](#)
- [Evaluating the product based on the success criteria](#)

**Students must regularly revisit this plan to document and explain any changes to the expected deadline*

Applying the ATL skills

To complete the project, students must work through different steps to explore the learning goal and achieve the product.

Below are some **ideas** of how to do this.

- Planning resources (financial, human and material) and constraints
- Producing drafts, sketches, prototypes, plans, etc
- Choosing information, techniques and materials based on the research
- Testing techniques and materials
- Compiling a list of purchases
- Predicting other possibilities
- Planning the documents to produce (survey, letter, poster, visual aids, etc)
- Preparing meetings (interviews, surveys, presentations, resource people, etc)
- Practicing a presentation
- Creating

- Regularly assessing their work to see if the product helps achieve the learning goal; this could be a self-assessment or an assessment by another person
- Making necessary improvements
- Presenting the product

Which ATL skills will be useful for your project?

- Review the ATL guide.
- Define the specific skills for each category (communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer) that you will need.
- Identify how you will gather your evidence.

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

Students are not restricted to any single model for gathering evidence; however, they are responsible for producing evidence that shows they have fulfilled the personal project's. To foster their independence, students must develop their own ways of gathering

evidence and of using media of their choosing, which can be written, visual, audio, digital or a combination of these. Possible evidence may include:

- visual thinking diagrams (mind maps)
- 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.

At the end of the personal project, students will select **pieces of evidence** to demonstrate the ATL skills that have had the most impact on their project. One piece of evidence must support their analysis of how ATL skill(s) were applied to extend their learning goal, and another must support their analysis of how ATL skill(s) were applied to achieve their product.

Students may find it helpful to evaluate their product before selecting the examples of the ATL skills to include in their report.

Evidence of the process is	Evidence of the process is not:
• gathered throughout the project to document its development • an evolving record of intents, processes, accomplishments • a collection of initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised • a record of interactions with sources, for example, teachers, supervisors, external contributors • a record of selected, annotated and/or edited research and to maintain a bibliography • a collection of useful information, for example, quotations, pictures, Ideas, photographs • a means of exploring ideas and solutions • a place for evaluating work completed • reflection on learning • devised by the student in a format that suits his or her needs • a record of reflections and formative feedback received.	• collected on a daily basis (unless this is useful for the student) • written up after the process has been completed • additional work on top of the project; it is part of and supports the project • a diary with detailed writing about what was done (unless this is useful for the student) • a single, static document with only one format (unless

Reflecting

Below are **ideas** to help students assess the impact of their projects.

How have I changed?

- What have I learned about the subject?
- How has my project prepared me for the future?
- How has my point of view changed?
- What am I most proud of?
- What skills have I improved?
- What skills have I acquired?
- What have I learned about myself?

Evaluating the product

Below are **ideas** to help students evaluate their products based on their chosen success criteria.

- To what extent did I complete my product based on the success criteria?
- How can I demonstrate that I completed my product based on my success criteria?
- What are my project's strengths?
- What could I have done differently to make my product better reflect my success criteria?

Explaining the impact of the personal project

Because the personal project consists of a learning goal and a product, it can result in a variety of impacts on the student and/or the community

*When reflecting on the personal project, it is important to remember that the process can have a positive impact even if the product is not successful.

Report

There are two possible formats for the MYP personal project report: written and/or oral. Students can combine these formats in a multimedia report.

Students may submit their report in written or recorded format, or a combination of the two. The table below shows the maximum length of students' submissions.

1. To ensure that the written part of the report is clearly legible, each page must have a minimum:
 - 11-point font size
 - 2 cm margins.
2. Evidence presented in images must be clearly visible at the size submitted.
3. Audio and video must be recorded and submitted in real time.
4. Visual aids may be used to support spoken reports. However, evidence and examples presented in the visual aids should be submitted as documents. Visual aids presented only in video format will not be considered for assessment.
5. The bibliography is uploaded separately and is not included in the page limit.
6. Please do not include a title page; if included it will count towards the page limit.

Document File types: .doc, .docx, .pdf (non editable), .rtf		Recording 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

S –stands for Specific –You should be clear about what you want to happen

☐ Not Specific: I want to make good grades

☒ Specific: I want to have a 93 average in science by May 26th 2007

M –stands for measurable –You should be able to track your goal

☐ Not Measurable: I want to make a lot of free throw shots

☒ Measurable: I want to make at least 9 out of 10 free throw shots in the next basketball game

A –stands for Achievable –is the goal doable? Can you achieve it in the amount of time you have?

☐ Unrealistic: I want make 200 free throw shots in one game

☒ Achievable: I want to make 8 out of 10 of the free throw shots that I attempt

R –stands for Relevant –Is the goal relevant to my Global Context?

☐ Not relevant: Creating a PowerPoint about global warming seems easy

☒ Relevant: Writing a novel will help me explore my passion in journalism

T –stands for Time –You should set a timeframe for your goal

☐ No time: I want to learn to play the piano

☒ Time: I want to learn to play “Twinkle Twinkle Little Star” by June 3rd

Bibliography

<https://schools.saisd.net/upload/page/14167/Personal%20Project%20Handbook%20Students.pdf>

https://docs.google.com/document/d/1ZkFUdB6Wezs8MHakAEZnoAH9bX- eeRINL5_gwhjKR8/edit