AL FARIS INTERNATIONAL SCHOOL

PERSONAL PROJECT GUIDE

AY 2019 – 2020

NAME & SECTION: ____________________________________________

SUPERVISOR: ____________________________________________
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A Brief Overview of the Personal Project

The personal project is an independent, student-centered and age-appropriate extended project in which you will consolidate your learning throughout the MYP programme. It should revolve around a challenge that motivates and interests you. Unlike on-screen examinations and ePortfolios, personal projects are mandatory for all Year 5 students. You are required to submit your personal project reports by March 8, 2020 in the form of written, oral, visual, or multimedia form. You will also present your personal project through an exhibition; the exhibition will take place in April (date TBA later on during the year).

Aims of the Personal Project
The aims of the MYP personal project are to encourage and enable students to:

• participate in a sustained, self-directed inquiry with a global context
• generate creative new insights and develop deeper understandings through in-depth investigation
• demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
• communicate effectively in a variety of situations
• demonstrate responsible action through, or as a result of, learning
• appreciate the process of learning and take pride in their accomplishments.

The Role of the Supervisor
Each student has his/her own supervisor who has been allocated by the MYP Coordinator. The purpose of the supervisor is to support students during the project. The supervisor’s responsibilities are as follows:

• ensure the chosen MYP personal project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
• provide guidance to students in the process and completion of the project
• confirm the authenticity of the work submitted
• assess the MYP project using the criteria in the MYP Projects Guide
• participate in the standardization of the assessment process established by FIS
• provide personal project grades to the MYP coordinator to enter it online in IBIS (IB Information System)
The Four Components of the Personal Project

- A Product/Outcome
- Process Journal
- Report
- Exhibition

Objectives

You will complete your personal project using the following MYP objectives:

Table 1: MYP Personal Projects Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective A: Investigating</td>
<td>i. Define a clear goal and a global context for the project, based on personal interests</td>
</tr>
<tr>
<td></td>
<td>ii. Identify prior learning and subject-specific knowledge relevant to the project</td>
</tr>
<tr>
<td></td>
<td>iii. Demonstrate research skills.</td>
</tr>
<tr>
<td>Objective B: Planning</td>
<td>i. Develop criteria for the product/outcome</td>
</tr>
<tr>
<td></td>
<td>ii. Plan and record the development process of the project</td>
</tr>
<tr>
<td></td>
<td>iii. Demonstrate self-management skills.</td>
</tr>
<tr>
<td>Objective C: Taking Action</td>
<td>i. Create a product/outcome in response to the goal, global context and criteria</td>
</tr>
<tr>
<td></td>
<td>ii. Demonstrate thinking skills</td>
</tr>
<tr>
<td></td>
<td>iii. Demonstrate communication and social skills.</td>
</tr>
<tr>
<td>Objective D: Reflecting</td>
<td>i. Evaluate the quality of the product/outcome against their criteria</td>
</tr>
<tr>
<td></td>
<td>ii. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context</td>
</tr>
<tr>
<td></td>
<td>iii. Reflect on their development as IB learners through the project</td>
</tr>
</tbody>
</table>

Assessment

Your personal project will be assessed using the above objectives as assessment criteria. Each criteria is equally weighted, whereby you can receive a maximum grade of 8 for each criteria. Assessment criteria are in Appendix F of this guide.
Examples of Personal Project Themes

A list of personal project themes is as follows. You can choose one of these themes, or come up with your own personalized theme.

Table 2: Personal Project Themes

<table>
<thead>
<tr>
<th>Personal Project Themes</th>
<th>Personal Project Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Designing public places at school</td>
<td>• Studying alternative ways of electrical conduction</td>
</tr>
<tr>
<td>• Recovering my physical condition after an injury</td>
<td>• School based podcasting</td>
</tr>
<tr>
<td>• Allergy management through health and sports</td>
<td>• Preparing to run a 10K race</td>
</tr>
<tr>
<td>• Holistic medicine in psychiatric patients</td>
<td>• Educating people to manage finances well</td>
</tr>
<tr>
<td>• Responsibility when driving</td>
<td>• Learning how to do a graffiti and creating social awareness of how it’s urban art instead of vandalism</td>
</tr>
<tr>
<td>• How to gain muscle and lose fat</td>
<td>• Time management</td>
</tr>
<tr>
<td>• Learning a new style of dance</td>
<td>• How nutrition effects my achievement in sports</td>
</tr>
<tr>
<td>• How to benefit from reusing plastic</td>
<td>• Developing techniques in a certain sport</td>
</tr>
<tr>
<td>• Becoming a volunteer for the Red Cross and promote it</td>
<td>• Promoting non-popular touristic places in my city</td>
</tr>
<tr>
<td>• Improving my physical condition through nutrition</td>
<td>• Benefits of hockey to become a balanced person</td>
</tr>
<tr>
<td>• Sports injuries</td>
<td>• Discovering the most challenging aspects for a graduate from school and how to face them</td>
</tr>
<tr>
<td>• How photography can change people's perception</td>
<td>• Learning an object programming language: Swift</td>
</tr>
<tr>
<td>• Entertainment for children in hospitals</td>
<td>• Analysis of how advertising affects the desire to eat</td>
</tr>
<tr>
<td>• Educating children with famous people who promote health lives and drug prevention</td>
<td>• Creating awareness of the unknown culture of a local city</td>
</tr>
<tr>
<td>• Creating my own art exhibition</td>
<td>• How awareness of a balanced diet contributes to our health</td>
</tr>
<tr>
<td>• Improving my physical endurance by finding the effect of different genre of music while exercising</td>
<td>• Developing a choreography that expresses a message</td>
</tr>
<tr>
<td>• Improving my asthma status by working out</td>
<td>• Learning a new language</td>
</tr>
<tr>
<td>• Learning how to dive and finding ways to move to the next level</td>
<td>• Experimenting with vegetarianism</td>
</tr>
<tr>
<td>• Helping the community in the prevention of sport injuries</td>
<td>• Showing how art helps children with Down’s Syndrome</td>
</tr>
<tr>
<td>• Learning about the c-brace and educate people from a biomedical engineering faculty</td>
<td>• Designing a dream home</td>
</tr>
<tr>
<td>• Preparing students to participate in an MUN to develop more as a global citizen</td>
<td>• Drawing an architectural design</td>
</tr>
<tr>
<td>• Designing an obstacle-free house</td>
<td>• How to improve the environment for a patient during chemotherapy sessions</td>
</tr>
<tr>
<td>• Organizing a 5K race</td>
<td>• Learning an object programming language: Swift</td>
</tr>
<tr>
<td>• Raising awareness of the beauty of my country and its value for tourism</td>
<td>• Advancing in scuba diving</td>
</tr>
<tr>
<td>• Motivation for high achieving sports students at school</td>
<td>• How to gain self-confidence</td>
</tr>
<tr>
<td>• Raising awareness of the need of using sun block to prevent skin disease</td>
<td>• How lighting works in film</td>
</tr>
<tr>
<td>• Achieving healthy eating habits</td>
<td>• Using social documentary photography to show the essence of members of the community</td>
</tr>
<tr>
<td>• Exploring how to modify different variables in photography to achieve the desired effects</td>
<td>• Healthy eating for people with diabetes</td>
</tr>
<tr>
<td>• Making an exhibition in a public place</td>
<td>• Skills and values that video games have</td>
</tr>
<tr>
<td>• Educating students on having healthy habits</td>
<td>• Learning to kite surf and show people what you are capable of learning if you set your mind to it</td>
</tr>
<tr>
<td>• Improving art skills through learning new techniques</td>
<td>• Learning strategies to control my mind to live without concerns, with happiness and productivity</td>
</tr>
<tr>
<td>• Perspectives of beauty though black and white photography</td>
<td>• Creating my own blog of healthy recipes and discussing how it can improve my health and my perception of myself</td>
</tr>
<tr>
<td>• Developing a story based on mom’s history</td>
<td>• Organizing and producing a concert</td>
</tr>
<tr>
<td>• Preparing my brother to be a soccer player</td>
<td>• Deciding the most suitable career in my future</td>
</tr>
<tr>
<td>• Improving my game of golf by attaining greater distance with the driver</td>
<td>• Discussing the impact of the creation of a biomedical engineering device</td>
</tr>
<tr>
<td>• Creating consciousness of the importance of stretching and warming up in adolescents</td>
<td>• Discussing both the positive and negative effects of social media</td>
</tr>
<tr>
<td>• Creating an awareness campaign on a certain disease</td>
<td>• Amplifying my knowledge of international negotiations in the world economy</td>
</tr>
<tr>
<td>• Creating a musical piece, recording, and producing it</td>
<td>• How to attain excellence in a certain sport</td>
</tr>
<tr>
<td>• Improving my artistic skills using three new techniques and developing my own technique</td>
<td></td>
</tr>
</tbody>
</table>
## Timeline

Use the following timeline to pace yourself while working on your personal project. Your supervisor should sign in each designated section to indicate you completed each task.

<table>
<thead>
<tr>
<th>Month/Date</th>
<th>Task</th>
<th>Supervisor's Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>September &amp; October</td>
<td><strong>Investigating</strong>&lt;br&gt; • Identify prior learning  &lt;br&gt; • Outline of topic – decide on the goal and global context &lt;br&gt; • Decide on product/outcome &lt;br&gt; • Record your progress in your process journal</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td><strong>Investigating</strong>&lt;br&gt; • Initial research period – select relevant resources and gather information &lt;br&gt; • Begin development of criteria to evaluate the product by <strong>Planning</strong>&lt;br&gt; • Finalize criteria &lt;br&gt; • Continue research – select, evaluate, and acknowledge information &lt;br&gt; • Record your progress in your process journal</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td><strong>Planning</strong>&lt;br&gt; • Continue research – select, evaluate, and acknowledge information  &lt;br&gt; • Work on product/outcome &lt;br&gt; • Record your progress in your process journal</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td><strong>Taking Action</strong>&lt;br&gt; • Continue working on product/outcome <strong>Reflecting</strong>&lt;br&gt; • Evaluate the quality of the product against the criteria &lt;br&gt; • Reflect on learning &lt;br&gt; • Record your progress in your process journal</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td><strong>Reflecting</strong>&lt;br&gt; • Complete the report</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>• Personal Project Due Date: <strong>March 8, 2020</strong>&lt;br&gt; • PP Exhibition (Date TBA in March)</td>
<td></td>
</tr>
</tbody>
</table>
A Brief Overview of this Guide

This guide is divided into three parts:

1) Getting Started
2) Work the Project
3) Compose the Report

Parts of this guide are given in sequential steps, while others are less structured. At the start of each section, there is a reminder for which objective that work is addressing (Investigating, Planning, Taking Action, Reflecting). As you work through the process however, remember that you are always going back and forth between the different objectives.

Figure 1: Visualizing the Personal Project Objectives
Get Started

Get Started – Step 1: Find a Topic and Set a Goal

This section addresses Criterion A, Strand i:

define a clear goal and global context for the project, based on personal interests

Some students know immediately what they want to do for a personal project. Most students do not. Think about what you enjoy doing already, or would like to learn more about. Whatever you do, please make sure that it is something you enjoy and are interested in. You will spend the next several months working on the personal project, and if you do not enjoy what you are doing, you will be miserable.

In the space below, OR IN YOUR PROCESS JOURNAL, list some ideas of things that you may be interested in doing for a project. This is time for you to brainstorm. Write everything down, even if you think it may not be possible. If you do write things here, make sure whatever you do IS RECORDED IN YOUR PROCESS JOURNAL LATER.

Remember, your product or outcome does not have to be a tangible object, like a piece of art or research results. It can be the development of a skill or knowledge in yourself or others.
Get Started – Step 2: Start a Process Journal

This step should be done at the same time as step one.

This section addresses all objectives, and especially:

- **Criterion B, Strand ii**: plan and record the development process of the project
- **Criterion D, Strand iii**: reflect on your development as an IB learner through the project

The process journal is a way to record the development of your personal project. It can take any form that you like. Examples of process journals are as follows:

- Writing in a spiral notebook
- Keeping a running blog
- Recording a video diary (i.e. “vlog”)
- Saving a series of audio recordings

Whatever helps you to record the progress of your personal project is acceptable. Remember that **you** will prove you addressed all four objective of the personal project (Investigating, Planning, Taking Action, and Reflecting) **based on evidence from your Process Journal**. It is your responsibility to get record of all the information you gathered and use it in your final report.

**Table 3: Correct vs. Incorrect Process Journal Descriptions**

<table>
<thead>
<tr>
<th>The Process Journal Is...</th>
<th>The Process Journal Is Not...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• used throughout the project to document its development</td>
<td>• used on a daily basis (unless this is useful for the student)</td>
</tr>
<tr>
<td>• an evolving record of intents, processes, accomplishments</td>
<td>• written up after the process has been completed</td>
</tr>
<tr>
<td>• a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised</td>
<td>• additional work on top of the project; it is part of and supports the project</td>
</tr>
<tr>
<td>• a place for recording interactions with sources, for example teachers, supervisors, and external contributors</td>
<td>• a diary with detailed writing about what was done</td>
</tr>
<tr>
<td>• a place to record selected, annotated and/or edited research and to maintain a bibliography</td>
<td>• a static document with only one format</td>
</tr>
<tr>
<td>• a place for storing useful information, for example quotations, pictures, ideas, photographs</td>
<td>• a means of exploring ideas and solutions</td>
</tr>
<tr>
<td>• a place for evaluating work completed</td>
<td>• a place for reflecting on learning</td>
</tr>
<tr>
<td>• a place for reflecting on learning</td>
<td>• devised by students in a format that suits his/her needs</td>
</tr>
<tr>
<td>• a record of reflections and formative feedback received.</td>
<td></td>
</tr>
</tbody>
</table>
Recording the progress of your personal project in the process journal is important, but it is not enough. You must also record your efforts to develop as an IB learner. As you work through the personal project, you should think about how you are growing in the IB learner profile and the IB approaches to learning (ATL skills).

The IB learner profile is a list of 10 characteristics that IB students are encouraged to develop as they grow and learn. The IB wants students to strive to be:

- Principled
- Reflective
- Inquirers
- Caring
- Knowledgeable
- Thinkers
- Open-Minded
- Communicators
- Risk-Takers
- Balanced

The ATL skills are skills you need to be able to persevere in your learning, both in, and out of, school. They are divided up into five major categories with several clusters. The following table provides a brief explanation of each cluster.

**Table 4: ATL Skills**

<table>
<thead>
<tr>
<th>Category</th>
<th>Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communication Skills</td>
</tr>
<tr>
<td></td>
<td>• Exchanging thoughts, messages and information effectively through interaction</td>
</tr>
<tr>
<td></td>
<td>• Reading, writing and using language to gather and communicate information</td>
</tr>
<tr>
<td>Social</td>
<td>Collaboration Skills</td>
</tr>
<tr>
<td></td>
<td>Working effectively with others</td>
</tr>
<tr>
<td>Self-Management</td>
<td>Organization Skills</td>
</tr>
<tr>
<td></td>
<td>Managing time and tasks effectively</td>
</tr>
<tr>
<td></td>
<td>Affective Skills</td>
</tr>
<tr>
<td></td>
<td>• Mindfulness</td>
</tr>
<tr>
<td></td>
<td>• Perseverance</td>
</tr>
<tr>
<td></td>
<td>• Emotional Management</td>
</tr>
<tr>
<td></td>
<td>• Self-Motivation</td>
</tr>
<tr>
<td></td>
<td>• Resilience</td>
</tr>
<tr>
<td></td>
<td>Reflection Skills</td>
</tr>
<tr>
<td></td>
<td>(Re)considering the process of learning; choosing and using ATL skills</td>
</tr>
<tr>
<td>Research</td>
<td>Information Literacy Skills</td>
</tr>
<tr>
<td></td>
<td>Finding, interpreting, judging and creating information</td>
</tr>
<tr>
<td></td>
<td>Media Literacy Skills</td>
</tr>
<tr>
<td></td>
<td>Interacting with media to use and create ideas and information</td>
</tr>
<tr>
<td>Thinking</td>
<td>Creating Thinking Skills</td>
</tr>
<tr>
<td></td>
<td>Analyzing and evaluating issues and ideas</td>
</tr>
<tr>
<td></td>
<td>Creative Thinking Skills</td>
</tr>
<tr>
<td></td>
<td>Generating novel ideas and considering new perspectives</td>
</tr>
<tr>
<td></td>
<td>Transfer Skills</td>
</tr>
<tr>
<td></td>
<td>Using skills and knowledge in multiple contexts</td>
</tr>
</tbody>
</table>
**The Process Journal can be in whatever format you would like.** This page contains a template for a journal entry that you can copy and fill out, or use as a guide when you use your own Journal. When putting in a process journal entry, be sure to address the ATL skills and IB learner profiles. This form is also available in *Appendix B* of this guide.

---

**Process Journal Entry**

Date:

<table>
<thead>
<tr>
<th>ATL Skill Categories Addressed in this Entry</th>
<th>IB Learner Profile Aspects Addressed in this Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Research</td>
</tr>
<tr>
<td>□ Communication Skills</td>
<td>□ Information Literacy Skills</td>
</tr>
<tr>
<td>Social</td>
<td>□ Media Literacy Skills</td>
</tr>
<tr>
<td>□ Social Skills</td>
<td></td>
</tr>
<tr>
<td>Self-Management</td>
<td>□ Critical Thinking Skills</td>
</tr>
<tr>
<td>□ Organization Skills</td>
<td>□ Creative Thinking Skills</td>
</tr>
<tr>
<td>□ Affective Skills</td>
<td>□ Transfer Skills</td>
</tr>
<tr>
<td>□ Reflection Skills</td>
<td></td>
</tr>
</tbody>
</table>

---

Notes/Work:

---

Explain how this entry relates to the ATL skills and IB learner profile aspects you checked at the top.

---

Global Context Reflection:

---

Questions to Follow Up On:

---

Evaluating Sources:
Get Started – Step 3: Making Sure Your Goal is Challenging

This section addresses **Criterion A, Strand i:**

*define a clear goal and global context for the project, based on personal interests*

If you look at the rubric for Criterion A, you can see that your final goal should be “clear and highly challenging.” Each person will have a different idea of what “highly challenging” means based on their experience and skills. Someone who has never sewn before may be challenged to make a basic quilt, while someone who has been sewing for years would find a quilt far too easy to make, and may need to create separate articles of clothing. Someone who has never played guitar will be challenged by learning to play a few 3 chord songs, while someone who has been playing for years may not be challenged unless they learn to play in a new style or a particularly challenging piece of music. The following table shows how a basic goal can be ramped up to make it more challenging. Remember you want the goal to be interesting and challenging, but not impossible.

<table>
<thead>
<tr>
<th>Basic Goal</th>
<th>Clear &amp; Challenging Goal</th>
<th>Highly Challenging Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a slideshow about a refugee crisis.</td>
<td>Raise awareness of a refugee crisis through an awareness campaign, including presentations to students and a poster campaign.</td>
<td>Develop an awareness campaign in the school to raise awareness of a refugee crisis, including presentations to students and a poster campaign and raise money to donate to UNHCR.</td>
</tr>
<tr>
<td>Create a cloth handbag of my own design.</td>
<td>Make a handbag of my own design from a material that I have created from recycled paper waste.</td>
<td>Create a range of handbags of my own design, made from material that I have created from paper waste.</td>
</tr>
</tbody>
</table>

Generally speaking, the more verbs that you have in a goal, the more opportunities you have to learn, and the more challenging the goal is.

**IN YOUR PROCESS JOURNAL** – Write down your current goal. Is it possible to make it more challenging by adding additional pieces? Does the new goal still interest you?
Get Started – Step 4: Select a Global Context

This section addresses Criterion A, Strand i:
define a clear goal and global context for the project, based on personal interests

You must select one global context to use as a lens through which you can develop your personal project. There may be more than one global context that can apply to your project, but you must pick ONE to use for the duration of the project. From this global context, you must select one area of exploration to guide your work. The global context and area of exploration will help you to refine and focus your work. You may already have a very strong personal interest in the project, but by using global contexts, you can see how what you learn can apply to other people. Global contexts help you to address the following questions:

- Why am I engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

The following tables demonstrate the impact global contexts have on a topic:

### Table 6: Global Contexts Examples that Apply to the Same Topic

<table>
<thead>
<tr>
<th>Topic 1: Rap as a Music Genre</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Context</strong></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td>Identity &amp; Relationships</td>
<td>Examine the question, “Why does rap speak to me?”</td>
</tr>
<tr>
<td>Orientation in Time &amp; Space</td>
<td>Explore the development of rap as a style of music across continents.</td>
</tr>
<tr>
<td>Personal &amp; Cultural Expression</td>
<td>Perform a rap song for peers and have a question-and-answer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 2: Solar Energy Devices</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Context</strong></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td>Scientific &amp; Technical Innovation</td>
<td>Design a 3D model of a solar device with instruction for construction.</td>
</tr>
<tr>
<td>Orientation in Time &amp; Space</td>
<td>Investigate how, in history, different cultures have made use of energy for different needs.</td>
</tr>
<tr>
<td>Globalization &amp; Sustainability</td>
<td>Debate Hervé Kempf’s ideas about “How are the rich destroying the Earth?”</td>
</tr>
</tbody>
</table>
A list of global contexts and examples of personal project topics are as follows:

**Table 7: Global Contexts & Personal Project Examples**

<table>
<thead>
<tr>
<th>Global Contexts &amp; Explorations</th>
<th>Examples of Personal Projects Topics &amp; Products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identities &amp; Relationships</strong></td>
<td>• Two sides of social networking: an awareness campaign about digital citizenship and cyber bullying.</td>
</tr>
<tr>
<td>An exploration into identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</td>
<td>• How online identities impact offline relationships; a research essay.</td>
</tr>
<tr>
<td>• Keeping culinary traditions; a video series following family recipes with historical relevance.</td>
<td>• The effect of mass media on teenage identity; a short film.</td>
</tr>
<tr>
<td><strong>Orientation in Space &amp; Time</strong></td>
<td>• The Euclidean space perspective of the universe; a 3D model.</td>
</tr>
<tr>
<td>An exploration into personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.</td>
<td>• Explorers in search of a new world; immigration over the ages through visual texts.</td>
</tr>
<tr>
<td>• Charting a family history through archives and a representational statue.</td>
<td>• Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture.</td>
</tr>
<tr>
<td><strong>Personal and cultural expression</strong></td>
<td>• The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers.</td>
</tr>
<tr>
<td>An exploration into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</td>
<td>• Culture and self-expression through dance at the local community arts center; a performance.</td>
</tr>
<tr>
<td><strong>Scientific and technical innovation</strong></td>
<td>• Nano fibers build stronger bikes; a prototype bike with nano fibers.</td>
</tr>
<tr>
<td>An exploration into the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</td>
<td>• What’s the matter with the anti-matter? an informational talk.</td>
</tr>
<tr>
<td>• Why are genetics and genomics important to my health? a media presentation.</td>
<td>• Can stem cells replace organ transplants? an investigative report.</td>
</tr>
<tr>
<td><strong>Globalization and sustainability</strong></td>
<td>• The struggle for water in developing countries; an awareness campaign.</td>
</tr>
<tr>
<td>An exploration into the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision making on humankind and the environment.</td>
<td>• The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation.</td>
</tr>
<tr>
<td>• Education as the tool to change the future of Peru; a workshop for adults.</td>
<td>• The role of the developing countries in protecting the tropical rain forest; a collection of slides.</td>
</tr>
<tr>
<td><strong>Fairness and development</strong></td>
<td>• Supporting fair trade: cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade.</td>
</tr>
<tr>
<td>An exploration into rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</td>
<td>• Open-market economies and their role in fair trade; a talk for students.</td>
</tr>
<tr>
<td>• Exploring the intersections of race and inequality; a radio broadcast.</td>
<td>• Asylum seekers and their right to live like us; a painting.</td>
</tr>
</tbody>
</table>
Brainstorm which global contexts could apply to your project, and document your work **IN YOUR PROCESS JOURNAL**. Use the following template in this process journal entry:

<table>
<thead>
<tr>
<th>Personal Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Topic</td>
</tr>
<tr>
<td>Product</td>
</tr>
<tr>
<td>Global Context</td>
</tr>
<tr>
<td>Area to Explore</td>
</tr>
</tbody>
</table>

A few examples of how the template above can be used are as followed:

**Table 8: Template Examples**

<table>
<thead>
<tr>
<th>Example 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Topic</strong></td>
</tr>
<tr>
<td><strong>Product</strong></td>
</tr>
<tr>
<td><strong>Global Context</strong></td>
</tr>
<tr>
<td><strong>Area to Explore</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Topic</strong></td>
</tr>
<tr>
<td><strong>Product</strong></td>
</tr>
<tr>
<td><strong>Global Context</strong></td>
</tr>
<tr>
<td><strong>Area to Explore</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Topic</strong></td>
</tr>
<tr>
<td><strong>Product</strong></td>
</tr>
<tr>
<td><strong>Global Context</strong></td>
</tr>
<tr>
<td><strong>Area to Explore</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Topic</strong></td>
</tr>
<tr>
<td><strong>Product</strong></td>
</tr>
<tr>
<td><strong>Global Context</strong></td>
</tr>
<tr>
<td><strong>Area to Explore</strong></td>
</tr>
</tbody>
</table>
Get Started – Step 5: Figure Out What You Already Know About Your Project

This section addresses **Criterion A, Strand ii:**
*identify prior learning and subject-specific knowledge that is relevant to the project*

**IN YOUR PROCESS JOURNAL**, record what you already know about the topic of your personal project.

Look for parallels in your life experience. For example, if you are doing a personal project on poetry, but have never written poetry before, what do you know about writing in general? Think of other times that you have written things.

If this is something that is entirely new to you, you can still write about your prior learning. Think about another time that you learned something new or acquired a new skill. Consider times that were successful and those that were less successful.

This is also when you must get baselines, if appropriate. If you are going to judge the improvement you make in a skill, you must have some kind of record about what kind of skill level you have now. So if your goal is to improve your drawing skill, you need to record how well you draw now. If your goal is to learn to dunk, you should have a video of you trying, and failing, to dunk. If you are tutoring someone, you need to make sure that you have a record of what they know before you start so you can both see how far you've come.
Get Started – Step 6: Create a Plan

This section addresses **Criterion B, Strand ii:**

*plan and record the development process of the project*

Before you get too far in the project, you need to plan out how you will finish the project in the time provided. It will help to think of all the things you will need to do to complete your project and put them all in a mind map or list **IN YOUR PROCESS JOURNAL.**

If you do the mind map or list in the space below, be sure to cut out your work and **PUT IT IN YOUR PROCESS JOURNAL, OR RECOPY IT THERE.**
Once you have recorded the different tasks you will need to complete what to finish your personal project in the time allowed, use the following form \((p.\ 17\ –\ 19\ of\ this\ guide)\) to write out a plan of what you will do and by when you will do it.

---

**Form 1: Creating a Plan**

**Project Title:** ____________________________________________________

**Student:** ___________________________  **Date/Duration of Project:** ________________

**Goal** (formulate a statement that clearly shows your goal, based on your personal interests).

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

What is the purpose of your goal? What do you hope to achieve?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

**Global Context & Exploration**

____________________________________________________________________________________

____________________________________________________________________________________

What Product/Outcome will you create in response to the Goal and Global Context?

____________________________________________________________________________________

____________________________________________________________________________________

**Which criteria will ensure your product/outcome is of excellent quality, and how will you evaluate it?**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
<table>
<thead>
<tr>
<th>Research: What do you have to research? (Be specific; think of media, surveys, interviews, and observations).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify how you will find your sources.</td>
</tr>
<tr>
<td>Locate and access your sources.</td>
</tr>
<tr>
<td>Assess sources.</td>
</tr>
<tr>
<td>Extract relevant information.</td>
</tr>
<tr>
<td>Collect and synthesize my information.</td>
</tr>
</tbody>
</table>
Using the research chart you completed in the previous page, list the tasks you need to complete, and how you plan on completing the personal project in the time provided.

<table>
<thead>
<tr>
<th>Task/Action/Step</th>
<th>How You Plan on Completing It</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Get Started – Step 7: Research, Research, Research

This section addresses Criterion A, Strand iii: demonstrate research skills

Research is an important approach to learning that you need to develop in the personal project. The IB divides research skills into two categories: information literacy (finding, interpreting, judging and creating information) and media literacy (interacting with media to use and create ideas and information). It is vital that you show that you are familiar with both of these areas. YOUR PROCESS JOURNAL IS THE PLACE WHERE YOU CAN RECORD YOUR WORK to show that you have mastered your research skills.

Here are some ways that you can show your information literacy skills:

• Collect, record and verify data
• Make connections between sources of information
• Collect and analyze data to identify solutions and make informed decisions
• Process data and report results
• Evaluate and select information sources based on their appropriateness to specific tasks
• Use critical literacy skills to analyze and interpret media communications
• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions

Whichever of these skills you use should be RECORDED IN YOUR PROCESS JOURNAL.

Here are some ways that you can show your media literacy skills:

• Locate, organize, analyze, evaluate, synthesize, and ethically use sources from a variety of sources and media
• Demonstrate awareness of media interpretations of events and ideas
• Seek a range of perspectives from multiple and varied sources
• Communicate information and ideas effectively to multiple audiences using a variety of media and formats
• Compare, contrast, and draw connections among (multi)media resources

Whichever of these skills you use should be RECORDED IN YOUR PROCESS JOURNAL.
Go back to the list of possible sources you made in the “Planning” section of the guide. Begin to work through the sources you want to use. It is important to make sure that the sources you are using are strong, relevant sources.

There are many other ATL skills that you can demonstrate with research. Keeping your sources organized and together shows organization. Evaluating the sources, looking at the project from the multiple perspectives of different sources and interpreting data you find all demonstrate critical thinking. Taking what you learn from your research and applying it to the Project indicates that you know how to transfer skills and information.

**Getting the Most from Your Sources**

To ensure that your research supports your project, it is important you get everything that you need from your sources.

Books are websites are both excellent research places. Nevertheless, do not only limit yourself to these types of sources. You can also use the following:

- Face to Face Interviews
- Phone Interviews
- Surveys
- Email Interviews
- Observations

There are several forms that you can use to organize your sources when they arrive. Keep in mind that proper research is also a way to show self-management (through organization).
In addition to keeping all of the bibliographic information that you will need, be sure to take the time to evaluate the sources. You will need to look at the sources from the following perspectives.

**Authority** – Who is responsible for presenting this information?
- Who has written or provided this information and can you check their qualifications?
- Is the information listed/presented from an ‘expert’ in this field?

**Accuracy** – Is the information accurate, can it be proven and verified?
- Is the information correct?
- Can you check the accuracy of information through links, footnotes and bibliography?

**Objectivity** – Is the information based on facts, things you can observe or based more on opinions and emotions? Is it from just one point-of-view?
- Is there personal bias?
- Can you verify that facts, statistics and links to sources are accurate and truthful?

**Currency** – How old is the information and is it important?
- Has the author(s) provided a date for when the information was written?
- Has the information been revised or updated, and if so, when?

**Use the table in Appendix C to evaluate your sources.**
Get Started – Step 8: Figure Out How You Will Evaluate Your Personal Project

This section addresses **Criterion B, Strand i:**

develop criteria for the product/outcome

One of the most important parts of the personal project is your evaluation of your final product. To do this effectively, you must create a list of criteria that you will use to judge your work. Please be aware that these are not the same as the Assessment Criteria A, B, C, and D that others will use to evaluate your work. The criteria that you create here are for **YOUR** own use. You should decide what 3 to 5 things you are going to use as the basis for your evaluation. Having a set of criteria laid out before you begin allows you to objectively look at how well you completed your personal project.

There are two charts on the following two pages (**p. 25 & 26 of this guide**) that you can use to help you create your criteria.
<table>
<thead>
<tr>
<th>Prompts</th>
<th>Student – Designed Criteria</th>
<th>Test or Method of Evaluation</th>
</tr>
</thead>
</table>

**Form:**
What will your project look like?
What materials will you use?
What size will your project be?
What tools will you use?
How will you assemble your project?

**Function:**
What is the purpose of your project?

**User/Audience:**
Who is your project for?
What needs do you expect your project to satisfy?
Where/why will your project be used?

**Costs:**
How much will your project cost to make?
How much will you sell it for?
How much profit could be made on your item/project?
### Your Goal:

### Global Context:

<table>
<thead>
<tr>
<th>1 - 2</th>
<th>Cost</th>
<th>User/Audience</th>
<th>Environmental Considerations</th>
<th>Function</th>
<th>Materials</th>
<th>Size/Content</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>3 - 4</td>
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<tr>
<td>Adequate</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5 - 6</td>
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<td>Substantial</td>
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<tr>
<td>7 - 8</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Rigorous</td>
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</tr>
</tbody>
</table>
Work the Project

Once you are finished with the Get Started portion of the process, you begin to Work the Project itself. To complete the personal project you must not only think, manage yourself, communicate with others and use social skills, but you must also PROVE THESE THINGS IN THE FINAL REPORT. Proving that you thought, communicated and managed yourself can be challenging, but each of the following sections gives you ideas of how to guarantee that you can prove everything that you did.

Remember, just because you have worked on the first eight steps, it does not mean you are done addressing those parts of the personal project.

For example, your research is never really done. Now it will be guided by the work you continue to do. You have a plan, but it will probably have to be adjusted as you begin to work on the project. You also may need to adjust your criteria to evaluate your final product, if things change over the course of the project development.
Work the Project: THINK

This section addresses Criterion C, Strand ii: 
demonstrate thinking skills

Thinking is something that takes place internally, and can be difficult to show unless you make an effort to RECORD THINGS IN YOUR PROCESS JOURNAL. There are definitely ways that you can show your thinking, if you do the work upfront.

The IB breaks thinking skills down into three categories: creating thinking (generating novel ideas and considering new perspectives), critical thinking (analyzing and evaluating issues and ideas) and transfer (utilizing skills and knowledge in multiples contexts).

A few ways you can PROVE that you did some creative thinking is as follows:

• come up with solutions to problems or challenges
• brainstorm your ideas or inquiries
• use techniques to make your thinking visible, like mind maps or lists
• consider multiple alternatives – even if they seem impossible
• make unusual connections between ideas or objects
• design improvements and existing technologies
• create novel solutions or original works and ideas – or use existing works or ideas in new ways.

A few ways you can PROVE that you did some critical thinking is as follows:

• recognize or identify problems, obstacles or challenges
• formulate arguments
• recognize assumptions and bias in sources
• interpret data and evaluate sources
• draw reasonable conclusions and generalizations
• revise understanding based on new information
• formulate questions
• consider ideas from multiple perspectives
• propose and evaluate a variety of solutions.
A few ways you can **PROVE** that you did some **transfer skills** is as follows:

- apply skills and knowledge in unfamiliar situations
- compare conceptual understanding across multiple subject groups and disciplines
- combine knowledge, understanding and skills to create products or solutions
- transfer current knowledge to learning of new technologies
- change the context of an inquiry to gain different perspectives
- explain how you apply your research to your personal project.

Whichever of these skills you use, be sure to **RECORD WHAT YOU DID IN YOUR PROCESS JOURNAL**.
Work the Project: MANAGE YOURSELF

This section addresses all objectives, and especially:

- **Criterion B, Strand ii:** demonstrate self-management skills
- **Criterion D, Strand ii:** reflect on how completing the project has extended your knowledge and understanding of the topic and the global context
- **Criterion D, Strand iii:** reflect on your development as an IB leader through the project

While all the approaches to learning (ATL skills) are important, self-management may be the most critical aspect of your successful completion of the personal project. If you do not pace yourself and take care of your responsibilities, this project can’t be finished. If you don’t take the time to think about what you’re doing, you won’t be able to finish either.

The IB has three subdivisions to self-management: organization (managing time and tasks effectively), affective skills (managing your state of mind), and reflection (considering the process of learning; choosing and using ATL skills).

A few ways you can PROVE that you did some organizational skills is as follows:

- keep an organized process journal and add to it regularly
- maintain your research
- have a detailed plan for the completion of the project from early on
- meet your deadlines
- set a goal and stick to it
- select technology effectively and productively.

A few ways you can PROVE that you did some affective skills is as follows:

- demonstrate perseverance and persistence – keep going when there is a problem or confusion
- practice positive-thinking
- be self-motivated analyze causes of a failure and work to get around the problem
- be resilient – when you come across mistakes, failures, disappointment, change, KEEP GOING
- be mindful, when you get distracted try to regain your focus.
A few ways you can PROVE that you did some **reflection skills** is as follows:

• develop new skills, techniques or strategies for effective learning
• identify strengths and weaknesses of personal learning strategies (self-assessment)
• try new ATL skills and evaluate their effectiveness
• consider increased knowledge and understanding relating to the project topic
• consider ATL skills development
• consider your development as a learner.

**EXAMPLES OF THESE KINDS OF ACTIVITIES SHOULD ALL BE IN YOUR PROCESS JOURNAL. RECORD BOTH THE POSITIVE AND NEGATIVE RESULTS.**
Work the Project: COMMUNICATE & BE SOCIAL

This section addresses Criterion C, Strand iii:
demonstrate communication and social skills

You can demonstrate your ATL skills in communication by exchanging thoughts, messages and information effectively through interaction as well as by reading, writing and using language to gather and communicate information. You can show how well you employed your social and collaboration skills by working effectively with others.

A few ways you can demonstrate your communication skills IF YOU RECORD THEM IN YOUR PROCESS JOURNAL are as follows:

• communicate with experts and record how their advice informed the creation of your product/outcome
• communicate with your supervisor and record how their feedback informed the completion of your personal project
• give and receive feedback from people other than your supervisor
• use appropriate speaking and writing techniques for dealing with different audiences
• negotiate ideas and knowledge with peers, teachers or others (possibly as part of research)
• collaborate and share ideas (may be part of the product)
• make inferences and draw conclusions (this also shows critical and creative thinking)
• write for different purposes
• paraphrase and take effective notes (this also shows information literacy and organization)
• organize and depict information logically
• structure information in the written report.

A few ways you can demonstrate your collaboration skills IF YOU RECORD THEM IN YOUR PROCESS JOURNAL are as follows:

• demonstrate empathy.
• help others to succeed.
• take responsibility for one’s own actions.
• listen actively to perspectives and ideas of others.
• give and receive meaningful feedback.
Work the Project: Evaluate the Product/Outcome

This section addresses Criterion D, Strand 1:

evaluate the quality of the product/outcome against your criteria

It is important to take the time to evaluate your final outcome. You must use the criteria you created back in the fall. Use the criteria to evaluate your work objectively. It is not enough to say "I like it. I worked hard." Or "I hate it, there is one little mistake." Using the criteria will help you to remain neutral when you look at your work and not get too far out of line one way or the other.

Please complete the form in Appendix E to evaluate your product/outcome. You will then use the information in this form when typing up your report, and specifically in the “Reflection” section (Objective D).
Work the Project: Reflect on What You Learned About Your Project & Global Context

This section addresses **Criterion D, Strand ii:**
reflect on how completing the project has extended your knowledge and understanding of the topic and the global context

Answer the following questions in your process journal:

What was your global context?

What was your areas of exploration?

Why did you choose these?

How did they guide your work?

What did you learn about them?

What did you learn about the topic of your project?
Work the Project: DEVELOP AS AN IB LEARNER

This section addresses Criterion D, Strand iii:
reflect on your development as an IB learner through the project

Think of the IB learner profile aspects. At what points did you see any of these characteristics? Did you use more than one of these profiles in the same situation?

Principled

Risk Taker

Inquirer

Caring

Knowledgeable

Thinker

Open Minded

Communicator

Reflective

Balanced

What did you learn about yourself by doing this project?

Can that be related back to an aspect of the learner profile?
**Compose the Report**

When you are done with your product, or have achieved your outcome, you have to compose a final report describing your project, how you completed it, and what you learned. This report can take several different forms. It can be a traditional, typed paper. You may also want to make a video or audio recording. The word and time limits for the different kinds of reports are listed below.

**Table 9: Personal Project Report Formats**

<table>
<thead>
<tr>
<th>Format</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written</td>
<td>1,500 – 3,500 words</td>
</tr>
<tr>
<td>Electronic (website, blog, slideshow)</td>
<td>1,500 – 3,500 words</td>
</tr>
<tr>
<td>Oral (podcast, radio broadcast)</td>
<td>13 – 15 minutes</td>
</tr>
<tr>
<td>Visual (film)</td>
<td>13 – 15 minutes</td>
</tr>
</tbody>
</table>

It is also possible to mix the type of media you use for your final report. If you want to mix recordings and traditional written report styles, you should refer to the table below to see how long your mixed recording and word count should be.

**Table 10: Length Requirements for Multimedia Reports**

<table>
<thead>
<tr>
<th>Time (Audio or Audio-Visual Recording)</th>
<th>Word Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 minutes</td>
<td>AND 1,200 – 2,800 words</td>
</tr>
<tr>
<td>6 minutes</td>
<td>AND 900 – 2,100 words</td>
</tr>
<tr>
<td>9 minutes</td>
<td>AND 600 – 1,400 words</td>
</tr>
<tr>
<td>12 minutes</td>
<td>AND 300 – 700 words</td>
</tr>
</tbody>
</table>

Your entire project (final product/outcome, process journal and report) will be assessed using the four personal project assessment criteria. These are not to be confused with the criteria that you created to evaluate your project. The rubrics can be found in **APPENDIX F** of this guide.
**Compose the Report: REPORT FORMAT**

There are certain sections that you need to include in your final report, which are as follows:

- Title Page
- Table of Contents
- Body
  - A: Investigating
  - B: Planning
  - C: Taking Action
  - D: Reflection
- Bibliography
- Appendices (Process Journal Excerpts)
- Academic Honesty Form (available in **APPENDIX A** of this guide)

It is likely that your final submission will contain several different kinds of media. Even if you type your final report, your process journal may have been recorded or videoed. If that is the case, you should still submit the excerpts to prove the statements you make in the report. If your report is recorded, you must still include a bibliography of sources and cite the work of other authors when appropriate.

If your report is recorded in some way, make sure that it is very clear when you move from one section to another. If you are doing a video recording, this could be accomplished by holding up a sign when you move to a new section. If you are doing an audio recording, it is important that you state very clearly when you are moving on to a new section.

Whichever format of report you choose must include **SEPARATE SECTIONS** for Investigating, Planning, Taking Action and Reflection. If the report is typed, it is merely necessary to label the new section with the appropriate name.

It is important that you address each strand in the criteria to be able to achieve the highest score possible. Pages 48 – 51 of this guide contain checklists to make sure that every section that you compose contains everything you must include in each section. Each checklist is followed by additional advice for improving that section of the report.
The title page must include the following:

- Student Name
- Title of the Project (Create a catchy title!)
- Word Count
- School Name
- Date

The body of the report must use the following headlines:

- Investigating
- Planning
- Taking Action
- Reflecting

To help you with gathering the content of each of the sections in your body, answer the questions on p. 39 – 47 of this guide. Use the answers to these questions when typing your personal project report.
Compose the Report: PERSONAL PROJECT REPORT OUTLINE

INVESTIGATING

What is your topic and why does it interest you?
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What personal connections do you have with the topic and your project?
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Which global context did you choose? Why was that particular global context appropriate for your project?
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What prior learning and subject-specific knowledge did you have when you started the project?
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What did you need to know before you could begin your project? What background information
did you gain? (Use citations to include information from your research.)
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What information did you learn as you worked through the project? How did you gain the
necessary information and use it to make decisions for your project? (Cite the specific
information and be sure to include it in your bibliography).
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What is the goal of the project? What did you set out to accomplish?

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What product/outcome did you set out to create?

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Planning

What product/outcome did you set out to create?

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What specifications did you create for your product/outcome?

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What plan of action did you create to complete your project? (List out your steps!)
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How did you record your progress and stay on track?
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What self-management skills did you use? How did you organize your project? Your research?
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How did you monitor your progress according to your timeline and meet your deadline?

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**TAKING ACTION**

What product/outcome did you actually accomplish?

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How does your product/outcome relate to your goal, the global context, and your interests?

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How did you demonstrate thinking skills?

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What problems or challenges did you encounter and how did you solve them?

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How did you use and develop communication and social skills?

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How did you communicate with your supervisor?
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How did your work with others (i.e. the school, your parents, community resources, your friends, etc.) to accomplish your goal?
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REFLECTING
Describe how you met each of the specifications you designed for your project.
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How do you evaluate the quality of the product/outcome against each of the criteria you created?
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How could you have improved your product/outcome?
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How has completing the project extended your knowledge and understanding of the topic and of the global context?
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How have you developed as an IB learner by completing the project?
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How has completing the project changed you?
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Include your biography in MLA format.

Include any items for your appendix.
What additional information is useful for your reader to know and support your project?
Compose the Report: **PERSONAL PROJECT REPORT CHECKLIST**

### Section 1: Objective A – Investigating
This is your introduction. You started the project by investigating, but you may have followed the inquiry cycle (inquiry, action, reflection) more than once in order to strengthen, extend or refine your inquiry.

| Define a clear goal and global context for the project, based on personal interests | □ I give the precise meaning of the goal of my project; I explain what I wanted to achieve; where, how, and why I wanted to achieve it.”  
 □ I define the global context that applies best to my project and explain its connection.  
 □ I describe what makes my project personal: the experiences, interest, and ideas that make it important to me.  
 □ If I made changes to my goal during the project, I explain the changes and why I made them. |
|---|---|
| Identify prior learning and subject-specific knowledge relevant to the project. | □ I identify what I already knew about this topic/project and the sources of my knowledge.  
 □ I identify what I learned in MYP subject groups before the project started, and how this was helpful. |
| Demonstrate research skills | □ I outline the research skills I had when I started the project.  
 □ I discuss the research skills I developed through the project.  
 □ I explain how I may have shared my research skills to helpers who needed more practice. |

**How to achieve the highest levels in Criterion A:**

- **The goal** must be very clearly stated. This is best done in its own paragraph, not hidden in the middle of one. You can talk about the evolution of your goal but make sure that the person reading your report is not hunting around trying to find the actual goal.
- **“Define”** means to give the precise meaning of something so make sure the goal contains clarifying statements if anything is unclear.
- Explain why this project is **highly challenging** for you.
- Explain **why you chose this project.** Where does your personal interest come from? Why is it important to you?
- Talk about the **global context** in this part of your report. How does it guide your research and investigation in a meaningful way? Why did you choose to focus your report this way?
- You need to be very detailed and specific about **what you already know** about every aspect of your proposed goal. Give examples to help. It needs to be clear that your idea stems from personal interest, but also that there is some room for growth in terms of your understanding of the topic.
- In order to demonstrate **research skills** you need to:  
  - have a complete **bibliography** that shows you have used a wide variety of sources  
  - have **in-text references** where appropriate  
  - write a detailed **evaluation** of some of the sources you used.
**Section 2: Objective B – Planning**  
This includes all the work you did to plan and organize your project towards a product/outcome.

| Develop criteria for the product/outcome | □ I refer to the criteria I developed to evaluate the project product/outcome.  
□ If I made changes to my criteria during the project, I explain the changes and why I made them. |
| Plan and record the development process of the project | □ I provide evidence of my planning through timelines, milestones or other tools/strategies.  
□ I present a record of how the project progressed from start to finish. |
| Demonstrate self-management skills | □ I outline the self-management skills I had when I started the project.  
□ I discuss the self-management skills I developed through the project.  
□ I explain how I may have shared my self management skills to help peers who needed more practice. |

**How to achieve the highest levels in Criterion B:**

- The **criteria** will be used to **self-assess** the extent to which you achieved your goal later in the project. They should therefore reflect all the elements of the goal. It is best to take some advice from a **real-life expert** to decide what an ‘excellent’ outcome or product should be.

- The criteria can be written in list form, or better still as a **rubric**.

- If the project has more than 1 aspect to the goal (for example to learn something and then to perform), there may be separate criteria for the parts.

- The **plan** should have been devised at the start of the process and should include information about any **changes** that were necessary along the way, with reasoning. This can then also be used as evidence of your self-management skills in a few sentences in the body of your report, or included as an extract in the appendices.

- You can achieve a high level for your **self-management skills** by reflecting honestly on your ability to manage yourself – not just by meeting all the deadlines. It does not matter if your plan changes – the important thing is to reflect concisely on why it changed and how you used your self-management skills to adjust your planning.
### Section 3: Objective C – Taking Action
This is the main “doing” part of your project – the action part of the inquiry cycle – where the product/outcome is developed and completed.

| Create a product/outcome in response to the goal, context, and criteria | □ I discuss the product/outcome as the result of the process undertaken during the project.  
□ I check that I have included evidence of my product to be submitted with my report. |
|---|---|
| Demonstrate thinking skills | □ I outline the thinking skills I had when I started the project.  
□ I discuss the thinking skills I developed through the project.  
□ I explain how I may have shared my thinking skills to help peers who needed more practice. |
| Demonstrate communication and social skills | □ I outline the communication and social skills I had when I started the project.  
□ I discuss the communication and social skills I developed through the project.  
□ I explain how I may have shared my communication and social skills to help peers who needed more practice. |

**How to achieve the highest levels in Criterion C:**

- You must put evidence of your product or outcome in your report (or appendices).
- You do not need to write a detailed assessment of its quality against your assessment criteria yet – that is in the next section. But you might want to make a statement about your overall feeling in relation to its quality. Are you pleased with how it turned out? What might you do differently if you did it again?
- Evaluate your thinking skills directly – write a few paragraphs giving examples of when you demonstrated excellent thinking skills. Put additional evidence in the appendices if necessary (but refer to it in the body of the report).
- Evaluate your communication and social skills directly - write a few paragraphs giving examples of when you demonstrated excellent communication and social skills. Put additional evidence in the appendices if necessary (but refer to it in the body of the report).
**Section 4: Objective D – Reflecting**

This is the point when you look back over the project and evaluate your development. You may have reflected during the process of the project and you can refer to this here too.

| Evaluate the quality of the product/outcome against their criteria | I evaluate the product/outcome against the criteria I designed.  
| I identify the strengths, weaknesses, and possible improvements of the product/outcome. |
| Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context | I identify challenges and solutions I developed to meet them.  
| I demonstrate a deeper knowledge and understanding of my topic and my identified global context.  
| I base my reflection on evidence, including my process journal. |
| Reflect on their development as IB learners through the project | I identify how I have developed as a learner (using the IB learner profile as appropriate).  
| I discuss my strengths and weaknesses in completing the project.  
| I summarize the impact the project could have on my future learning. |

**How to achieve the highest levels in Criterion D:**

- Use your own assessment criteria (rubric) and be honest about the extent to which you achieved each of the strands. Give a detailed explanation of each and reflect honestly on your product. This criterion measures your ability to **EVALUATE** in an unbiased manner—**not justify** the grade you would like to score.
- Include evidence from others about the quality of your product/outcome if you can. Did you do a survey or a test to find out what people thought?
- Reflect back on your previous knowledge and describe and explain how your knowledge and understanding of the topic you researched has deepened. What did you think then and what do you think now. Why has it changed?
- Reflect on the global context. To what extent do you have a deeper appreciation of it now? How did it shape your project?
- Reflect on your personal development. What have you learnt about yourself?
- It is **VITAL** that you give specific examples and evidence where possible to back up or demonstrate points that you are making.
- Make this section detailed, thoughtful, reflective and specific –without getting flowery.
- Use the appendices to show specific evidence.
- Refer to the appendices in the body of the report.
APPENDIX A – ACADEMIC HONESTY FORM

MYP PERSONAL PROJECT ACADEMIC HONESTY FORM

<table>
<thead>
<tr>
<th>Student name</th>
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<tbody>
<tr>
<td>Student number</td>
<td></td>
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<tr>
<td>School name</td>
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<tr>
<td>School number</td>
<td></td>
</tr>
<tr>
<td>Supervisor name</td>
<td></td>
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</tbody>
</table>

**Student:** This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.

**Supervisor:** You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.

<table>
<thead>
<tr>
<th>Date</th>
<th>Main points discussed</th>
<th>Signature/initials</th>
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</thead>
<tbody>
<tr>
<td>Meeting 1</td>
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<td>Student:</td>
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<td></td>
<td>Supervisor:</td>
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<tr>
<td>Meeting 2</td>
<td></td>
<td>Student:</td>
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<td></td>
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<td>Supervisor:</td>
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</tbody>
</table>
### Meeting 3

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<tr>
<th>Student:</th>
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<tbody>
<tr>
<td>Supervisor:</td>
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</tbody>
</table>

**Supervisor comment**

**Student declaration**

I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).

**Supervisor declaration**

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.

<table>
<thead>
<tr>
<th><strong>Student’s signature</strong></th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td><strong>Supervisor’s signature</strong></td>
<td>Date</td>
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</tbody>
</table>
APPENDIX B – BLANK PROCESS JOURNAL ENTRY

Use the following template to complete your process journal entries. This template is optional. You can use ANY FORMAT that is suitable to you as long as you include all the information mentioned in this form.

There are numerous samples online of different journal entry templates.

------------------------------------------

PROCESS JOURNAL ENTRY

Date:

<table>
<thead>
<tr>
<th>ATL Skill Categories Addressed in this Entry</th>
<th>IB Learner Profile Aspects Addressed in this Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Research</td>
</tr>
<tr>
<td>□ Communication Skills</td>
<td>□ Information Literacy Skills</td>
</tr>
<tr>
<td>Social</td>
<td>□ Media Literacy Skills</td>
</tr>
<tr>
<td>□ Social Skills</td>
<td>□ Critical Thinking Skills</td>
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<tr>
<td>Self-Management</td>
<td>□ Creative Thinking Skills</td>
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<td>□ Organization Skills</td>
<td>□ Transfer Skills</td>
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<tr>
<td>□ Affective Skills</td>
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<tr>
<td>□ Reflection Skills</td>
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</tbody>
</table>

Notes/Work:

Explain how this entry relates to the ATL skills and IB learner profile aspects you checked at the top.

Global Context Reflection:

Questions to Follow Up On:

Evaluating Sources:
**APPENDIX C – EVALUATING SOURCES**

Use this table to evaluate your sources.

<table>
<thead>
<tr>
<th>Source Details</th>
<th>Notes</th>
<th>Source Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include whatever bibliographic details you will need for the final paper.</td>
<td></td>
<td>Refer to the explanation of each descriptor on p. 23 of this guide.</td>
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<tr>
<td>Authority:</td>
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**APPENDIX D – INTERVIEWING FORM**

Use this form to make sure that you keep your interview focused and keep all of the information that you need for your personal project.

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<thead>
<tr>
<th>Time:</th>
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<th>Venue:</th>
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<tbody>
<tr>
<td><strong>Interviewees</strong></td>
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<td>List the name, qualification, and position in organization</td>
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<td>Question</td>
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<td>Question</td>
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**APPENDIX E – EVALUATION OF THE PRODUCT/OUTCOME FORM**

Use this form to assess your project according to the criteria you developed. The information you mention in this form should be included in the Reflection section (Objective D) of your report.

---

**MYP PERSONAL PROJECT SELF-EVALUATION OF THE PRODUCT/OUTCOME**

Student’s Name: __________________________  Supervisor’s Name: __________________________

Title of the Project: __________________________________________________________________________

**Criteria of the Product**

List the criteria you identified in the beginning of your project that describe your product/outcome. You should have 4 to 8 criteria. Assess your product/outcome using this form and include it in your process journal.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Partially Met</th>
<th>Mostly Met</th>
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Justification:

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Justification:

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<th>Partially Met</th>
<th>Mostly Met</th>
<th>Fully Met</th>
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Justification:
## APPENDIX F – ASSESSMENT CRITERIA

### Criterion A: Investigating

**Maximum: 8**

In the personal project, students should be able to:

i. define a clear goal and a global context for the project, based on personal interests  
ii. identify prior learning and subject-specific knowledge relevant to the project  
iii. demonstrate research skills.

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<tr>
<th>Achievement Level</th>
<th>Level Descriptor</th>
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<tr>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
  i. states a goal and a global context for the project, based on personal interests, but this may be limited in depth or accessibility  
  ii. identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance  
  iii. demonstrates limited research skills. |
| 3–4               | The student:  
  i. outlines a basic and appropriate goal and a global context for the project, based on personal interests  
  ii. identifies basic prior learning and subject-specific knowledge relevant to some areas of the project  
  iii. demonstrates adequate research skills. |
| 5–6               | The student:  
  i. develops a clear and challenging goal and a global context for the project, based on personal interests  
  ii. identifies prior learning and subject-specific knowledge generally relevant to the project  
  iii. demonstrates substantial research skills. |
| 7–8               | The student:  
  i. develops a clear and highly challenging goal and a global context for the project, based on personal interests  
  ii. identifies prior learning and subject-specific knowledge that is consistently highly relevant to the project  
  iii. demonstrates excellent research skills. |

### Criterion B: Planning

**Maximum: 8**

In the personal project, students should be able to:

i. develop criteria for the product/outcome  
ii. plan and record the development process of the project  
iii. demonstrate self-management skills.

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Level Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
  i. develops limited criteria for the product/outcome  
  ii. presents a limited or partial plan and record of the development process of the project  
  iii. demonstrates limited self-management skills. |
| 3–4               | The student:  
  i. develops adequate criteria for the product/outcome  
  ii. presents an adequate plan and record of the development process of the project  
  iii. demonstrates adequate self-management skills. |
| 5–6               | The student:  
  i. develops substantial and appropriate criteria for the product/outcome  
  ii. presents a substantial plan and record of the development process of the project  
  iii. demonstrates substantial self-management skills. |
| 7–8               | The student:  
  i. develops rigorous criteria for the product/outcome  
  ii. presents a detailed and accurate plan and record of the development process of the project  
  iii. demonstrates excellent self-management skills. |
**Criterion C: Taking Action**

**Maximum: 8**

In the personal project, students should be able to:

i. create a product/outcome in response to the goal, global context and criteria

ii. demonstrate thinking skills

iii. demonstrate communication and social skills.

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Level Descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1 – 2             | The student:
|                   | i. creates a **limited** product/outcome in response to the goal, global context and criteria
|                   | ii. demonstrates **limited** thinking skills
|                   | iii. demonstrates **limited** communication and social skills. |
| 3 – 4             | The student:
|                   | i. creates a **basic** product/outcome in response to the goal, global context and criteria
|                   | ii. demonstrates **adequate** thinking skills
|                   | iii. demonstrates **adequate** communication and social skills. |
| 5 – 6             | The student:
|                   | i. creates a **substantial** product/outcome in response to the goal, global context and criteria
|                   | ii. demonstrates **substantial** thinking skills
|                   | iii. demonstrates **substantial** communication and social skills. |
| 7 – 8             | The student:
|                   | i. creates an **excellent** product/outcome in response to the goal, global context and criteria
|                   | ii. demonstrates **excellent** thinking skills
|                   | iii. demonstrates **excellent** communication and social skills. |

**Criterion D: Reflecting**

**Maximum: 8**

In the personal project, students should be able to:

i. evaluate the quality of the product/success of the outcome against their criteria

ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context

iii. reflect on their development as IB learners through the project.

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Level Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1 – 2             | The student:
|                   | i. presents a **limited** evaluation of the quality of the product/success of the outcome against his or her criteria
|                   | ii. presents **limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context
|                   | iii. presents **limited** reflection on his or her development as an IB learner through the project. |
| 3 – 4             | The student:
|                   | i. presents a **basic** evaluation of the quality of the product/success of the outcome against his or her criteria
|                   | ii. presents **adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context
|                   | iii. presents **adequate** reflection on his or her development as an IB learner through the project. |
| 5 – 6             | The student:
|                   | i. presents a **substantial** evaluation of the quality of the product/success of the outcome against his or her criteria
|                   | ii. presents **substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context
|                   | iii. presents **substantial** reflection on his or her development as an IB learner through the project. |
| 7 – 8             | The student:
|                   | i. presents an **excellent** evaluation of the quality of the product/success of the outcome against his or her criteria
|                   | ii. presents **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context
|                   | iii. presents **excellent** reflection on his or her development as an IB learner through the project. |
Appendix G – Referencing Guide

Introduction
You will need to know how to reference your work correctly for class assignments, for your personal project, your extended essay, and other research essays. In this guide, you will find examples of correct ways of referencing. In the academic world, there are different ways of referencing and it can be confusing to know what is and what is not acceptable. This is why we want you to start out with one way that is definitely correct.

What is referencing?
Whenever you have to prepare an essay, report or presentation that involves research, you will inevitably read the ideas and opinions of other people. If you then use those ideas in your own work, you must acknowledge the people whose ideas you have used or the places you have got the ideas from. This is called referencing or citing your sources.

What should you reference?
You should reference the following:
• direct quotations
• paraphrased text
• images, charts, graphs, tables or text taken from someone else
• information that is not general knowledge
• opinions that are not yours

How should you reference?
Referencing should follow clear rules so that any person reading your work can look at the sources of your ideas. There are several systems that are recognized worldwide. At FIS, we have decided to adopt the Modern Language Association (MLA).

How will your text look with citations in it?
If your text includes quotations, maps, charts, tables, diagrams, pictures or music or paraphrased text, you need to include an in-text citation or parenthetical reference as shown below.

Examples of Direct Quotations:
Jean says: "I'm tired of all this, I'm going to bed." (Strindberg 132).
Explanation: “Strindberg” is the author, “132” is the page number of the book.

In Miss Julie, Strindberg lets Jean complain: "I'm tired of all this, I'm going to bed." (132).
Explanation: “Strindberg” is the author; he is not mentioned in parenthesis (brackets) because he is mentioned in the sentence before the quote. “132” is the page number of the book.

Some experts insist: "Many investors still bear scars from their foray into tech stocks in the late '90s." (Goldberg).
Explanation: “Goldberg” is the author of this quotation, which has been taken from a website. There is no page number since it is a website. Do not use the URL!

Examples of Paraphrased Text:
Although 1848 was a year of revolutions in which governments all over Europe were toppling, in England three students started a revolution in art that was to reverberate through the rest of the century (Wood 9).
Explanation: “Wood” is the author, “9” is the page number of the book.

According to Hawking, Isaac Newton was not a pleasant man. Most of his adult life was spent embroiled in disputes with other scientists (199).
Explanation: “Hawking” is the author; he is not mentioned in parenthesis (brackets) because he is mentioned in the sentence. “199” is the page number of the book.

Despite the fact that blue whales have been protected by international agreement since 1965, their numbers have dwindled remarkably (Save the Whales ).
Explanation: Save the Whales is the title of the complete website in italics. The name of the author is not listed on the website. Therefore, you put the first element listed in the bibliography, which is the title because the paraphrased text refers to the whole website rather than just a single webpage. There is no page number since it is a website. Do not use the URL for in-text citations!
Example of a Table:
The table is preceded by the word Table and a number. The citation is preceded by the word Source and is included underneath the table.

All other types of illustrations (images, charts, diagrams, maps) should be labeled Fig. (abbreviation for figure) plus a number followed by a full citation and placed underneath. Remember: You do not need to repeat this information in the bibliography!

Table 1 Trends and Patterns in Avalanche Accidents

<table>
<thead>
<tr>
<th>Year</th>
<th>Skiers</th>
<th>Climbers</th>
<th>Snowmobilers</th>
<th>Other Recreation</th>
<th>Industrial/Residential</th>
<th>Total Fatalities</th>
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</thead>
<tbody>
<tr>
<td>1989</td>
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<td>1</td>
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<td>1</td>
<td>6</td>
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<td>9</td>
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<td>5</td>
<td>3</td>
<td>1</td>
<td>NIL</td>
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<tr>
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<td>1996</td>
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<td>4</td>
<td>1</td>
<td>NIL</td>
<td>NIL</td>
<td>10</td>
</tr>
</tbody>
</table>


Example of an Online Image:
If you are citing an image found in Google Images or any other image retrieval service, be certain to cite the image in its original context. Do not provide the URL of the enlarged image – you must use the URL of the page where the image was originally shown.

- Image creator’s last name, first name, if available, or page author’s name if available, followed by a period and a space
- MANDATORY: Title of image followed by a period, in quotation marks. If no title, describe briefly within quotation marks
- MANDATORY: Descriptive word (digital image, photograph, map, cartoon, etc.) followed by a period and a space
- Website title in italics, followed by a period and a space
- Website publication (or copyright or revision) date in DD MO YYYY format followed by a period and a space
- MANDATORY: Web. (to indicate that it is a website)
- MANDATORY: Date image was viewed in DD MO YYYY format followed by a period and space
- MANDATORY: Web address in angle brackets, followed by a period
What will your bibliography page look like?

Your bibliography should come at the end of your personal project but before the appendices, if you have any. Begin the list on a new page. Double-space between the title and the first entry. Begin each entry flush with the left margin. If an entry runs to more than one line, indent the subsequent line(s) about 1 cm from the left margin. Double-space between entries. Continue the list on as many pages as necessary. (Gibaldi 117, 118)

Entries should be in alphabetical order by the author's last name. If there is no author, use the next element in the citation, the title, to alphabetize.

The bibliography lists all sources together. There is no need to separate websites from books or articles.

Example:

---

**Bibliography**


---
How do you list the information for different sources?

Format for Information from Online Sources (Websites)

General:
Author’s Last name, First name. "Title of Webpage." Title of Complete Website. Webpage or revision date. Web. Date of access. <complete URL>.

If there is no author, start with the title of the webpage. If you can’t decide what the title is, copy the information from the top of the browser’s window, but not the URL.

Examples:

Format for Books

General
Author’s Last name, First name. Title of the Book. Where Published: Publisher, Year published. Print.

If there is no author, start with the title of the book. Do not use “Author unknown.“

Examples:

Format for Periodical (Magazine or Newspaper) Articles

General:
Author’s Last name, First name. "Title of Article." Title of Periodical. Volume number and/or date: start page-end page. Print.

Examples:

Format for an Interview

General:
Last name of person interviewed, First name. Type of interview. Date of interview. Medium of publication. (Web, television, DVD etc.)

There are various types of interviews: ones conducted by you (personal, telephone, or E-mail interview) or ones you have heard on TV, radio or DVD as bonus material, for example.

Example of an interview conducted by you (with Robert Kingsley):
Kingsley, Robert. Personal interview. 4 December 2009.

Example of an interview watched on television (with Franz Baumgartner):
Format for a Video Recording (Film or Video Clip)

**General:**
Title. Director ("Dir.") and the lead actors or narrator ("Perf." or "Narr."). Distributor, Year of the film’s release. Medium of publication. (DVD, Blu-ray, Laser disc)

OR

Author name/poster’s username. “Title of Video.” Online video clip. Name of Website. Name of Website’s publisher, date posted. Web. Date accessed. (Youtube video)

**Examples:**


**Where can you check that you are doing the right thing?**

Consult this clear and expert website about preventing plagiarism by citing properly: [http://www.plagiarism.org/](http://www.plagiarism.org/).

An excellent source for writing research papers can be found at the Online Writing Lab (OWL) at Purdue University: [https://owl.english.purdue.edu/owl/section/2/11/](https://owl.english.purdue.edu/owl/section/2/11/).

You may also consult EasyBib: [http://www.easybib.com](http://www.easybib.com), which will guide you in putting your bibliography together, as well as answer questions about research and sources. Since our school has a subscription to EasyBib, you can create your personal account while using school computers, which you can then access from anywhere. This way you can take full advantage of EasyBib: you can use their tutorials, research help and access existing bibliographies by other students and of course your own saved bibliographies.

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*This referencing guide was created by Ms I. Tomljanovich, Librarian, and Ms H. Bergman, ATL Coordinator (MYP). The International School of The Hague, March 2016.*
APPENDIX H – SAMPLE OF A WELL-DEVELOPED REPORT

FEED THE FUTURE

WHY ARE PEOPLE STARVING IN A WORLD OF PLENTY, AND WHAT CAN WE DO TO HELP SUSTAINABLY FEED THE GROWING POPULATION OF THE FUTURE?

Sienna
International School Utrecht
March 6, 2017

PERSONAL PROJECT ESSAY

Link to my personal project: http://...
3389 words
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Introduction

What is the personal project?
Students in grade ten of the MYP International Baccalaureate program must complete a long-term, independent project, called the personal project. Students begin planning the project at the end of grade nine and complete it in grade ten. The project guidelines are very open, giving students the freedom to create whatever type of project they wish. Some examples of personal projects could be: organizing an event for community members, designing a scientific experiment, writing a book, or creating a video. The project could be any number of things as long as it has personal value, and benefits the community in some way. The project gives students the opportunity to take initiative to explore a topic of interest and put in work to create a product they are proud of. The end product matters, but the most important thing is what students in the process, such as time management, making goals, research skills, organizing ideas, and reflecting.

What is my project?
For my own personal project, I created a website containing a short video and several websites about world hunger and how we can sustainably feed the growing population of the future. My video gives a quick overview of the world hunger issue by using a fast-motion animation style. I kept the video short and tried to make it fun by using cartoon drawings to engage my target audience: teenagers. Since world hunger is a complex issue, my video only focuses on a small aspect of the vast topic. It provides basic background information and informs people what they can easily do on a day-to-day basis to help. It focuses on “Meatless Monday” and how reducing meat consumption can have positive effects on world hunger and on the environment. The video is the main feature of my project, but I put it on my website so I could link it to additional information about the causes of hunger and how we can help. Hopefully my project will educate people and make them think about how their choices can positively influence how we feed the planet.

Discovering my personal project: Inspiration
This past July, my family and I moved from Seattle to Utrecht. Over the summer we had a great time adventuring and travelling to European countries, including Greece, England, and Belgium. We toured different cities and ate out at different restaurants. After eating at so many restaurants I started to notice that after every meal we somehow ended up always having leftovers that were many times wasted. I started thinking about the food we ate, and wondered about the process of how it ended up on our plates. I also realized that while we were enjoying a surplus of amazing food, other people around the world are starving. I started thinking about why this was the case, and if there was anything I could do. I decided to create my personal project about the processes involved with how we get our food, food production regarding sustainability and globalization, why people are starving while others have too much, and what actions we can take to help.

Even before I was inspired to choose my topic for the project, I knew I wanted to make a video. I like to watch short explanatory videos on YouTube, such as videos from the channel ASAP Science, and wanted to try making one of my own. To explain the concepts, creators at ASAP Science draw cute, clever cartoons that are filmed and
put into fast-motion to align with the script. I like the way that style looks, and although my artistic skills are less than ideal, I decided to try it, and see what I could learn along the way. I felt proud to have succeeded in making a short video and even a website explaining part of the world hunger issue and some easy things people can do to help. Now that I know how to make this type of video, I can apply my skills to creating new projects in the future.

**Investigating**

**Global Context**
Every project in the IB must be centered around one of the six “global contexts.” Global contexts help put the projects we do in school in context with the real world and give them meaning that can be applied outside of the classroom. The global context of my personal project is globalization and sustainability, which according to the IB is “the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world- interconnectedness; the impact of decision-making on humankind and the environment.” My project explores how our everyday choices, specifically our decisions surrounding the food we eat, impact both the environment and people around the world. For example, my video explains how reducing the amount of meat you eat can play a part in lessening the effects of climate change and also make more food available to help feed the hungry. My website also explains in more detail how the everyday choices we make with our food impacts people and our environment, which is closely tied to the global context of globalization and sustainability.

**Prior knowledge**
Before starting my personal project, I had never made a sped-up animation video before, and knew very little about how to. The only prior experience I had working with iMovie was for one group project we worked on in Spanish class last year. I knew next to nothing about film-making, editing, and production. Regarding my research topic, I also had very minimal background information. I knew that world hunger was an issue and I had some basic ideas about why, but I had no idea about all the factors that went into it and how we can change our everyday actions to make a difference for people and the environment. I had done research projects in the past, so I knew how to find out if a source is trustworthy, and I knew how important referencing sources was. However, I had never used the Harvard citation method to cite my sources, so that was something new for me to learn and get used to. At first I actually completed my bibliography in MLA format, and when I realized my mistake, I had to go back and re-create it. Overall, I had little background knowledge about all aspects of my project, but I learned a lot in the process of creating my product, and now know much more about world hunger, video editing, citing sources, and even time management.

**Research skills**
Before I was able to create an entire video and website about world hunger and our food systems, I had to become an expert on the topic, which meant doing extensive research. From prior projects in I&S and other classes I already knew how to tell if a source is reliable or not, and I was familiar with note-taking strategies, but for this
project I started using a new organizational system for myself to help keep track of the important information and which facts came from which sources. I found OneNote extremely useful, and collected all my notes and ideas there. I originally wanted to incorporate primary research as well as secondary, but in the end I didn’t because I didn’t have anyone to interview with the information I wanted. I would have liked to have a greater variety of resources, but I did thorough, reliable research online through a range of websites, videos, and articles to get accurate, cross-referenced information.

Planning

Goals and criteria
I took the personal project as an opportunity to try something new, challenge myself, learn, and improve my time-management and communication skills. My primary goal was to learn how to create a fast-motion video. I thought it might as well create my video about a topic important to our world, so I chose world hunger. I wanted to educate myself and others about how we can work towards feeding the world in a sustainable way. My main goal of creating an animated informational video remained constant, but throughout the process of creating my product, my idea of what I wanted the final outcome to look like changed as I realized what was realistic in the time I had, and what would be most interesting to create.

With my goals in mind, I also had to develop criteria for my product. I wanted my project to be easy for my target audience to understand. I wanted my video and articles to be informative, yet at the same time engaging. I realized to achieve those criteria I had to make the video and articles relatively short so I wouldn’t bore the audience, but also be packed with information that was displayed in a way that was easily understandable. I made criteria that gave me a general idea of how my end product should look. However, I didn’t plan specific details, which allowed me to improvise and follow any sudden ideas I had.

My criteria for the final product were:
- I have to make a fast-motion informational video
- My project has to be informative
- The video should be engaging
- My project has to be easy to understand

Timeline
I moved to Utrecht the August before grade ten, so I started my personal project behind schedule. I met with the personal project supervisor once in the summer to learn the project expectations and start brainstorming and planning. During the summer, I created a rough plan and timeline. I mistakenly thought the product had to be finished by the start of school, so I planned to work hard over the five remaining weeks of summer to catch up. However, once school started, I was still far from finished. I had my first meeting with my project supervisor in the first month of school, and learned that my end product didn’t need to be finished until the end of
October. We went over the progress I had made so far a reworked the timeline and plan to fit the schedule.

- **My original timeline:**
  
  **Week 1**
  - Research
  - Answer focus questions
  
  **Week 2**
  - Make plan for video
  - Start script
  
  **Week 3**
  - Finalize script
  - Get an idea for what visuals to use
  - Start filming
  
  **Week 4**
  - Finnish rough video
  - Start editing
  
  **Week 5**
  - Finish up video
  - Determine if more elements to the project are necessary such as a fundraiser or letter

**Development of my plan**

From the beginning I knew I wanted to make a video, but I had trouble choosing a topic to make the video about. It took me a long time to decide. Originally, I wanted to create a video exploring why so many people are starving in a world that produces more than enough food. I investigated hunger statistics, and also looked at all the factors that contribute to world hunger. I wanted to explore the process of how food gets from the farm to the dinner plate, and how we can make the system more efficient and sustainable in a growing global society. I researched all of these questions, and after reviewing my notes and attempting to write a script to include everything, I realized it was way too long and contained too much information to hold the audience’s interest. Since my target audience was teenagers, I decided to make a short, educational video with a clear call to action rather than a long video trying to explain everything. This made the video much more clear and easier to understand. However, in making a shorter video, I was limited in the amount of information I could present. I had done a great amount of research, and still had more information to share, so I revised my project plan to include a website. The video would be the main feature, but having a website opened up potential to add links to more information and make the project look more professional.

**Managing my time**

I came to the school just this year, so I started behind schedule, and had to work extra hard to catch up. Generally self-management is one of my strengths and I try my best to meet deadlines. I worked a lot over the summer planning and researching, but once school started, I found it difficult to find time to work between managing my load of normal homework, going to soccer practice, ultimate frisbee practice, and orchestra. I ended up having to work for long hours over the October break to get back on track. In the future I should think about ways to better manage my time and space out the work, even though it can be busy. I also had to revise my plan a little bit once I
realized my original plan was too ambitious. I originally planned to make a long, detailed video, but I decided to shorten it so I could focus more on quality over quantity and also because a concise video is more interesting and effective for the audience. I instead decided to create a short, call-to-action video and put it on a website where there could be links to the rest of the information.

Taking Action

Writing the script and planning the drawings
After researching my topic extensively, I started writing a script for the video. The hardest part for me was determining what to include in the script, what to leave out, and how to organize my ideas so they could be easily understood. I spent more time than necessary trying to get the perfect wording for the script. Once I finally felt satisfied with the script, I had to think of drawings to correspond with the words. Unfortunately, that was when I realized I was an even worse artist than I thought. I had great ideas of what to draw, but didn’t have the technical skills to make them look the way I wanted. I found this humbling and frustrating, and considered using computer animation instead, but in the end I decided to stick with my original plan. I knew it wouldn’t look very professional, but the purpose of my project was to learn and try something new, so I was okay with that.

Filming
Finally, I finished the hardest part of writing the script and brainstorming the drawings. I then had to figure out how to film myself drawing the different pages. I had no tripod or professional camera, so I had to improvise. I set up the paper on a black table and put a chair over the paper with my phone balanced on it so it could film while I drew. Once I actually started filming myself drawing, I made some changes to my original idea to make the flow of the video work out better. I finished the filming (which took longer than expected) and uploaded everything to iMovie. Before editing the footage, I recorded a voiceover of the script I wrote. I discovered how hard it is to hear yourself talking on a recording. I recorded it many times in order to get the best sound possible.

Editing
Once I was satisfied with the recording, I edited the footage of me drawing in order to align in time with what I was saying. Some parts of the pictures took me longer to draw than others, which made it difficult to have a consistent speed in the video, but after working with it, I edited it to make it fit. I added music in the background as a finishing touch, and it was done.

Creating the website
Doing the research and making the video were the bulk of my project, but to make it more complete, I decided to create a website where I could include articles with additional information that didn’t make it into the video. My mom is a marketer and website designer, so she helped me to find the tools I needed to create a quick and easy website. The articles didn’t take me long to write, since my ideas were already organized from making the video, so it was a nice way to add to my project. In the end
I posted my video on the website, and it made the whole project look much more professional.

Reflecting

Afterthoughts
This project took a great amount of work and dedication to complete, but I am proud of the work I put in to make a successful end product that met all of my criteria. Considering I just moved to the school this year, and was experimenting with new tools I had never used before, I think I did a great job on my project. My video may not be professional quality, but it was a good first attempt, and I learned a lot along the way. I learned about world hunger, how our food systems work, environmental sustainability in the food industry, and how to work toward eliminating world hunger. I also learned how to manage time, how to design a website, and how to use iMovie.

<table>
<thead>
<tr>
<th>Original criteria</th>
<th>Did I meet the criteria?</th>
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<tbody>
<tr>
<td>There has to be a fast-motion</td>
<td>Yes. I successfully made a fast-motion animated informational video.</td>
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<tr>
<td>informational video.</td>
<td></td>
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<tr>
<td>It has to inform.</td>
<td>Yes. My website and video are packed with statistics and information about world hunger, waste, and sustainability.</td>
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<tr>
<td>It has to be engaging.</td>
<td>Yes. I made it engaging by using pictures, cartoons, and a colorful website design.</td>
</tr>
<tr>
<td>It has to be easy to understand.</td>
<td>Yes. The short articles and video with pictures make the information easy to understand.</td>
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Challenges
My first big challenge in this project was trying to figure out what to do with such an open project and choosing and committing to a topic, but once I had a focused idea it was much easier. While creating my video and website, it was difficult to find the most effective and engaging way to convey my information, but in experimenting with how to display the information, my communication skills improved. I am now able to show information in a more fun, easily-understandable way, which is a useful skill for the future. The knowledge I gained in video editing has also been useful outside the context of the personal project. For example, I applied what I learned in making the video to a project in design class where we had to make fast-motion videos.

What I would change
Overall, my project was a success, but if I were given a second chance, there are some things I would change. I would try to actually stick to my deadlines instead of continuing to push them back further and further. Time management was difficult for me because I had to balance the work between homework for other classes and activities outside of school. I would also try to gather some of my research from more varied sources. I looked at web articles and videos, but didn't look at any books or interview anyone, which might have been useful.
Future implications

After doing research and learning about world hunger, the food distribution system, and waste, I realized how reducing our meat consumption really can have a positive effect on reducing waste and therefore world hunger and environmental harm. This inspired the focus of my video, and also impacted myself. I have become more aware about what I choose to eat, and the effects it has. I have already started with a “Meatless Monday,” where I avoid eating meat on Mondays. The things I’ve learned about how to begin sustainably feeding the world have already begun to change my personal actions, but through this project I have also gained a better understanding of what I need to do to be successful on future projects in the IB. At first, I found the lack of guidelines and expectations of the project criteria to be confusing. Now that I have completed the project, I have a better idea of what the product should look like, and could be more efficient with my time. I now am familiar with the process of creating a unique inquiry question and coming up with a plan of action. Through my project I have also learned to edit videos, design a website effectively communicate information, and be an independent inquirer, which are skills I will continue to use outside the context of the personal project.
Appendix

Here is the link to my personal project: http://sienna....

This is the notebook I used for my initial brainstorming

This is the OneNote notebook I used to take notes, keep track of sources, brainstorm, and reflect. Personal project (Web view)
Here is where I experimented with animation and brainstormed drawings to use.
These are some of the different pictures I drew to include in my video (zoom in for detail)

This is how I filmed myself drawing the posters
What it looked like to edit the video

Screenshots from my website

FEED THE WORLD

FEED THE FUTURE

What can we do to help sustainably feed the growing population of the future?
Bibliography

For this report:
https://www.youtube.com/user/AsapSCIENCE
http://www.ibo.org/myp/curriculum/project/

For the project:
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  In text: HRFnd, 2016

  In text: (Freedom from Hunger, 2016)

  In text: Clendaniel, 2016

  In text: Ec.europa.eu, 2016

  In text: (Scientific American, 2016)

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