

Personal Project Hand Book

2023-2024



DUBAI INTERNATIONAL ACADEMY

DREAM  **INSPIRE**  **ACHIEVE**

Dear MYP Students of Year 5,

This year marks the end of the IB Middle Years Programme. One of the MYP's criteria is the Personal Project, which you will have to complete and submit over a course of six months. By completing this project, you will be able to demonstrate your skills, challenge yourself, plan, create, and share a product or an outcome that is of personal importance to you.

The Personal Project is the MYP's concluding activity, and it's your chance to highlight the (ATLs) approaches to learning skills you've developed over the past three years. You will use knowledge from your courses to lead you in demonstrating your comprehension of the Global Contexts and the development of the Learner Profile features through a project of interest that you will exhibit by February 2024.

The supervisors, MYP coordinator, and the Personal Project Coordinator will review, moderate and upload the projects into the IB, by March 2024. Finally, the IB will choose a random group of Personal Projects and send them off for external evaluation. ***Because there's no way of knowing which projects will be chosen, you should presume that yours might be one of them.***

In order to compete your project, you need to devote a significant amount of your personal time. However, you don't have to feel worried for you will be supported by a competent and capable team throughout the process. Your supervisor will meet with you, provide advice/assistance, and ensure that you meet deadlines. You and your project supervisor will also decide on a meeting schedule to keep track of the project's development. It is ultimately your job to come up with and see through your own idea.

Communication is essential; please seek assistance anytime you are unsure. We're here to assist you and make sure you feel supported as you embark on this exciting journey.

Goodluck,
Ms Koaik
Personal Project Coordinator

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Personal Project Timeline

Supervisor deadlines for Meetings & feedback/ Students Submissions

Deadline	Student Submissions	Deadline	Supervisor Feedback
26 th Sep. 2023	<ol style="list-style-type: none"> 1. Criterion A - Final 2. Criterion B - Draft 3. Product Completed 	3 rd Oct. 2023	<ol style="list-style-type: none"> 1. Criterion B - Draft 2. Evidence of Product
17 th Oct. 2023	<ol style="list-style-type: none"> 1. Criterion B - Final 2. Criterion C - Draft 	24 th Oct. 2023	<ol style="list-style-type: none"> 1. Criterion C - Draft 2. Evidence of Product
7 th Nov. 2023	<ol style="list-style-type: none"> 1. Whole Report 2. Bibliography 	21 st Nov. 2023	<ol style="list-style-type: none"> 1. Whole Report Feedback - Checklist
5 th Dec. 2023	Final Report Submission		

Supervisor deadlines for Meetings & feedback/ New Students Submissions

Date	Student Submissions	Date	Supervisor Feedback
26 th Sep. 2023	<ol style="list-style-type: none"> 1. Criterion A - Draft 	3 rd Oct. 2023	<ol style="list-style-type: none"> 1. Criterion A - Final
17 th Oct. 2023	<ol style="list-style-type: none"> 1. Criterion A - Final 2. Criterion B – Draft 3. Product 	24 th Oct. 2023	<ol style="list-style-type: none"> 1. Criterion B - Draft 2. Evidence of Product
7 th Nov. 2023	<ol style="list-style-type: none"> 1. Criterion B - Final 2. Criterion C - Draft 	14 st Nov. 2023	<ol style="list-style-type: none"> 1. Criterion C - Draft 2. Evidence of Product
28 th Nov. 2023	<ol style="list-style-type: none"> 1. Whole Report 2. Bibliography 	9 th Dec. 2023	<ol style="list-style-type: none"> 1. Whole Report Feedback - Checklist
9 th Jan. 2024	Final Report Submission		

*New Students have slightly different Deadlines

** Personal Project Exhibition **Tuesday February 28, 2024**

Personal Project Overview

The personal project provides an opportunity for students to undertake an independent and age-appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to demonstrate and strengthen their ATL skills. The personal nature of the project is important; the project allows students to explore an area that motivates and interests them. Students choose what they want to focus on, which can be an existing or a new interest, choose how to achieve their goal, and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and often creative product and to demonstrate a consolidation of their learning in the MYP.

The personal project provides students with an essential opportunity to demonstrate ATL skills developed through the MYP and to foster the development of independent, lifelong learning. The independent nature of the project equips students to pursue meaningful goals in life, education and the workplace.

The aims state what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience. The personal project is an opportunity for students to:

Inquire

- ✓ explore an interest that is personally meaningful
- ✓ take ownership of their learning by undertaking a self-directed inquiry

Act

- ✓ transfer and apply skills in pursuit of a learning goal and the creation of a product

Reflect

- ✓ recognize and evidence personal growth and development.

The personal project may take many forms, such as:

- ✓ an original work of art (visual, dramatic, musical, performances, etc.)
- ✓ a written piece of work on a special topic (literary, social, psychological, anthropological, etc.,)
- ✓ a piece of literary fiction (creative writing)
- ✓ an original science experiments
- ✓ an invention or specially-designed object or system
- ✓ the presentation of a developed business, management, or organizational plan
- ✓ Initiative

MYP personal project objectives

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Listed below are the objectives of the personal project specifically.

Objective A: Planning

- i. State a learning goal for the project and explain how a personal interest led to that goal
- ii. State an intended product and develop appropriate success criteria for the product
- iii. Present a clear, detailed plan for achieving the product and its associated success criteria.

Objective B: Applying skills

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

Objective C: Reflecting

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

Objective A: Planning

Students present what they did in their project.

- i. state a learning goal for the project and explain how a personal interest led to that goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria.

Students must:	Examples of evidence students might* include:
<ul style="list-style-type: none"> • state a learning goal for the project and explain how a personal interest led to that goal • state an intended product and develop appropriate success criteria for the product • present a clear, detailed plan for achieving the product and its associated success criteria. 	<ul style="list-style-type: none"> • a list and/or diagram of interests and related learning goals • a list of possible strategies to achieve personal and academic goals • a diagram showing the connections between the learning goal and the product • a series of steps leading to the completion of the product • a timeline for completing short- and long-term tasks. <p>*Students must include their action plan and success criteria.</p>

Objective B: Applying Skills

Students show how ATL skills contributed to the learning goal and product.

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

Students must:	Examples of evidence students might include:
<ul style="list-style-type: none">• explain how the ATL skill(s) was/were applied to help achieve their learning goal• explain how the ATL skill(s) was/were applied to help achieve their product• support the explanations with detailed examples or evidence.	<ul style="list-style-type: none">• a series of inquiry questions (research skills)• sample correspondence with the project supervisor (communication skills)• screenshot of daily reminders or alerts to complete personal project tasks (self-management)• reflection about resolving a conflict (social skills)• summary of prior learning that is relevant to the project (thinking skills).• visual thinking diagrams• charts• notes• timelines, action plans• annotated illustrations• annotated research• pictures, photographs, sketches• up to 30 seconds of visual or audio material• screenshots of a blog or website

Objective C: Reflecting

Students report on why they did their project.

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

Students must:	Examples of evidence students might include:
<ul style="list-style-type: none">• explain the impact of the project on themselves or their learning• evaluate the product based on the success criteria• support their comments with specific evidence or detailed examples.	<ul style="list-style-type: none">• evaluation of the product against the success criteria• images showing key features of the product• analysis of the causes for success and/or failure• summary of new knowledge or insights related to the learning goal.

Personal project Boundaries

Personal project subject-specific grade descriptors Subject-specific grade descriptors serve as an important reference in the assessment process. They are the result of careful analysis of subject-group criteria and the general grade descriptors, and they have been written to capture and describe in a single descriptor the performance of students at each grade for MYP projects. Subject-specific grade descriptors are also the main reference used to select grade boundaries for the personal project in each assessment session. During this process, the grade award team compares student performance against descriptors of achievement at grades 2 and 3; 3 and 4; and 6 and 7 (other boundaries are set at equal intervals between these key transitions). The grade award process sets boundaries for the personal project for each examination session, with reference to real student work. Subject-specific grade descriptors tie e-Assessment to criterion-related assessment and to MYP assessment criteria and level descriptors, which put the programme’s criterion-related assessment philosophy into practice.

These are shown in table Below:

Grade	Descriptor
1	Produces work of a very limited quality. Conveys many misunderstandings of the process of learning independently. Very rarely demonstrates critical thinking. Very inflexible, rarely shows evidence of knowledge or skills.
2	Produces a report of limited quality. Communicates limited understanding of the process of learning independently. Demonstrates limited evidence of critical thinking. Limited evidence of transfer of knowledge or approaches to learning skills into the project.
3	Produces an acceptable report. Communicates basic understanding of the process of learning independently through the project. Begins to demonstrate some basic critical thinking. Begins to transfer knowledge and approaches to learning skills into the project.
4	Produces a good-quality report. Communicates basic understanding of the process of learning independently through all stages of the cycle of inquiry. Often demonstrates critical thinking. Transfers some knowledge and some approaches to learning skills into the project.
5	Produces a generally high-quality report that demonstrates a thorough process. Communicates good understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical thinking, sometimes with sophistication. Usually transfers knowledge and approaches to learning skills into the project.
6	Produces a high-quality report that demonstrates a thorough process. Communicates extensive understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical thinking, frequently with sophistication. Transfers knowledge and approaches to learning skills into the project.
7	Produces a high-quality report that demonstrates a thorough process. Communicates comprehensive, nuanced understanding of the process of learning independently through all stages of the cycle of inquiry. Consistently demonstrates sophisticated critical thinking. Successfully transfers knowledge and approaches to learning skills into the project with independence.

Approaches to Learning

MYP projects are culminating activities through which students present, in a truly individual way, their development of ATL skills. ATL skills that students have developed in subject groups will prepare them for working more independently and developing a MYP project over an extended period of time. ATL skills provide a solid foundation for learning independently and with others, demonstrating learning, and reflecting on the process of learning. They help students to become more autonomous, strategic and self-motivated and ultimately prepare students for responsible participation in local and global contexts. Students will demonstrate how they have met the objectives through their report at the end of the personal project. They will be expected to communicate clearly, accurately and appropriately, utilizing communication, organization and reflection as ATL skills. Students have the opportunity to develop affective skills—mindfulness, perseverance, emotional management, self-motivation and resilience—throughout the entire process. This skill set contributes to managing state of mind and a healthy, balanced approach to the projects.

ATLs Skills	
Thinking	<ul style="list-style-type: none"> ➤ Critical thinking – the skill of analyzing text, ideas and issues ➤ Creative thinking – the skills of exercising initiative to consider challenges and ideas in new and adapted ways ➤ Reflection – the skill of considering and reconsidering what is learned and experienced in order to support personal development through metacognition ➤ Transfer – the skill of learning by making connections and applying skills, knowledge and understanding to new situations
Social	<ul style="list-style-type: none"> ➤ Collaborating – the skill of working cooperatively with others
Communication	<ul style="list-style-type: none"> ➤ Interacting – the skill of effectively exchanging thoughts, messages and information ➤ Literacy – the skill of reading, writing and using language to communicate information appropriately, and write in a range of contexts
Self-management	<ul style="list-style-type: none"> ➤ Organization – the skill of effectively using time, resources and information ➤ Affective – the skills of managing our emotions through cultivating a focused mind
Research	<ul style="list-style-type: none"> ➤ Information and media literacy – the skill of interpreting and making informed judgements as users of information and media, as well as being a skillful creator and producer of information and media messages ➤ Critical Literacy – the skill of evaluating, questioning and challenging the attitudes, values and beliefs in written, visual, spoken and multimedia texts

IB Profile Learner

The aim of all IB programmed is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The Personal Project is an opportunity for you to show us how well you can demonstrate these qualities.

Please think about this as you begin your Personal Project:

IB Profile Learner	
Inquirers	You are expected to select a topic about which you are curious and have questions
Knowledgeable	You are expected to know where to find information to answer the questions you may have about your topic and or your product. Remember, this is a research project and needs to include primary and/or secondary sources
Thinkers	You are expected to use the knowledge you gain from your research to successfully complete your project
Communicators	You will need to determine the best way to communicate what you have learned and justify your choice. (e.g., scrapbook, video, brochure, power point, piece of art, music, creation, event etc.)
Caring	You may want to think about how your project can benefit other people and/or how it may benefit the environment
Open-minded	You may want to think about how your project can present an opportunity for you or for others to learn more about your own or other cultures
Courageous	You may want to think about how your project can present an opportunity for you to stretch yourself and try something new or unfamiliar.
Principled	Remember that your project will provide an opportunity for you to take responsibility for your own actions as you work to achieve your goal, as well as any consequences for the decisions you make
Balanced	Your project will definitely help you to see how well you can manage your time to be sure you meet deadlines, while also taking care of other academic responsibilities, out of school commitments and the need for “down time”
Reflective	Throughout your project, you will be expected to reflect on your progress, the need to make any changes, and your personal strengths and challenges.

MYP Global Context

Global Context	Definition	Explorations of	Examples of personal projects
<p>Identities and Relationships</p>	<p>Who am I? Who are we?</p> <p>- identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships (families, friends, communities, cultures); what it means to be human</p>	<ul style="list-style-type: none"> ➤ Competition and cooperation; teams, affiliation and leadership ➤ Identity formation, self-esteem, status, roles and role models ➤ Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life ➤ Development, transitions, health and well-being, physical, psychological and social-being, lifestyle choices ➤ Human nature and human dignity, moral reasoning and ethical judgement, ➤ consciousness and mind 	<ul style="list-style-type: none"> ➤ Two sides of social networking; an awareness campaign about digital citizenship and cyberbullying ➤ How online identities impact offline relationships; a research essay ➤ Keeping culinary traditions; a video series following family recipes with historical relevance ➤ The effect of mass media on teenage identity; a short film
<p>Orientation in space and time</p>	<p>What is the meaning of “when” and “where”?</p> <p>- 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</p>	<ul style="list-style-type: none"> ➤ Civilizations and social histories, heritage; pilgrimage, migration, displacement and exchange ➤ Epochs, eras, turning points and ‘big history’ ➤ Scale, duration, frequency and variability ➤ Peoples, boundaries, exchange and interaction ➤ Natural and human landscape and resources ➤ Evolution, constraints and adaptation 	<ul style="list-style-type: none"> ➤ The Euclidean space perspective on the universe; a 3D model ➤ Explorers in search of a new world; immigration over the ages through visual texts ➤ The Mayflower and the dream of religious freedom; a personal family history ➤ Charting a family history through archives and a representational statue

<p>Personal and cultural expression</p>	<p>What is the nature and purpose of creative expression?</p> <p>Explore 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</p>	<ul style="list-style-type: none"> ➤ Artistry, craft, creation, beauty ➤ Products, systems and institutions ➤ Social constructions of reality; philosophies and ways of life; belief systems; ritual and play ➤ Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument ➤ Metacognition and abstract thinking ➤ Entrepreneurship, practice and competency 	<ul style="list-style-type: none"> ➤ 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 ➤ The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers ➤ Culture and self-expression through dance at the local community arts center; a performance
<p>Scientific and technical innovation</p>	<p>How do we understand the worlds in which we live?</p> <p>Explore 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 on human activity; how humans adapt environments to their needs</p>	<ul style="list-style-type: none"> ➤ Systems models, methods; products, processes and solutions ➤ Adaptation, ingenuity and progress ➤ Opportunity, risk, consequences and responsibility ➤ Modernization, industrialization and engineering ➤ Digital life, virtual environments and the information age ➤ Biological revolution ➤ Mathematical puzzles, principles and discoveries. 	<ul style="list-style-type: none"> ➤ Nano fibers build stronger bikes; a prototype bike with Nano fibers ➤ What's the matter with the anti-matter? an informational talk ➤ Why are genetics and genomics important to my health? a media presentation ➤ Can stem cells replace organ transplants? an investigative report

<p style="text-align: center;">Globalization and sustainability</p>	<p>How is everything connected?</p> <p>Explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment</p>	<ul style="list-style-type: none"> ➤ Markets, commodities and commercialization ➤ Human impact on the environment ➤ Commonality, diversity and interconnection ➤ Natural resources and public goods ➤ Consumption, conservation ➤ Population and demography ➤ Urban planning, strategy and infrastructure 	<ul style="list-style-type: none"> ➤ The struggle for water in developing countries; an awareness campaign ➤ The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation ➤ Education as the tool to change the future of ➤ The role of the developing countries in protecting the tropical rain forest; a collection ➤
<p style="text-align: center;">Fairness and development</p>	<p>What are the consequences of our common humanity?</p> <p>Explore rights and responsibilities; the relationship between communities; sharing finite resources with other things; access to equal opportunities; peace and conflict resolution</p>	<ul style="list-style-type: none"> ➤ Democracy, politics, government and civil society ➤ Inequality, difference and inclusion ➤ Human capability and development; social entrepreneurs ➤ Rights, law, civic responsibility and the public sphere ➤ Justice, peace and conflict management ➤ Power and privilege ➤ Authority, security and freedom 	<ul style="list-style-type: none"> ➤ Supporting fair trade: Cocoa trade in Ghana: an awareness campaign for our school restaurant/cafeteria to promote fair trade ➤ Open market economies and their role in fair trade; a talk for students ➤ Exploring the intersections of race and inequality; a radio broadcast ➤ Asylum seekers and their right to live like us; a painting

The process Journal

For the personal project, students are expected to document their process in the process journal. In this way, students demonstrate their working behaviors and academic honesty.

Documenting the process

The process journal is a generic term used to refer to the record of progress maintained by the student throughout the project. However, the media for documenting the process can vary depending on student preferences. It can be written, visual, audio or a combination of these, and it may include both paper and electronic formats. In the use of electronic/digital media, students are strongly advised to make digital copies (**OneNote**) of their journals or to transmit copies of their journals to an online storage site.

Students may develop their own format and design as the process journal is personal to the student, in the sense that he or she is also exploring ways of recording his or her process. Students are not restricted to any single model of recording their process journals. However, the student is responsible, through his or her use of the process journal, for producing evidence addressing the four objectives to demonstrate achievement at the highest levels of the criteria.

Students must show their supervisors evidence of their process documented in their journals at meetings or by providing access digitally. Although legibility is important, the recording of critical and creative thinking and reflection is more important than neatness and presentation.

Selecting process journal extracts

Before submitting the Personal Project, students should carefully select evidence from their process journals to demonstrate development in all criteria. These extracts are submitted as appendices of the report or presentation at the conclusion of the project. The student should take responsibility for making the appropriate extracts available to the supervisor.

Students should select a maximum of 10 individual extracts to represent the key developments of the project. The student should select extracts that demonstrate how he or she has addressed each of the objectives, or annotate extracts to highlight this information. An individual extract may include any of the formats that the student used to document the process. Extracts should simply be supporting evidence of the process and will not be individually assessed.

An extract may include:

- visual thinking diagrams
- bulleted lists, questionnaires, surveys
- charts, short paragraphs, notes, timelines
- annotated illustrations or research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- screenshots of a blog or website
- self and peer assessment feedback.

SAMPLE: Entry 1:

25th of March 2015

Having observed the personal projects in the exhibition, I have decided to create a documentary with the purpose of spreading awareness of the reducing population of big cats, and promote conservation. Animals are my passion and my knowledge of them will allow me to explain the situation to a large audience.

My target audience will be anyone who has any associated with the countries that affect big cats. Also; any person who has interests in animals as well as their current affairs.

These topics are as follows:

- The canned lion hunting in South Africa.
- The habitat loss to cheetahs, lion, leopards, and other animals in the greater part of Africa, such as South Africa, Botswana, the Kalahari region, as well as Kenya, and Tanzania.
- The keeping of wild animals as pets in the western world and the Middle East.
- The reduction of territories in India for the clouded leopard and the general tiger population.
- The endangered cheetahs of Iran.
- The few last Arabian leopards in Oman.
- The Chinese bone trade and its effect on wild populations.
- The illegal hunting of Amur tigers and leopards in Russia

I have targeted to select 4 or 5 of these topics and create a 50-minute documentary or a series of short videos on each topic. A documentary is something I have never attempted before nor do I have any prior knowledge or advisement on. Therefore, it is an excellent way to challenge my skills in creative design.

*This is an extract only and does not represent the entire entry.

Resources for Planning and Applying Skills

Students must select relevant and reliable information from a variety of sources to develop the MYP project. The number and type of resources will vary depending upon the nature of the project; however, to reach the highest levels of achievement through investigating, students must select a range of sources and a variety of source types. Students' ability to evaluate the reliability of sources should be developed through ATL skills, particularly information and media literacy skills. Students should consider factors such as credibility of the author, currency, accuracy, relevance, intended audience and objectivity of the source. In addition, students must demonstrate evidence that they have evaluated the integrity of their chosen sources, in order to reach the highest-grade boundaries.

Available sources may include students' prior knowledge, as well as primary and secondary sources such as: subject-area content, significant people, survey data, published media, internet resources (providing a variety of resources), video or audio recordings, and images.

Although students may include their prior knowledge as a source, prior knowledge alone does not provide sufficient depth or breadth of inquiry for the project.

Students will select sources during the initial stage of their project, but research and evaluation of sources will continue during the process of completing the project. They should record information collected from these sources in their process journal, along with annotations and possible uses.

Resources for demonstrating learning

Students will reach a stage of the project when they are able to begin preparing their personal project report. They will need to reflect on what they have learned through completing the project. This learning relates to any topics that have been informed by subject-specific learning and how the transfer of this learning has impacted their project, as well as what they have discovered in relation to the project goal and the global context. It also relates to themselves as learners and their awareness or development of ATL skills.

During the whole process, students will keep a record of their decisions in their process journals.

Working with Supervisors

You will be assigned to a supervisor who will provide support for you as you work through your personal project. Your supervisor will help you keep on track, provide you with feedback, and provide comments on your report card. You may still seek advice and help from specific subject teachers, classmates or Year 12 students.

What are my responsibilities to my supervisor?

- ✓ Attend scheduled meetings with all necessary materials.
- ✓ Approach your supervisor for advice and feedback about your project goal and process for completion, and take the supervisor's comments seriously.
- ✓ Communicate effectively with your supervisor in advance if you are unable to attend a scheduled meeting.
- ✓ Collect and present your evidence during every supervisor meeting.
- ✓ Practice open-mindedness. Be prepared to discuss ideas, and reflect on given feedback.
- ✓ You must have **at least three Formal meetings**, but not limited too, with your supervisor throughout the project process.

What are my supervisor's responsibilities to me?

- ✓ Supervise your personal project towards completion
- ✓ Communicate feedback, challenge your learning goal and product, and suggest ideas.
- ✓ Ensure that the final report meets all of the assessment criteria.
- ✓ Ensure deadlines are met and report any students who might be at risk.
- ✓ Record at least three meeting times on the MYP projects academic honesty form. This form will be submitted with your report.
- ✓ Provide feedback on submitted criterion, **within One week of submission**, and communicating such on Manage Bac.
- ✓ Schedule appointments and contact you in advance when unable to meet.
- ✓ Contact your parent and/or your Personal Project Coordinator via e-mail or telephone if you do not initiate or keep scheduled appointments.

Checklists

Report Outline

Title of Your Project

- **Ai: State a Learning Goal for the Project and Explain how Personal Interest Led to that Goal**
 - Introduction
 - Learning Goal
- **Aii: State an intended product and develop appropriate success criteria for the product.**
 - Product/Outcome
 - Specifications
 - Developing Criteria
- **Aiii: Presents a clear, detailed plan for achieving the product and it's associated success criteria.**
 - Developing a Plan
 - Changes to The Plan
- **Bi: Explain how the ATL skills were applied to help achieve your learning goal.**
 - ATL Skills and My Learning Goal
- **Bii: Explain how the ATL skills were applied to help achieve your product.**
 - ATL Skills and My Product
- **Ci: Explain the Impact of the project on yourself or your learning.**
 - Reflecting on the Impact of the Personal Project
 - Development as an IB Learner
- **Cii: Evaluate the product based on the success criteria.**
 - Evaluation of Product
 - Final Thoughts

Report Format

Font	Minimum 11-point font size
Margins	Minimum 2 cm margins.
Evidence	Evidence presented in images must be clearly visible at the size submitted
Bibliography	The bibliography is uploaded separately and is not included in the page limit.
No Title Page	Students should not include a title page; if included, it will count towards the page limit.
Academic Integrity	Students must upload a separate academic integrity form. This is not included in the word limit.

List of 100 Personal Project Idea

What Inspires You?

If you are not sure, here is a list of Project Ideas from past Personal Projects in Hilton.

Think of what inspires YOU and create a project based on YOUR interests!

Personal Project Ideas		
1. Dealing with Alzheimer's Disease	40. Creating a Board Game	75. Home Construction
2. Abuse in Factory Farms	41. Teaching Others how to do a 45 toss	76. Helping to renovate my kitchen
3. Learning to crochet baby hats and donating them	42. Connecting through an incurable illness	77. Learning to be a hairstylist
4. The Effect of Video Games on a Teenager	43. Animal Enrichment in Zoos	78. Training my dog
5. Beating My Personal Record	44. The Decline of the Bass Population in the Finger Lakes	79. Carpentry
6. Promoting Weight Lifting	45. Effects of Teen Addiction to Cell Phones	80. How to replace a water heater
7. Sustaining the Stability of the Ambulatory Challenged	46. Effects of Sleep Deprivation of Teens	81. Building a biodiesel engine
8. The Impact of the Holocaust on My Family	47. Fair Market Trade	82. Chainsaw repair
9. The Sport of Irish Dance	48. The Benefits of Music for the Brain	83. Organize a blood drive to benefit a target cause or group
10. Guitar Customization	49. Athlete Nutrition	84. Create a scrapbook of memories for a patient at Hilton East
11. How to Take Care of Ferrets	50. How to Fly Fish	85. Learn to play an instrument you don't know already
12. Proper Nutrition	51. Pollution in Lake Ontario	86. Organize and maintain a meal train for a family in need
13. How to build a doghouse	52. The Impact of Sleep on Academic Achievement	87. Develop a training plan to recovering physical condition after an injury
14. Ukrainian/Russian Cookbook	53. How to dunk a basketball	88. Create a YouTube series on a topic
15. Free Throw Shooting and Form	54. Learning to Speak German	89. Compose and produce 4 songs using "Logic Pro"
16. Tips for Procrastinators	55. Importance of Learning an Instrument	90. Holistic medicine benefits on mental health
17. How to Increase Your vertical Jump	56. My Family Heritage	91. Documentary on how to be a responsible driver
18. What's inside a computer?	57. Helping the Homeless	
19. How electricity works	58. A Comparison of Cheap v Expensive Hockey Sticks	
20. Gardening	59. Coaching Styles	
21. Awareness of Pay Gap in Men versus Women sports		

22. Teen Struggles	60. How do Fan Sections Affect Sporting Events?	92. Learn a new style of dance and perform it
23. How to be a better singer	61. How exercise and eating right can help someone get in shape	93. Organize a 5K race
24. Digital Electronics	62. Recycling	94. How to benefit from re-using plastics
25. Type 1 Diabetes	63. Basic Plumbing	95. Group mentality
26. ACL injury prevention	64. Basic Electricity	96. Modifying different variables in photography
27. Eating Disorders in Athletes	65. Learning how to weld	97. Develop a flipped learning series
28. Tommy John Surgery Prevention	66. Car maintenance	98. Create a prototype using the 3D printer in the Makerspace room
29. Ways Athletes Prepare for Games	67. How to restore an old car	99. Create a coloring book in Adobe Illustrator
30. Therapy Dogs	68. Building a doghouse	100. Make an art exhibit and display in a public place
31. Improve your asthma status doing exercises	69. How to make a model airplane	
32. Create entertainment for kids in the hospital.	70. Using tools in makerspace learn how to do graffiti	
33. Learn sign language	71. The harmful effects of the sun when tanning.	
34. Learn about the culture of the deaf community.	72. Design a house that would meet a certain need that an individual might have (wheel chair, walker, overstimulation...)	
35. Improve your physical endurance Learn how to weld	73. How to create an infographic to impact a target audience	
36. Train and run a 5k, 10k, half marathon	74. Illustrate a song or children's book using the drawing page	
37. Recording a travel video using the green screen		
38. Organic Cookbook		
39. Compose a musical piece		

Bibliography

International Baccalaureate Organization. *Projects Guide: For the use from May 2016*. Cardiff: Peterson House. Published May 2014, updated February 2015, updated March