

THE ULTIMATE PERSONAL PROJECT GUIDE



*With tips from over 3 educators
all desperate to help you reach
the summit without a complete
meltdown.*

WRITTEN BY MIRJAM BERGHUIS & HEMA RAI

*A book for MYP students who should, at this point, be experts in reflection,
evaluating their work, and leaning on their ATL skills to get the job done.*

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This Third Edition Published August 2022

ZHUHAI, CHINA

www.onebigclassroom.com



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MESSAGE TO STUDENTS:

Dear MYP5 Students,

Congratulations! You have almost made it all the way through the MYP programme. In the last four years you learnt a lot. You had numerous opportunities to develop ATL skills, Learner Profile attributes as well as acquired a lot of subject-specific skills. Now it is time to put them all into practice - you are about to embark on your Personal Project journey.

I cannot promise you smooth sailing. There will be a few bumps here and there, sometimes you will find yourself out in the woods with little hope of finding the path. What I can promise though is that with the guidance of this booklet and the teaching staff, you will eventually reach the destination. Make sure you use these resources as a map and do not ever forget that you are not alone on this unforgettable journey.

Wherever you arrive at the end, you will be a different person. After so much research, action and reflection, you will make a huge leap in becoming a life-long learner. The satisfaction of completing your project will be so immense you cannot yet imagine.

Wishing you the most rewarding experience.

*Kind Regards,
Your Personal Project Coordinator*



So... What's the POINT?

WEEK 1

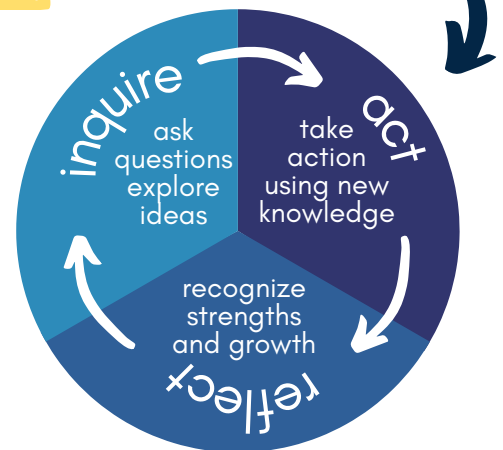


THE AIMS:

The Personal Project is gives you a chance to:

- **INQUIRE** by
 - exploring an interest that is personally meaningful
 - taking ownership of your learning by through self-directed inquiry
- **ACT** by
 - transferring and applying skills in pursuit of a learning goal and the creation of a product
- **REFLECT** by
 - recognizing and evidencing personal growth and development.

These AIMS reflect the INQUIRY CYCLE.



This is an independent project that should take you at least 25 hours to finish.

THE OBJECTIVES:

The 3 Objectives of the Personal Project support the 3 AIMS. They are assessed by the 3 Criteria that will result in your final grade. Take a minute and group the points and sub-points under the 3 Objectives.

OBJECTIVE A:

PLANNING

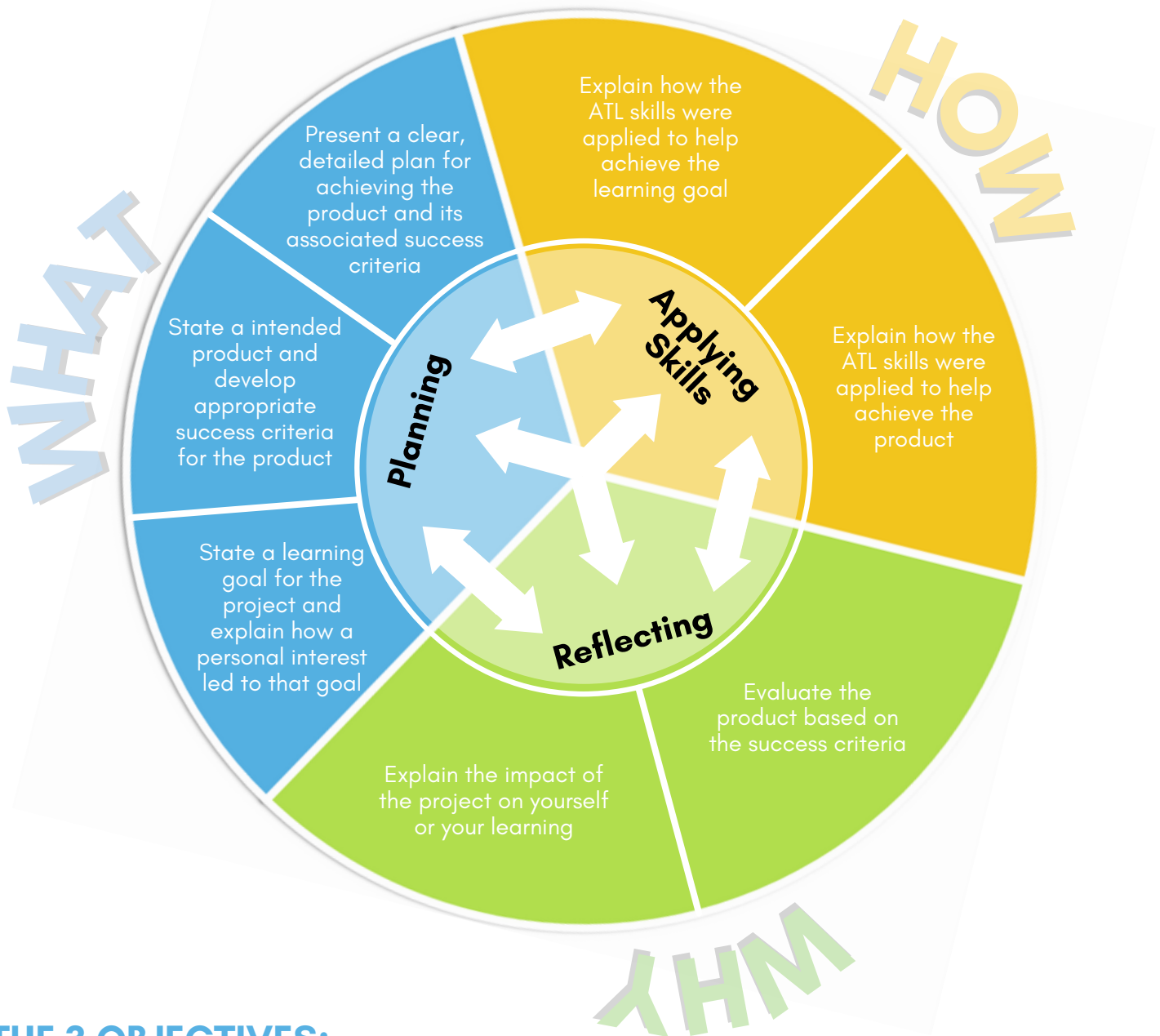
OBJECTIVE B:

APPYING SKILLS

OBJECTIVE C:

REFLECTING

- evaluate the product based on the success criteria.
- present a clear, detailed plan for achieving the product and its associated success criteria.
- state a learning goal for the project and explain how a personal interest led to that goal
- explain how the ATL skill(s) was/were applied to help achieve their product.
- explain how the ATL skill(s) was/were applied to help achieve their learning goal
- state an intended product and develop appropriate success criteria for the product
- explain the impact of the project on themselves or their learning



THE 3 OBJECTIVES:

Your Personal Project is going to be assessed on 3 Criteria - which evaluate the 3 Objectives:

PLANNING

APPLYING SKILLS

REFLECTING

You will use the 4 elements of the Personal Project to demonstrate your ability in each one. Write the element under the OBJECTIVE that it will demonstrate.

- The Process Journal
- Learning Goal
- The Product
- The Report

The ASSESSMENT CRITERIA

WEEK 1

3 CRITERIA for 3 OBJECTIVES:

Each Criterion allows you to evaluate how well you did on the 3 Objectives.

PLANNING (the WHAT)

APPLYING SKILLS (the HOW)

REFLECTING (the WHY)

Level 7-8

I am able to:

- i. **state** a learning goal and **explain** the connection between a personal interest and that goal
- ii. **state** my intended product and present multiple appropriate, **detailed** success criteria for the product
- iii. **present** a **detailed** plan for achieving the product and **all** of its associated success criteria.

I am able to:

- i. **explain** how the ATL skills were applied to help achieve my learning goal, supported with detailed examples or evidence
- ii. **explain** how the ATL skills were applied to help achieve my product, supported with detailed examples or evidence.

I am able to:

- i. **explain** the impact of the project on myself or my learning
- ii. **evaluate** the product based on the success criteria, fully supported with specific evidence or detailed examples.

Level 5-6

- i. **state** a learning goal and **describe** the connection between personal interest(s) and that goal
- ii. **state** my intended product and present **multiple appropriate** success criteria for the product
- iii. **present** a **detailed** plan for achieving the product and **most** of its associated success criteria.

- ii. **describe** how the ATL skills were applied to help achieve my learning goal, with reference to examples or evidence
- ii. **describe** how the ATL skills were applied to help achieve my product, with reference to examples or evidence.

- i. **describe** the impact of the project on myself or my learning
- ii. **evaluate** the product based on the success criteria, **partially supported** with evidence or examples.

Level 3-4

- i. **state** a learning goal and **outline** the connection between personal interest(s) and that goal
- ii. **state** my intended product and present **basic** success criteria for the product
- iii. **present** a plan for achieving the product and **some** of its associated success criteria.

- ii. **outline** which ATL skills were applied to help achieve my learning goal, with reference to examples or evidence
- ii. **outline** which ATL skills were applied to help achieve my product, with reference to examples or evidence.

- i. **outline** the impact of the project on myself or my learning
- ii. **state** whether the product was achieved, **partially supported** with evidence or examples.

Level 1-2

- i. **state** a learning goal
- ii. **state** my intended product
- iii. **present** a plan that is superficial or that is not focused on a product.

- ii. **state** which ATL skills were applied to help achieve my learning goal
- ii. **state** which ATL skills were applied to help achieve my product.

- i. **state** the impact of the project on myself or my learning
- ii. **state** whether the product was achieved.

DEFINITIONS

- Learning Goal** What you want to **learn** as a result of doing the Personal Project.
- Product** What you will **create** for your Personal Project.
- Present** What you will offer for **display**, observation, examination or consideration.
- State** A specific name, value, or brief answer without explanation.
- Outline** A brief account or summary.
- Describe** A detailed account or picture of a situation, event, pattern or process.
- Explain** A detailed account including reasons or causes.
- Evaluate** An appraisal by weighing the strengths and limitations.

ATL skill clusters are: Communication, Collaboration, Organization, Affective, Reflection, Information literacy, Media literacy, Critical thinking, Creative thinking

PROJECT TIMELINE



CRITERIA A B C WEEK 1-23

The PROCESS JOURNAL

Where you document EVERYTHING

You will hand in 8-12 pages of your process journal as evidence at the end of the report.

The process journal is a **required** component of the personal project. This is where you **document** your thinking, ideas and the development of the project.

You are required to show your mentor evidence of your progress in the journal during your meetings.

Your Process Journal can be **written, visual, audio, video** or a combination of these and might include both **paper and/or electronic** formats.

Each entry in your process journal should be clearly **dated** for your future reference.



CRITERION A

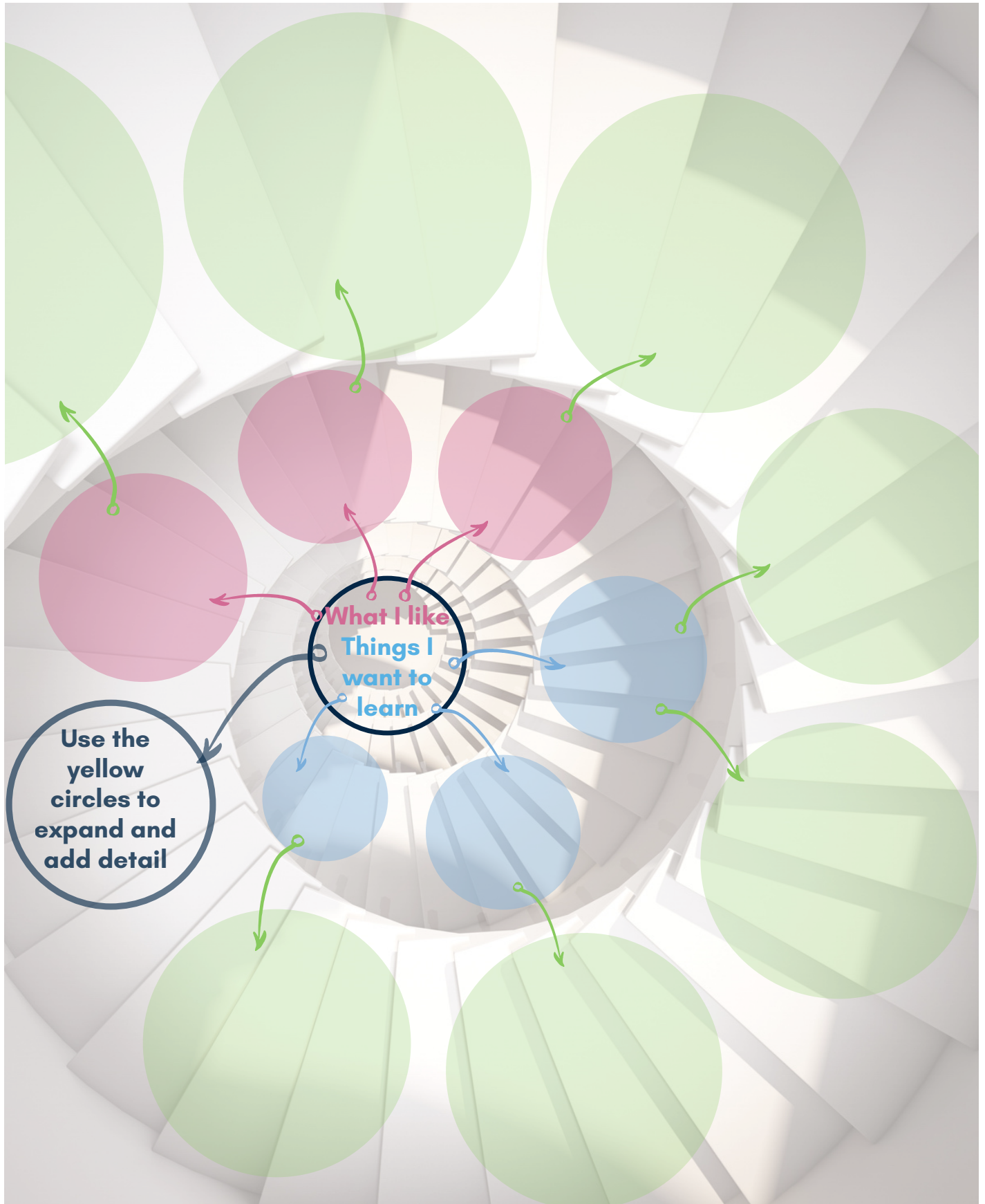
Criterion A: BRAINSTORMING Ideas

WEEK 3

Thinking about what you want to Learning and Create

Before you dive into specifics, brainstorm some ideas.

Use the staircase to write out your ideas. Start with big ideas, then add details.



State a clear Product.

What it is you want to produce/make/achieve?

Use the iSMART model to help you refine it. It will make it easier to define your learning goal.



If you know what you want to make, then start with what you want to learn. →

State a clear **LEARNING GOAL**.

What it is you want to produce/make/achieve?

Use the iSMART model to help you refine it. It will make it easier to define your learning goal.

iSMART

Write down your PRODUCT iSMART goal here.

Now think about your LEARNING GOAL.

What will you need to learn to be able to make/achieve your Product Goal? Fill in the blanks to help you figure this out.

**I want to
make or
create:**

**To do this,
I will
need to
learn how to:**

Now connect this to a few specific ATL skills you will need to make this learning possible.

Check out the full list of ATL skills on pages 28–32. Make note of 3 you will need here:

ATL skill #1

ATL CATEGORY

ATL skill #2

ATL CATEGORY

ATL skill #3

ATL CATEGORY

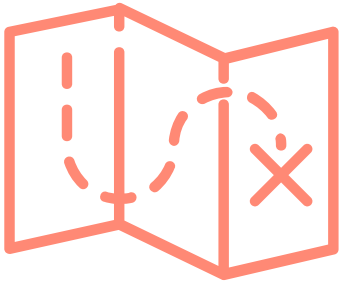
CRITERION A

Criterion A: MEASURING SUCCESS

WEEK 5

Working backwards from the goal

Before you dive into specifics, brainstorm some ideas.



- ▶ To get ready for a trip, you have to know **where you are going**; to finish your Personal Project, you need to know what success looks like.
- ▶ You will create **CRITERIA** to measure how well you've achieved your goal. These can look a lot like the criteria you use in Design class.



- What you want your product to look like.
- How you will manage your time.
- What you want to learn as you go.
- Which materials you will need.
- How does your learning connect with the product.
- How research drove my project.
- Which techniques you will use.
- How I will document this process.

Make sure they are:

- Observable**
- Specific**
- Objective**
- Challenging enough**

My CRITERIA:

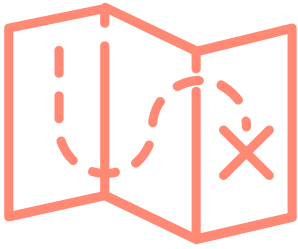
	needs improvement	on track	above expectations
Research drove my project and influenced my final piece.	I relied on 1-3 different sources throughout the PP process.	4-5 different sources influenced my project and my final sculpture.	6-8 different sources drove my project and influenced how I created my sculpture.
I documented my learning in my journal using words and photos	2-3 reflections in my process journal show how I learned how to _____. They are not very complete.	4-6 reflections in my process journal show how I learned how to _____. I included photos.	Regular, multi-media entries demonstrate clearly how I learned how to _____.
I used recycled materials in my sculpture	I used mainly recycled materials to make my sculpture.	Different recycled materials were carefully chosen to make my sculpture.	Recycled materials linked to my sculpture's message were carefully chosen.
I evaluated my product through a student survey	I received simple feedback from a few members of my target audience.	15+ audience members had a chance to share meaningful feedback.	20+ audience members had a chance to share extensive feedback.
I finished my product on time	I did not finish my product by the deadline.	I finished my product just before the deadline.	I finished my product well before the deadline.

CRITERION A

Criterion A: My SUCCESS CRITERIA

WEEK 6

Working backwards from the goal
It's your turn.



My LEARNING GOAL: _____

My PRODUCT: _____



<input type="radio"/> I want learn how to: _____	<input type="radio"/> My timeline is: _____
<input type="radio"/> I want my product to: _____	<input type="radio"/> I will need these materials: _____
<input type="radio"/> These two goals are connected by: _____	<input type="radio"/> My sources are numerous and diverse. _____
<input type="radio"/> I will use these techniques: _____	<input type="radio"/> I will document the process by: _____



Think about your goals, your inspiration, ATL skills, and anything that will help measure success.

My CRITERIA:

needs improvement

on track

above expectations

	needs improvement	on track	above expectations

CRITERION A

Criterion A: The ACTION PLAN

WEEK 7

Working backwards from the goals

Criterion A iii) – present a clear, detailed plan for achieving the product and its associated success criteria.

Using the criteria you made on the previous page for your goals, you can make your action plan. You need to:

- plan and record the development of your work and process of your project.
- demonstrate self-management skills.
- develop an action plan with a clear and specific timeline for your project.



ASK YOURSELF:

- What must I do, **when**?
- How will I **accomplish** my goal?
- Which **skills** must I use to manage my time, organize myself and my work, and keep track of my process?
- How will I **record** what I do for the project?

August						
SUN	MON	TUE	WED	THU	FRI	SAT

September						
SUN	MON	TUE	WED	THU	FRI	SAT

October						
SUN	MON	TUE	WED	THU	FRI	SAT

November						
SUN	MON	TUE	WED	THU	FRI	SAT

December						
SUN	MON	TUE	WED	THU	FRI	SAT

January						
SUN	MON	TUE	WED	THU	FRI	SAT

February						
SUN	MON	TUE	WED	THU	FRI	SAT

March						
SUN	MON	TUE	WED	THU	FRI	SAT

April						
SUN	MON	TUE	WED	THU	FRI	SAT



AS YOU PLAN, THINK ABOUT

What do you need/want to...



know



research



experiment on



document



survey



interview



visit



collect

Who/what do you need to...

ACTION	RESOURCES	ATL SKILL	TIME NEEDED	DATE COMPLETED
Find scholarly articles	Librarian; School digital database	Evaluate and select information sources	1 hour	April 10
Learn how to use app making software	IT specialist; app creator software	Use appropriate forms of writing for different purposes and audience	2 sessions with expert; 3 hours practice	May 1
Collect survey data	Online survey programme Means to distribute surveys	Collaborate with peers and experts using a variety of digital environments and media.	2 hours to design 1 Homeroom period 2 hours to analyse the data	June 3

Your turn 

--	--	--	--	--

Linking the ATL skills to the CRITERIA

WEEK 9-10

Each CRITERIA lets you show off different ATL skills

Find specific ATL skills from each cluster that you will need for your project.

PLAN OBJECTIVE A

- i. State a learning goal and explain the connection between a personal interest and that goal
- ii. State my intended product and present multiple appropriate, detailed success criteria for the product
- iii. Present a detailed plan for achieving the product and all of its associated success criteria.

Find all the ATL skills on pages 28-32.

Reflection: _____

Transfer: _____

Organization: ex. Set goals that are challenging and realistic

Information Literacy: _____

APPLYING SKILLS OBJECTIVE B

- i. Explain how the ATL skills were applied to help achieve my learning goal, supported with detailed examples or evidence
- ii. Explain how the ATL skills were applied to help achieve my product, supported with detailed examples or evidence.

Creative Thinking: _____

Collaboration: _____

Communication: _____

TAKING ACTION OBJECTIVE C

- i. Explain the impact of the project on myself or my learning
- ii. Evaluate the product based on the success criteria, fully supported with specific evidence or detailed examples.

Affective: _____

Reflection: _____

Critical Thinking: _____

CRITERION B

RESEARCH, Research, research

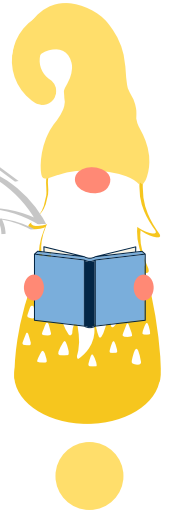
WEEK 11-14

to search again, and again, and again.

PRIMARY
sources

SECONDARY
sources

Remember,
the internet
isn't the only
source of
information!



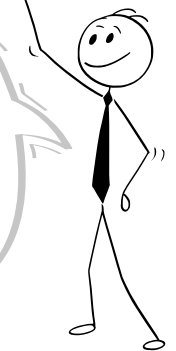
direct: you collected the
information

indirect: the information is
collected by others

- interview with an expert
- letters or emails from an expert
- diary entries from a witness
- conversations with professionals
- museum artefacts
- art exhibits
- research data you collected
- survey data you collected
- experiments you conducted

- interviews published in a magazine
- news articles
- books
- research papers
- blogs
- YouTube videos
- anything on the internet that you didn't produce
- research data collected by someone else
- survey results from someone else's survey
- results from someone else's experiment

Write
down
WHO you
can use
as a
resource.



Have I...

- carried out any surveys, or questionnaires?
- recorded any measurements to help me solve my design problem?
- conducted an interview with an expert?






Have I...

- been to the library to see the resources available to me?
- spoken to a librarian to help me find information?
- read a broad range of sources associated with my topic?
- watched videos on this topic?

Have I...

- found anything similar to what I wish to create and then evaluated it to find its strengths and weaknesses?
- thought of the materials I may need to create my project?
- taken any photographs?



C	CURRENCY	<p>The timeliness of the information</p>  <ul style="list-style-type: none">• When was the information published, posted or updated?• Is the information current enough for my topic, or is it out-of-date?• Are the still links functional?• When was the information last reviewed.
R	RELEVANCE	<p>The importance of the information</p>  <ul style="list-style-type: none">• Is the information at an appropriate level? (i.e. not too elementary or advanced)• How comprehensive or in-depth is the information about my topic?
A	AUTHORITY	<p>The source of the information</p>  <ul style="list-style-type: none">• Have the author's credentials or organisation been identified?• Who is the owner / sponsor of the website? What are their credentials?• Is there contact information provided, such as an email or mailing address?• What are the author's qualifications to write on the topic?• What does the URL reveal about the author or source? (examples: .com, .edu, .org, .net, .gov)
A	ACCURACY	<p>The reliability, truthfulness and accuracy of the information</p>  <ul style="list-style-type: none">• Have the author's sources been clearly cited so they can be found and checked?• Is the information available in other resources (e.g. encyclopaedias) so it can be double checked?• Does the language or tone seem unbiased and free from emotion?• Are there spelling, grammar or other typographical errors?
P	PURPOSE	<p>The reason the information exists</p>  <ul style="list-style-type: none">• What is the purpose of the information? Is it to inform, educate, entertain or persuade?• Do the authors make their intentions clear?• Is advertising content clearly labelled?• Does the point of view appear objective, unbiased and impartial?

Adapted from: The University of the Fraser Valley (2009). *Evaluating information: The CRAAP test*. Retrieved from <http://www.ufv.ca/library/tutorials/craaptest.htm>



CRITERION B

EVALUATING My Own Sources

WEEK 11-14

MY 1st SOURCE

CURRENCY 

RELEVANCE 

AUTHORITY 

ACCURACY 

PURPOSE 

My source's STRENGTHS

My source's WEAKNESSES

MY 2nd SOURCE

CURRENCY 

RELEVANCE 

AUTHORITY 

ACCURACY 

PURPOSE 

My source's STRENGTHS

My source's WEAKNESSES

MY 3rd SOURCE

CURRENCY 

RELEVANCE 

AUTHORITY 

ACCURACY 

PURPOSE 

My source's STRENGTHS

My source's WEAKNESSES

MY 4th SOURCE

CURRENCY 

RELEVANCE 

AUTHORITY 

ACCURACY 

PURPOSE 

My source's STRENGTHS

My source's WEAKNESSES

MY 5th SOURCE

CURRENCY 

RELEVANCE 

AUTHORITY 

ACCURACY 

PURPOSE 

My source's STRENGTHS

My source's WEAKNESSES

CRITERION B

Gathering EVIDENCE

WEEK 15-16

How can you SHOW how you progressed?

Good EVIDENCE of your process looks like this:

- It is collected **throughout the project** to document the development of your product and learning
- It shows what/how you **planned**
- It shows the **process** you followed
- It shows how well you **succeeded**
- It shows your **accomplishments**
- It shows the **problems** you had and how you **solved** them or *could have solved them if you tried again*
- It shows how your **ideas evolved** as you worked and learned
- It shows your **brainstorms**
- It shows the **questions** you had and how/if you were able to **answer** them
- It shows a **record of the people** you spoke with and learned from (like teachers, supervisors, experts)
- It shows a record of the **sources** you used and why you chose them
- It shows a record of **source evaluation**
- It shows a complete **bibliography**
- It shows a collection of useful **information** (like quotations, pictures, ideas, photographs)
- It shows how you **explored** ideas and solutions
- It shows how you **evaluated** your completed work
- It shows a **reflection** on learning
- **It shows the feedback you received from your supervisor and how you used that feedback to make progress**



Start documenting early. Collect different materials as you go.



Don't try to hide the problems you face. Problems are expected!

Show what you did - it's the key to a higher score.

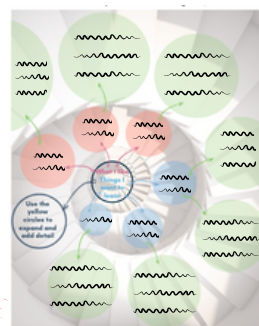
Get evidence of your feedback and what it prompted you to do (or not do).



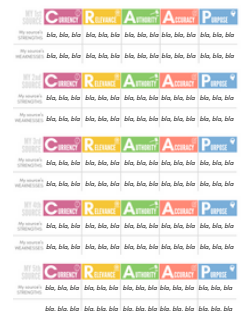
Receipts show material resources.



Drawings can depict ideas.



Photos of your work in this guide can show how you progressed - like the brainstorm page....



...or the source evaluation page.

Evidence does NOT look like this:

- Information collected on a daily basis (unless this is useful for you)
- Something you wrote *after* the project is almost finished
- Things that don't connect to your project
- A diary with detailed writing about what you did (unless this is useful for you)
- A single, static document with only one format (unless this is useful for you)

Use this page to make a note of some of the types of evidence you could/should gather to meet the requirements on the facing page.

my accomplishments:

how I collaborated with others:

my process:

problems I had and how I dealt with them:

my ideas and how they evolved:

how I tested my product:



Show how completing the Personal Project changed you...

in GENERAL:

as a LEARNER:

Look at page XX to see the ATL skill cluster REFLECTION (under the category Self-Management).



Do a quick check here below on how successfully you met your goals.

I finished my product on time.

I met my learning goal.

I used ___ different sources to inform my learning.

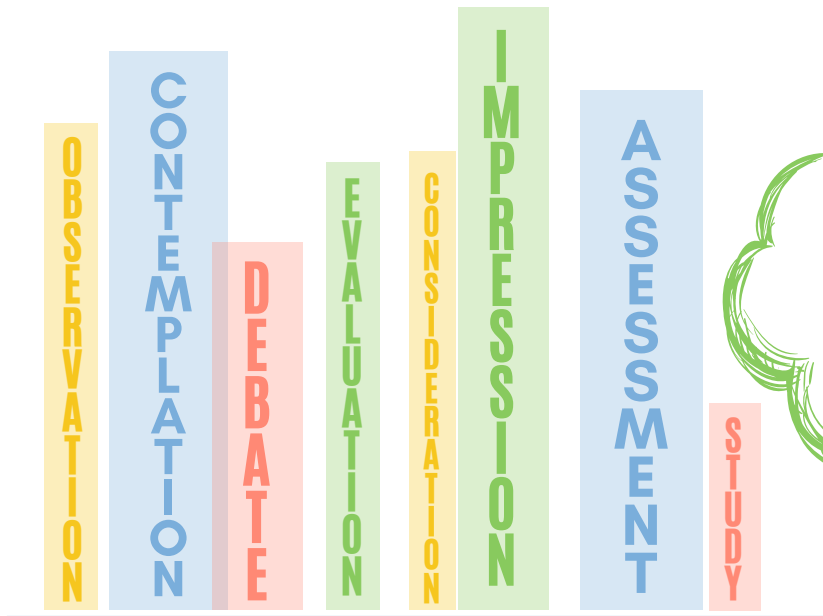
It is clear how my project is linked to:
• a Global Context OR
• a Unit in a class OR
• Service Learning

Add any items that are unique to your project or learning goal.

Now go back to pages 11-12 to see how well you met your own Success Criteria.

A Vital Part of the Process

Show How You Have GROWN through the Process



REFLECT ON:

1. the *quality* of your product/ outcome
2. how completing the project has helped you develop specific *ATL skills*.
3. your development as a *Learner*.

How can I start?

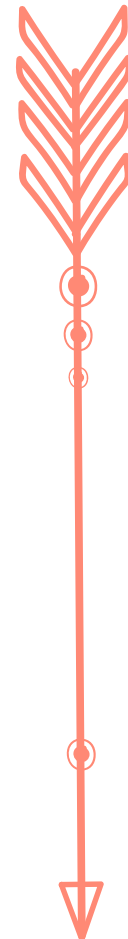
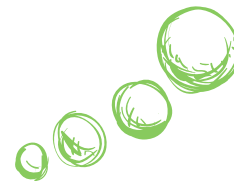
Use the following questions to help guide your reflection. This type of reflection needs to be in your process journal and your final report.

- What were my strengths/weaknesses?
- How have I improved? What can I continue to work on?
- Which specific ATL skill will allow me to improve?
- How effective was the decision I made?
- How realistic was my action plan?
- How did I implement my action plan? What needed to change?
- What did I learn while researching? How did this change my product/outcome?
- What would I do next time?

Avoid the trap:

Some students are tempted to write a superficial reflection on the 3 areas listed in the bubble. Make sure you go into depth. Use examples, give details, and above all, don't be afraid to discuss your mistakes.

Use page 20 to guide you.



Putting all your learning together for submission

Criteria A, B, & C in words

The Report CLEARLY communicates:

- a summary of your experiences and the skills you recorded throughout the process
- your 2 goals and how you met them
- a demonstration of your engagement
- what you have learned about yourself



The STRUCTURE

DOCUMENT		RECORDING	
.doc .pdf (non-editable) .docx .rtf		.mp3 .m4a .m4v .mp4 .mov	
15 pages	AND	No recording	
14 pages	AND	1 minute	
13 pages	AND	2 minutes	
12 pages	AND	3 minutes	
11 pages	AND	4 minutes	
10 pages	AND	5 minutes	
9 pages	AND	6 minutes	
8 pages	AND	7 minutes	
7 pages	AND	8 minutes	
6 pages	AND	9 minutes	
5 pages	AND	10 minutes	

DOCUMENT	REQUIREMENTS	RECORDING	NOTES
12 pages	Make sure each page uses:	3 minutes	Any visual aids (such as PPT slides) used to support your presentation will not be assessed. Only the audio and pages will be graded.
11 pages	• 11 pt font	4 minutes	
10 pages	• 2 cm margins	5 minutes	
9 pages	Make sure each image is CLEAR.	6 minutes	
8 pages		7 minutes	

Supporting EVIDENCE (look at pages 20-21 to guide you)

of my PLANNING	of the ATL SKILLS	of my REFLECTION
I could include:	I could include:	I could include:

Have you also remembered:

- To have 3 clear sections (one for each Criteria)?
- To complete and submit my **Bibliography** separately?
- To complete and submit the **Academic Integrity Form**? (see pages 34-35)

Let's Make Sure It's All There

Use these next 2 pages to check off that you have everything you need

CRITERION A: Planning (the WHAT)

Strand i: state a learning goal and explain the connection between personal interest(s) and that goal)

- **Goal** = what you want to achieve or accomplish through this project and resources needed to do this; the value, interest; intellectual curiosity; family connection; social, cultural or geographical relevance, passion, and reason you want to pursue your project
- **Personal interest** = a value, an interest; intellectual curiosity; family connection; social, cultural or geographical relevance, passion, the reason why they want to do it

- My learning goal is clearly and consistently stated in the report.
- I have shown how my product connects to a personal interest of mine.

Strand ii: state my intended product and present multiple appropriate, detailed success criteria for that product.

- **Present** = offer for display, observation, examination or consideration.

- My desired product/outcome is clearly defined in the report.
- I have presented clear, appropriate and detailed success criteria to measure my success.

Strand iii: present a detailed plan for achieving the product and all of its associated success criteria.

- My plan includes short- and long-term planning broken down into detailed, logical steps.
- My plan includes specific dates, deadlines and shows when I had to make adjustments to my plan.
- My plan links back to my success criteria.



CRITERION B: Applying Skills (the HOW)

Strand i: explain how the ATL skills were applied to help achieve my learning goal, supported with detailed examples or evidence

- **Learning Goal** = what I want to learn as a result of doing the Personal Project.
- **ATL skill clusters** = communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.

- I have chosen a range of ATL skills that were applied to help me achieve my learning goal.
- I have given an in-depth explanation as to how those ATL skills were applied.
- I have supported this with evidence.

Strand ii: explain how the ATL skills were applied to help achieve my product, supported with detailed examples or evidence.

- **Product** = what I want to create for my Personal Project.

- I have chosen a range of ATL skills that were applied to help me complete my product/outcome.
- I have given an in-depth explanation as to how those ATL skills were applied.
- I have supported this with evidence.

CRITERION C: Reflection (the WHY)

Strand i: explain the impact of the project on myself or my learning

- **Explain** = give a detailed account including reasons and causes.

- My reflection explains how this project changed me as a person and/or as a learner, using appropriate examples, detailed descriptions and insightful explanations.
- My reflection explains how I have extended my knowledge and understanding

Strand ii: evaluate the product based on the success criteria, fully supported with specific evidence or detailed examples.

- **Evaluate** = make an appraisal by weighing up the strengths and limitations of my product.

- I have included an evaluation that analyses the quality of the product/outcome against all my stated criteria.
- I have included evidence and detailed examples of how my product did or did not reach the outcomes stated in my success criteria.

APPENDIX 1

ATL Chart

All the ATL skills are organized into 5 Categories. These Categories are then divided into 10 Skill Clusters.

COMMUNICATION
Communication

SOCIAL
Collaboration

SELF-MANAGEMENT
Organization
Affective
Reflection

RESEARCH
Information Literacy
Media Literacy

THINKING
Critical Thinking
Creative Thinking
Transfer

COMMUNICATION

Exchanging thoughts, messages and information effectively through interaction

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Participate in, and contribute to, digital social media networks
- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media



Reading, writing and using language to gather and communicate information

- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Understand and use mathematical notation
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically
- Structure information in summaries, essays and reports



**What did you read?
How could you
communicate what
you learned?**

COLLABORATION

Working effectively with others

- Use social media networks appropriately to build and develop relationships
- Practise empathy
- Delegate and share responsibility for decision-making
- Help others to succeed
- Take responsibility for one's own actions
- Manage and resolve conflict, and work collaboratively in teams
- Build consensus
- Make fair and equitable decisions
- Listen actively to other perspectives and ideas
- Negotiate effectively
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback
- Advocate for one's own rights and needs



Think about who you worked with and who helped you during the process.

Which social skills did you have to develop to make this collaboration possible? What was easy, what wasn't?

ORGANIZATION

Managing time and tasks effectively

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Use appropriate strategies for organizing complex information
- Understand and use sensory learning preferences (learning styles)
- Select and use technology effectively and productively

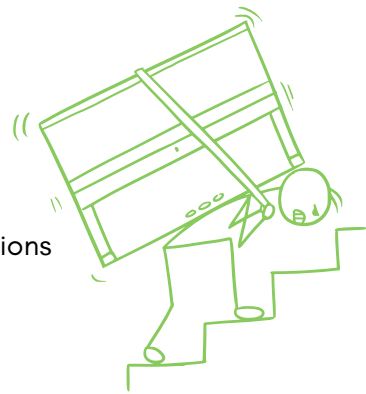


How did you stay organized? What tools did you use?

AFFECTIVE

Managing state of mind

- Mindfulness awareness
 - Practise focus and concentration
 - Practise strategies to develop mental focus
 - Practise strategies to overcome distractions
 - Practise being aware of body-mind connections
- Perseverance
 - Demonstrate persistence and perseverance
 - Practise delaying gratification
- Emotional management
 - Practise strategies to overcome impulsiveness and anger
 - Practise strategies to prevent and eliminate bullying
 - Practise strategies to reduce stress and anxiety
- Self-motivation
 - Practise analysing and attributing causes for failure
 - Practise managing self-talk
 - Practise positive thinking
- Resilience
 - Practise “bouncing back” after adversity, mistakes and failures
 - Practise “failing well”
 - Practise dealing with disappointment and unmet expectations
 - Practise dealing with change



How did you deal with disappointment?

REFLECTION

(Re)considering the process of learning; choosing and using ATL skills

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Demonstrate flexibility in the selection and use of learning strategies
- Try new ATL skills and evaluate their effectiveness
- Consider content
 - What did I learn about today?
 - What don't I yet understand?
 - What questions do I have now?
- Consider ATL skills development
 - What can I already do?
 - How can I share my skills to help peers who need more practice?
 - What will I work on next?
- Consider personal learning strategies
 - What can I do to become a more efficient and effective learner?
 - How can I become more flexible in my choice of learning strategies?
 - What factors are important for helping me learn well?
- Focus on the process of creating by imitating the work of others
- Consider ethical, cultural and environmental implications
- Keep a journal to record reflections



What would you do differently next time? How?

INFORMATION LITERACY

Finding, interpreting, judging and creating information

- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
- Use memory techniques to develop long-term memory
- Present information in a variety of formats and platforms
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Understand and use technology systems
- Use critical-literacy skills to analyse and interpret media communications
- Understand and implement intellectual property rights
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
- Identify primary and secondary sources



What connections did you make between different sources?

MEDIA LITERACY

Interacting with media to use and create ideas and information

- Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)
- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Make informed choices about personal viewing experiences
- Understand the impact of media representations and modes of presentation
- 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



How did you use different modes of media in your project?

CRITICAL THINKING

Analysing and evaluating issues and ideas

- Practise observing carefully in order to recognize problems
- Gather and organize relevant information to formulate an argument
- Recognize unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Recognize and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Revise understanding based on new information and evidence
- Evaluate and manage risk
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities
- Troubleshoot systems and applications

Which perspectives did you consider?



CREATIVE THINKING

Generating novel ideas and considering new perspectives

- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Create novel solutions to authentic problems
- Make unexpected or unusual connections between objects and/or ideas
- Design improvements to existing machines, media and technologies
- Design new machines, media and technologies
- Make guesses, ask “what if” questions and generate testable hypotheses
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas; use existing works and ideas in new ways
- Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments
- Practise visible thinking strategies and techniques
- Generate metaphors and analogies



How did you use prior knowledge to find new ideas?

TRANSFER

Using skills and knowledge in multiple contexts

- Use effective learning strategies in subject groups and disciplines
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between 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



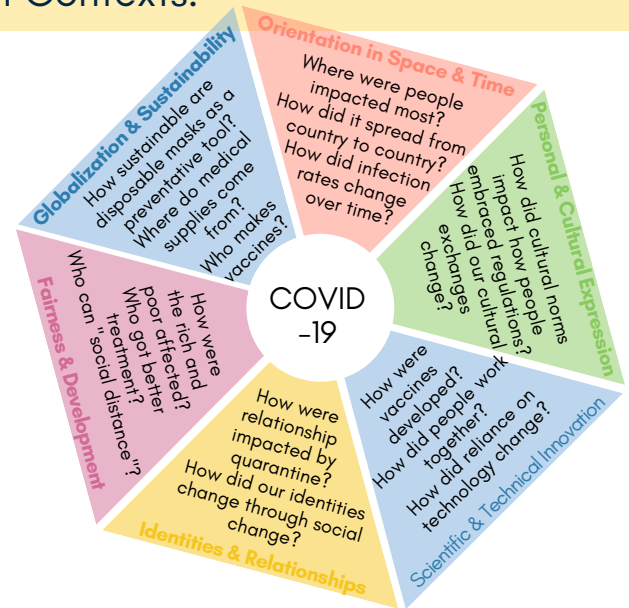
APPENDIX 2

The GLOBAL CONTEXTS

You can use a Global Context to inspire your Project.

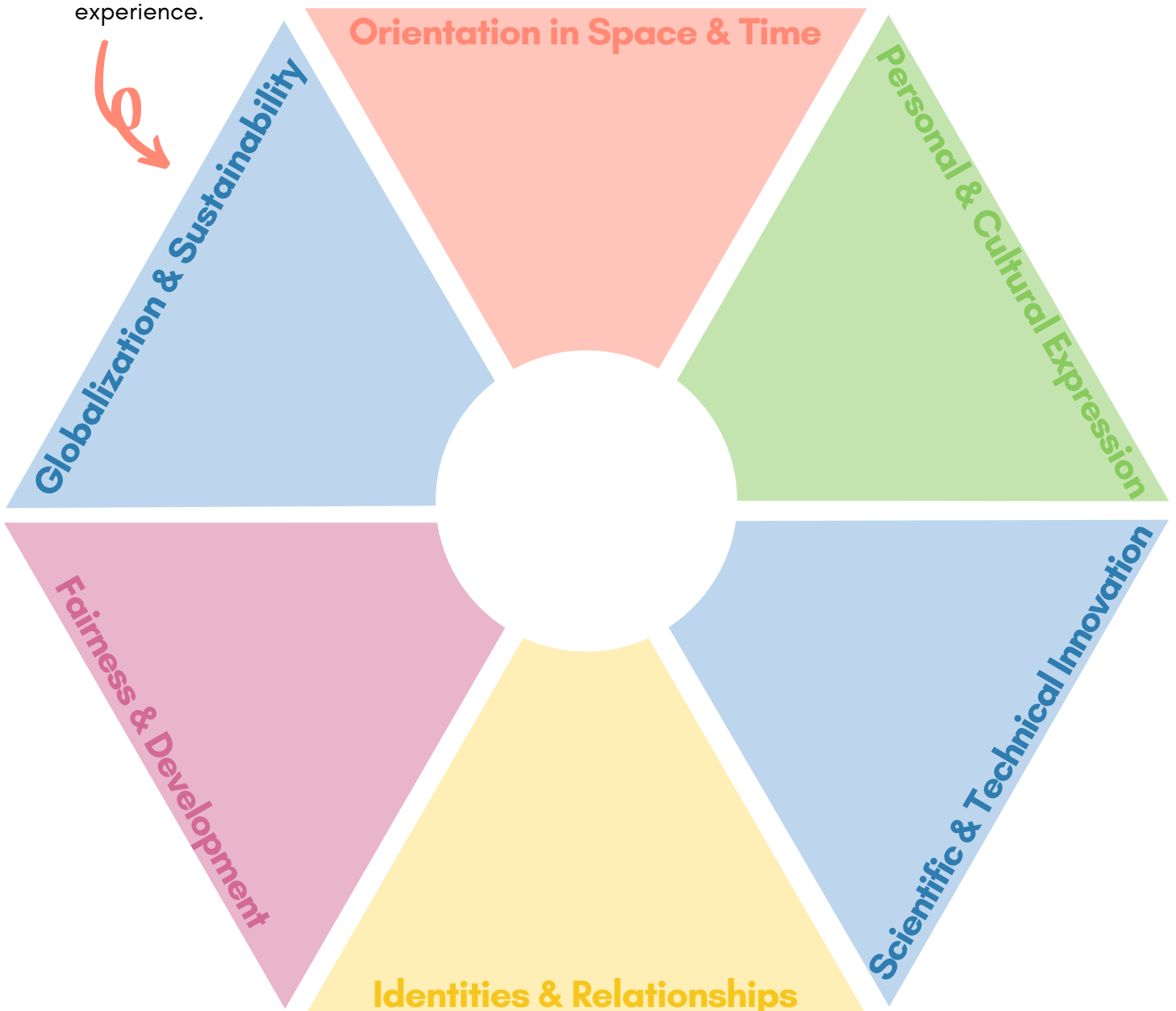
Imagine filtering your idea through the Global Contexts.

In order to help you explore the possibilities, look at your topic or idea through each of the Global Contexts. An example exploring COVID-19 has been done for you.



Not yet sure about your topic?

Pick a topic (or ask your teacher for ideas) just to go through the experience.



APPENDIX 3

MYP Academic Honesty Form

Produced by the International Baccalaureate

MYP Personal Project Academic Honesty Form

Student name													
Student number													
School name													
School number													
Supervisor name													
<p>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.</p> <p>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.</p>													
	Date	Main points discussed								Signature/initials			
Meeting 1										Student:			
										Supervisor:			
Meeting 2										Student:			
										Supervisor:			
Meeting 3										Student:			
										Supervisor:			

APPENDIX 3

MYP Academic Honesty Form

Produced by the International Baccalaureate

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.

*Student's signature

Date

*Supervisor's signature

Date

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