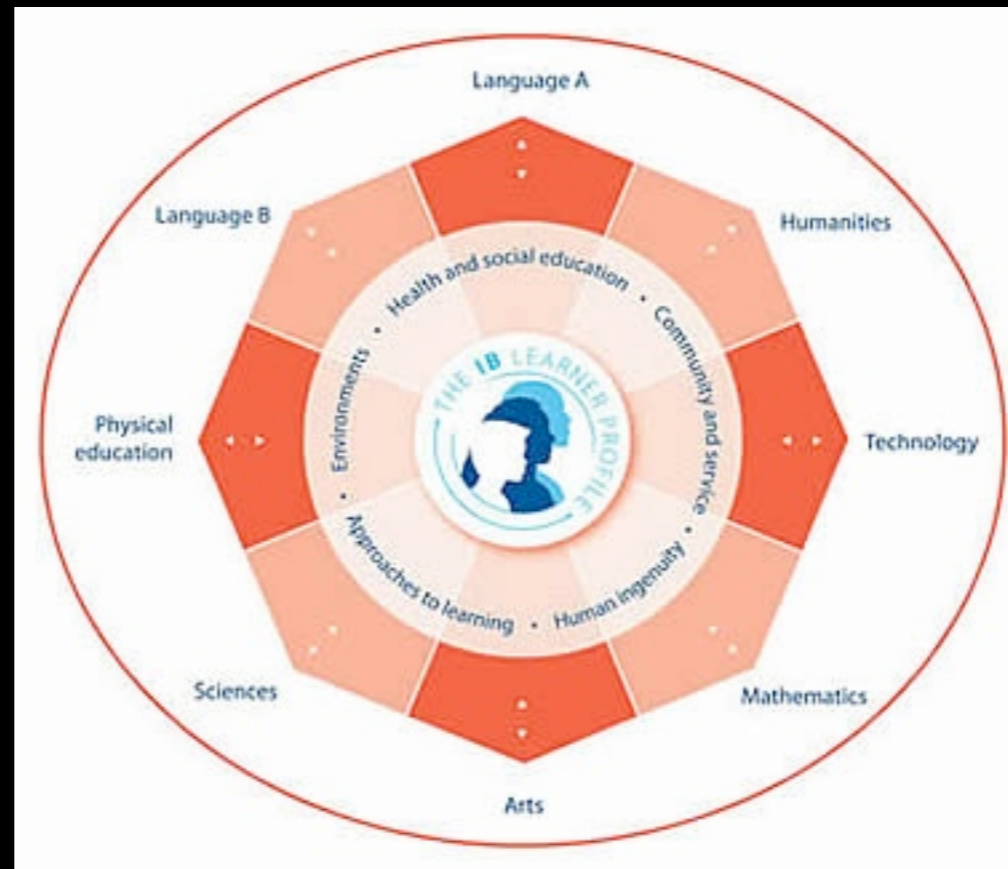


RCHK Parents



Introduction to the
MYP Personal Project

What is the PP?

- The **Personal Project** is the culminating activity in the MYP (Middle Years Programme).
- It is focused on one of the **five Areas of Interaction** (*Approaches to Learning, Human Ingenuity, Community and Service, Health and Social Education, Environments*) that make up the foundation of the MYP.
- The final project consists of a **Process Journal**, a **Product** and a **Report**.

AOIs

- **Approaches to learning (ATL):** Through ATL teachers provide students with the tools to enable them to take responsibility for their own learning, thereby developing an awareness of how they learn best, of thought processes and of learning strategies.
- **Community and Service (C&S):** This component requires students to take an active part in the communities in which they live, thereby encouraging responsible citizenship.
- **Human Ingenuity (HI):** Students explore in multiple ways the processes and products of human creativity, thus learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.
- **Environments (ENV):** This area aims to develop students' awareness of their interdependence with the environment so that they understand and accept their responsibilities.
- **Health and Social Education (HSE):** This area deals with physical, social and emotional health and intelligence—key aspects of development leading to complete and healthy lives.

What it IS

- The Personal Project is a product of the students own choosing and is based on their personal interests and goals.
- The project is a key learning and development process for, allowing students the opportunity to demonstrate the learning skills they have developed.
- It is an excellent opportunity for students to share information about things that are important to them, to reach personal learning goals, and take on new challenges that they might not have otherwise.

What it is **NOT**

- A part of any assessed course work
- Something that takes over a student's whole personal and social life, nor interferes with their studies, even though it will involve many hours of work
- Something be too closely linked to any specific subject
- Something they need to get made - it needs to be something **THEY** create **THEMSELVES**

Why do the Personal Project?

- **Experience** working on a large scale project
- It provides personal **inquiry**
- Excellent **preparation** for the IB diploma & Extended Essay
- It's mandatory for the MYP **certification** process

Examples of PP

A Challenging project

A student wants to raise political awareness among his or her peers through an information-giving campaign.

A student wants to create a durable bag using second-hand materials.

A student decides to create a puppet-show to take to a primary school to contribute to their end of year celebrations.

A Highly challenging project

A student wants to influence an external political system and get a bill passed through a national government.

A student wants to create a range of bags using second-hand materials to sell and raise money for charity.

A student decides to create a puppet-show to entertain children and to tour several schools and hospitals.

STUDENTS AND THEIR SUPERVISOR

It is the students duty to contact them and to schedule their meetings.

How well students collaborate with their supervisor is assessed as part of Criterion A.

The Supervisor will make sure:

- that students respect academic honesty
- make sure that students have been provided with, and understand, the guidelines and the assessment criteria for the personal project
- provide guidance to students in all stages of the project
- make sure that students are keeping an effective process journal,
- give students feedback through the process - helping students to reflect and to stay on track
- assess the final project using the MYP Personal Project assessment criteria

What do they hand in?

The 3 Elements of the PP

- **PROCESS JOURNAL: What you are expected to use it for....**
 - **DOCUMENTATION**
 - **AOI FOCUS**
 - **RESEARCH**
 - **ORGANISATION**
 - **NOTES**
 - **REFLECTIONS**
- **PRODUCT: The Product = Your Goal and Specifications**
- **REPORT: What is the Report?**
 - It is **communication, reflection, overview**
 - **Formats for completing the Report:**
 - A **written report** in the format of an academic report, a website, blog or similar.
 - An **oral report** that includes visual support.
 - A **multimedia presentation** such as a short film or a website that includes both written text and an audio-visual component.

How is it assessed?

Personal Project Assessment Criteria

Criterion	Name	Evidence found in	Level
Criterion A	Use the process journal	Process journal	Maximum 4
Criterion B	Define the goal	Report	Maximum 4
Criterion C	Select sources	Report	Maximum 4
Criterion D	Apply information	Report	Maximum 4
Criterion E	Achieve the goal	Product and report	Maximum 4
Criterion F	Reflect on learning	Report	Maximum 4
Criterion G	Report the project	Report	Maximum 4
Total Points Possible			Total 28

The Project Phases

Phases for Completion

Phase 1: Defining Your Goal and AOI Focus

Phase 2: Planning and Specifications

Phase 3: Selecting Sources

Phase 4: Working towards the Goal Now thru Nov 2011

Phase 5: Reporting the Project Nov 2011 - March 2012

The Exhibition March 22, 2012

Step 1 - Getting Started



- Select a topic that they REALLY are motivated to do
- Make sure the topic is both personal and manageable
- Make sure the goal is centered around one of the Areas of Interaction (AOI)

How can you support them?

- **Talk to your son/daughter**
 - *about the topics he/she wants to pursue
 - *about where he/she plans to get information
 - *about their progress throughout the project
- Ask to **read their Process Journal** on a regular basis
- **Sign their Student Guide** after each meeting they have with their Supervisor.
- Give as much encouragement & support as possible throughout this LONG project. (**time and environment**)