

# MYP 5 PERSONAL PROJECT

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# What is it?

- The MYP 5 Personal Project is a “culminating experience” at the end of the Middle Years Programme
- It is...
  - ...an excellent opportunity for students to produce a truly personal, creative piece of work of their own initiative
  - ...a significant body of work produced over an extended period
  - ...a way to demonstrate understanding of the MYP
  - ...a way to strengthen the skills developed through approaches to learning (ATL)

*Taken from the “MYP Personal Project Guide”*

# Types of projects

- ❑ Original art work (visual, musical/dance or dramatic)
- ❑ Written work on a special topic (essay form)
- ❑ Literary fiction (creative writing)
- ❑ Original science experiment
- ❑ Invention or specially designed object or system
- ❑ Business, management or organizational plan (for entrepreneurial business or project)
- ❑ Planning and carrying out a special event
- ❑ Developing a new student or community organization

# What does it involve?

## Each student

1. determines their topic of choice
2. explores a connection to the five areas of interaction
3. plans steps to carry out their project, including conducting research and creating a “product”
4. keeps a process journal to document the entire experience
5. produces a report at the end to reflect on their experience
6. shares their project (or product) with the community

# 1. Determining a topic of choice

All personal projects must

- have a clear and achievable goal
- reflect the student's interests, hobbies, special abilities, or concerns about particular issues
- be the result of the student's initiative, creativity, and ability to organize and plan
- be the student's own work

## 2. Areas of Interaction: our “lenses”

| Area of Interaction         | Key Question   |
|-----------------------------|--|
| Approaches to learning      | How do I learn best? How do I know? How do I communicate my understanding?                             |
| Environments                | Where do we live? What resources do we have or need? What are my responsibilities?                     |
| Health and social education | How do I think and act? How am I changing? How can I look after myself and others?                     |
| Human Ingenuity             | Why and how do we create? What are the consequences?   |
| Community and service       | How do we live in relation to each other? How can I contribute to my community? How can I help others? |

# 3. Planning steps

- Students have received a general schedule from Ms Eliana
- They were assigned to write their own schedule, specific to their projects, within the first term
- The project-specific schedule should take into account background research time, product design and creation time, time to evaluate product and time to complete product by due date, prior to writing the report

# The Design Cycle



# 4. The process journal

- The process journal is an extremely important component of the personal project experience. It is the place where students record their thoughts, decisions, research, and actions regarding their projects.
- “Neatness” is not important!
- The journal contains the information needed to write the final paper. It could include:
  - ▣ Clippings, cut-outs, printouts from research (with captions, labels, notes) to show different ideas that emerge
  - ▣ Notes from meetings/interviews/conversations (include date, time and location)
  - ▣ Photos, sketches, pictures, illustrations, graphs/charts
  - ▣ Free writing entries to record thinking process and progress

# 5. The personal project report

- title page
- table of contents
- introduction
- description of the process
- analysis of the inspiration
- reflection/conclusion
- references cited
- appendices, if appropriate
- Length: max 4,000 words

# 6. Sharing the project

- All students are expected to give a presentation about their learning experience to a panel of faculty members.
- Additionally, students who have created a product that can be shared with the wider community will schedule a time to do so.
- Products and journals will be displayed during exhibition week and shared with MYP 4 students in preparation for next year.

# Who supports the students?

- Students meet with the supervisor (Ms Eliana) once a week during form block. They must always bring their binder, process journal and other resources connected to their project.
- They will meet individually with supervisor at a different date/time, especially when reviewing assignments.
- Students should meet with mentors/advisors once a fortnight.
- Students meet with “outside experts” as necessary.
- Students have scheduled deadlines and assignments in order to help them stay on track with progress.
- Students should also discuss their progress at home (with you!) and use their process journals effectively to receive feedback.

# How is the project assessed?

- *Criterion A* Planning and development
- *Criterion B* Collection of information/  
resources
- *Criterion C* Choice and application of  
techniques
- *Criterion D* Analysis of information
- *Criterion E* Organization of the written work
- *Criterion F* Analysis of process and outcome
- *Criterion G* Personal engagement

# Important dates (from schedule):

- Wed 29 Sept: mentors identified and contacted
- Tues 12 Oct: final draft proposal due
- Mon 25 Oct: research completed (primary and secondary sources)
- Thurs 9 Dec: final “meeting” with students
- Thurs 20 Jan: winter reflection paper due
- Sun 6 Mar: “product” completed
- Thurs 30 Mar: rough draft report due
- Wed 4 May: final draft report due
- TBD (May): MYP 5 presentations

*From the 2010-11 personal project schedule*

# DO'S & DON'T'S

**Tips to successfully completing the  
Personal Project**

**by MYP 5 (2009-10)**



# Do's (Tips by MYP 5)

- Pick a topic that is personal, something you are interested in, always wanted to learn about, or relates to a career you are aiming for. It will make it enjoyable.
- Come up with 3 topics, briefly expand on them to see where each can take you. Then choose.
- Start as early as possible.
- Be ambitious and aim high!
- Make sure you have a plan, and stick to it.
- Research.

# Do's (Tips by MYP 5)

- Utilize and meet with your mentors and experts as frequently as possible. Listen to their advice!
- Plan your time wisely and spread out your work evenly.
- Work at school **and** at home.
- Get advice and feedback from as many people as possible. This will give you several perspectives and make your project well-rounded.
- Stick to your schedule
- Be organized

# Don't's (Tips by MYP 5)

- ❑ **Procrastinate!!!** There is always more to do than you think.
- ❑ Pick an impossible task, but don't aim too low either.
- ❑ Waste time
- ❑ Ignore paper work (Process journal, essay writing, editing, revising)
- ❑ Forget to **save your work!** (data key **and** computer)
- ❑ Skip due dates or miss too much homework from other classes. Balance it out.

# Don't's (Tips by MYP 5)

- ❑ Wait till the last week to do your report, because you will be really stressed and it's better to get a response earlier so you can make edits.
- ❑ Fool around
- ❑ Be vague! Put as much detail as possible into the write up and analysis of your work.
- ❑ Be afraid to ask for help