

PERSONAL PROJECT

IBO MYP



The Personal Project

- **Introduction**
 1. **Areas of Interaction**
 2. **Global and Specific Objectives**
 3. **Organisation**
 4. **Supervision**
 5. **Evaluation**
 6. **Section for students**

INTRODUCTION

The personal project implies:

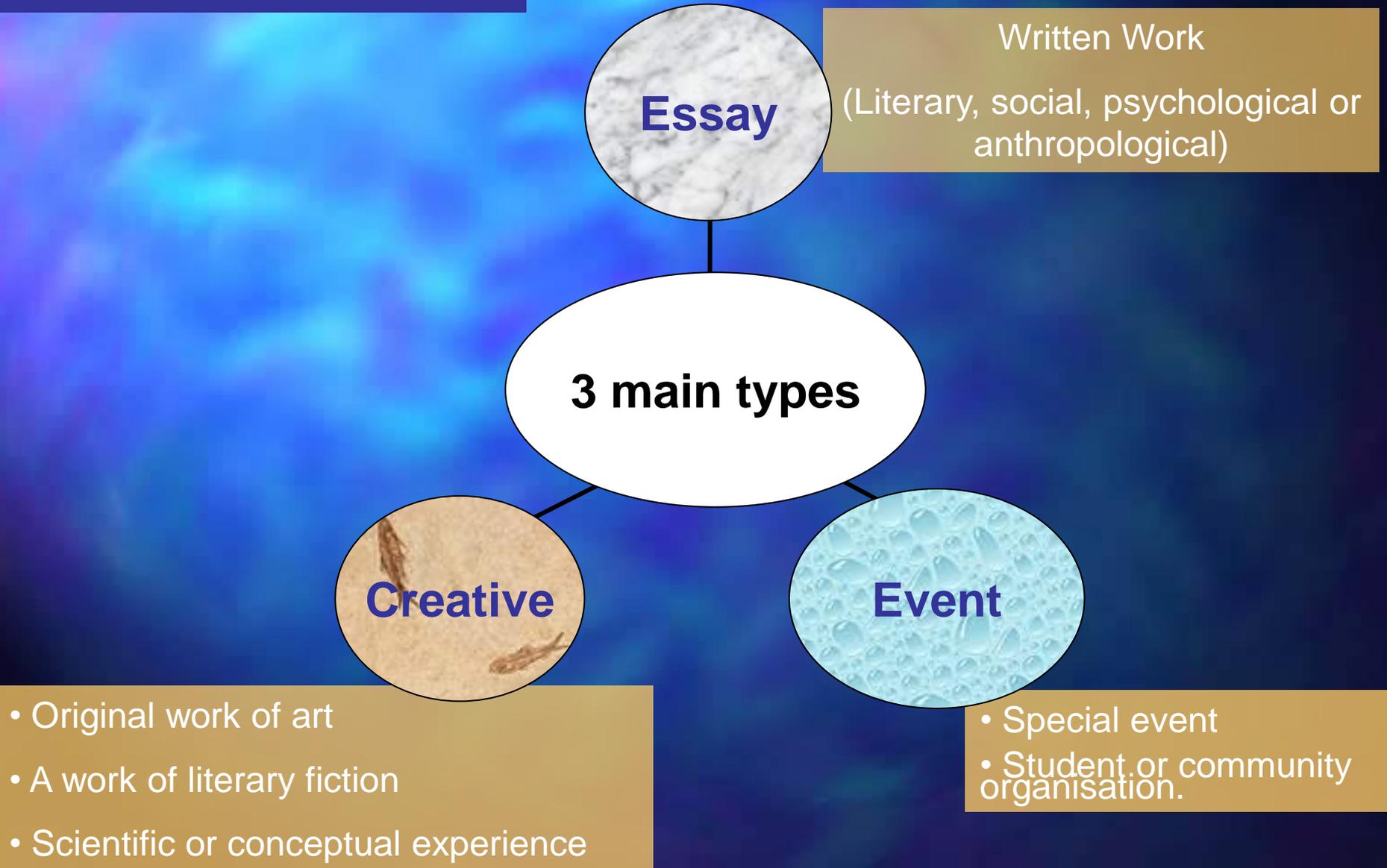
- ✎ Having a clear and attainable aim ;
- ✎ Being based on at least one area of interaction ;
- ✎ Expressing a truly personal message ;
- ✎ Being the result of a student's initiative, his/her creativity and his/her ability to organise and plan.

INTRODUCTION

The Personal Project must :

-  Reflect a student's interests, his/her pastimes, a student's particular aptitude and interest in specific questions ;
-  Be a result of their own work.

INTRODUCTION



INTRODUCTION

Structure of the personal project:

- The body of the report must include-
 - The goal (see criterion B)
 - Selection of sources (see criterion C)
 - Application of information (see criterion D)
 - Achieving the goal (see criterion E)
 - Reflection on learning (see criterion F)

Length: the written work must not exceed **3,500 words**

Example: Poverty

Essay

How to explain the poverty in my town

Creation

Create a mural dealing with the poverty in my town

Event

Collect funds to fight poverty in my town.

Understand the causes and effects of poverty

Make the people in School aware of poverty

Act to fight poverty



subject

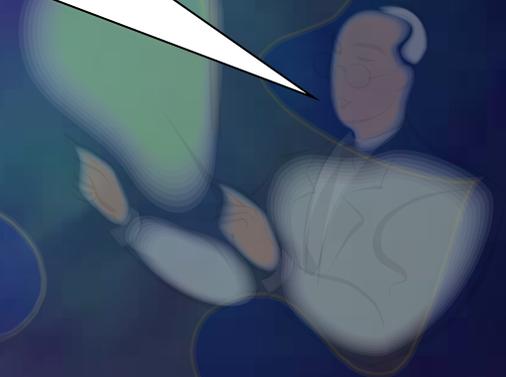
aim

1. AREAS OF INTERACTION

- **There are 5 areas of interaction**
 - ① **Approaches to learning**
 - ② **Community and Service**
 - ③ **Human Ingenuity**
 - ④ **Environments**
 - ⑤ **Health and Social Education**

1. Areas of interaction

The global objective of this project is not only to demonstrate your knowledge :



1. Areas of interaction

You must:

Show that you understand all
the levels of
AREAS OF INTERACTION

Apply methods and
techniques acquired within
the frame of
« approaches to learning »

① Approaches to learning

Key questions

```
graph TD; A[Key questions] --- B[How do I learn best?]; A --- C[How do I know?]; A --- D[How do I communicate my understanding?]
```

How do I learn best ?

How do I know?

How do I communicate
my understanding ?

2. COMMUNITY AND SERVICE

KEY QUESTIONS

How do we live in relation to each other ?

How can I contribute to the community ?

How can I help others ?





③ Human Ingenuity

KEY QUESTIONS

Why and how do we create ?

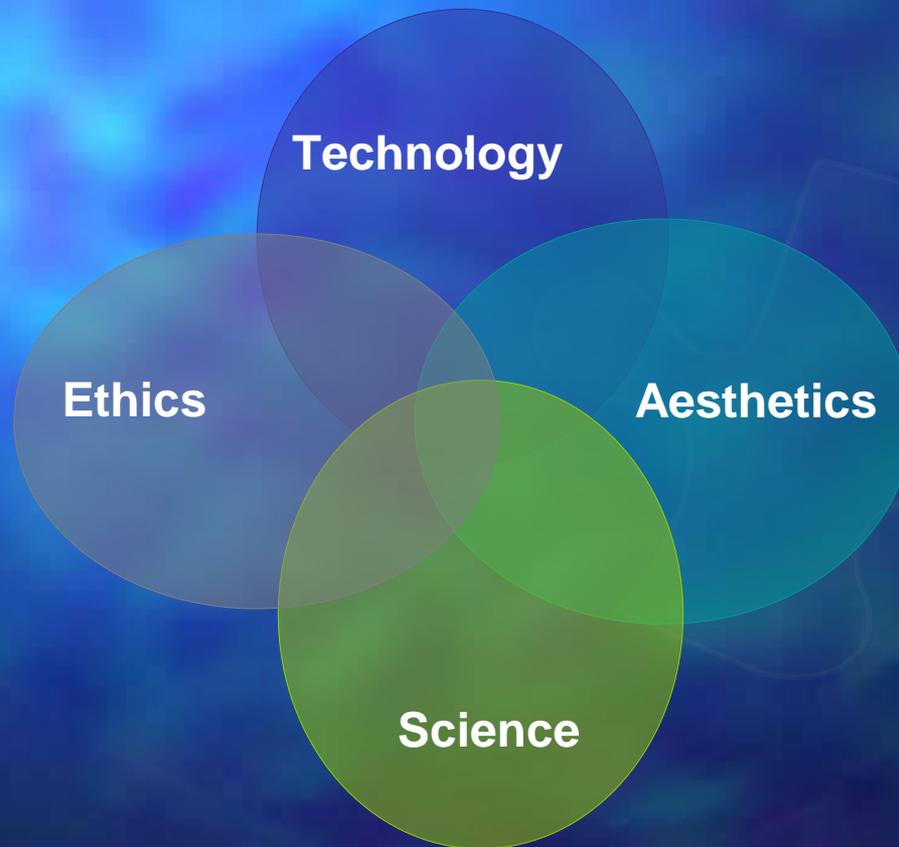
What are the consequences ?



Human Ingenuity...



This area encourages you to see the relationship between:



④ Environments

KEY QUESTIONS

```
graph TD; A[KEY QUESTIONS] --- B[Where do we live?]; A --- C[What resources do we have or need?]; A --- D[What are my responsibilities?]
```

Where do we live ?

**What resources
do we have or need?**

**What are
my responsibilities ?**



Environments ...

This area concerns global environmental issues of a political and economic nature.



5. HEALTH AND SOCIAL EDUCATION

KEY QUESTIONS

How do I think and act ?

How am I changing ?

How can I look after myself and others?



Health and social education ...

This area should develop in one a sense of responsibility for your own well-being and for the physical and social environment.

drugs

emotions

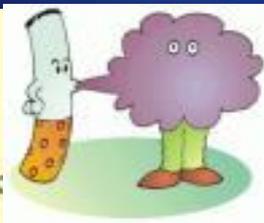
vandalism

nutrition

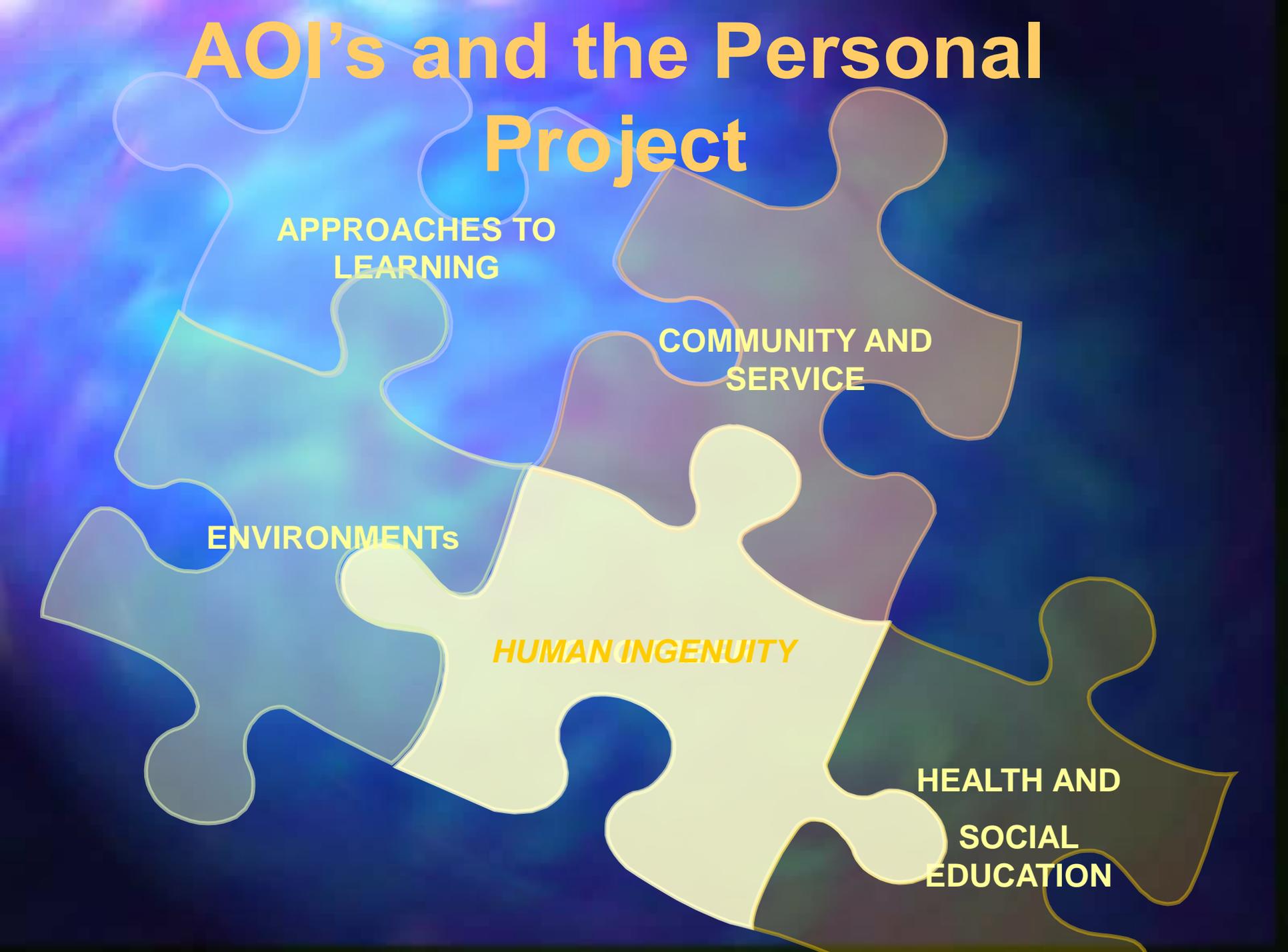
tobacco

exercise

Physical, mental health



AOI's and the Personal Project



**APPROACHES TO
LEARNING**

**COMMUNITY AND
SERVICE**

ENVIRONMENTS

HUMAN INGENUITY

**HEALTH AND
SOCIAL
EDUCATION**

2. Global and specific objectives.

Global Objectives:



Demonstrate the capacity and competence to produce profound work.

Reflect on your learning and give learned opinions



Launch oneself into an inquiry and answer specific questions



Demonstrate an understanding of the areas of interaction

Global and Specific Objectives

The Specific Objectives correspond directly to the assessment criterion.

- A. Use the process journal
- B. Define the goal
- C. Select sources
- D. Apply information
- E. Achieve the goal
- F. Reflect on learning
- G. Report the project

3. ORGANISATION

Role of the School:

 Provide students and teachers with all necessary information ;

 Match supervisors to subjects ; (example)

- Supervisors choose subjects from a list,
- They are told after of the names of the students,

 Layout a timetable for all the steps ;

 Put in place an internally moderated assessment process.

ORGANISATION...

Role of the student:

The student needs to be aware of...

- Directions concerning the project ;
- the timetable of steps ;
- how to keep a journal from the beginning ;
- the importance of personal analysis ;
- the criteria of assessment.

. The student needs to adopt a positive attitude
(initiative, willingness to work, a sense of responsibility,
integrity)



4. SUPERVISION

Role of the Supervisor

- To ensure that the student is fully aware of the assessment criteria
- Advise the student on journal keeping ;
- Complete the formal evaluation at the end of each step, using the criterion and discussing the result with the student;
- To ensure the authenticity of the student's work ;
- Evaluate the project ;
- Participate in the assessment process.





Meetings :

- Between the supervisors : discussions, aob
- With the students to :
 - Define and centre the project on at least one area of interaction ;
 - Help the student to establish his/her theme and keep focus ;
 - Verify that the aim is attainable by the student ;
 - To ensure that the journal is up to date;
 - To offer academic support.

5. Assessment Criterion

(maximum level : 4)

- A. Use the process journal
- B. Define the goal
- C. Select Sources
- D. Apply information
- E. Achieve the goal
- F. Reflect on learning
- G. Report the project

Assessment:

Aim: To ensure that all students and schools regardless of country are graded in a similar manner

Process:

- Send 8 samples ;
- The examiners will confirm or modify grades ;
- After the review the IBO will confer the final grade for each student.

6. Summary!

Each student will choose a topic about which they are passionate and:

- permits them to express a message that is really personal ;
- is the result of their initiative and creativity ;
- reflects their particular abilities ;
- is a result of their own work.

The type of project should therefore reflect each individual's personal ability.

To sum up...

Each student should follow these steps:

- **Choose** a theme reflecting at least one area of interaction ;
- **Plan** the project ;
- **Gather** the necessary material ;
- **Work** regularly on the project ;
- **Effectively** use a journal from the beginning ;
- **Structure** the final presentation.

Questions?

