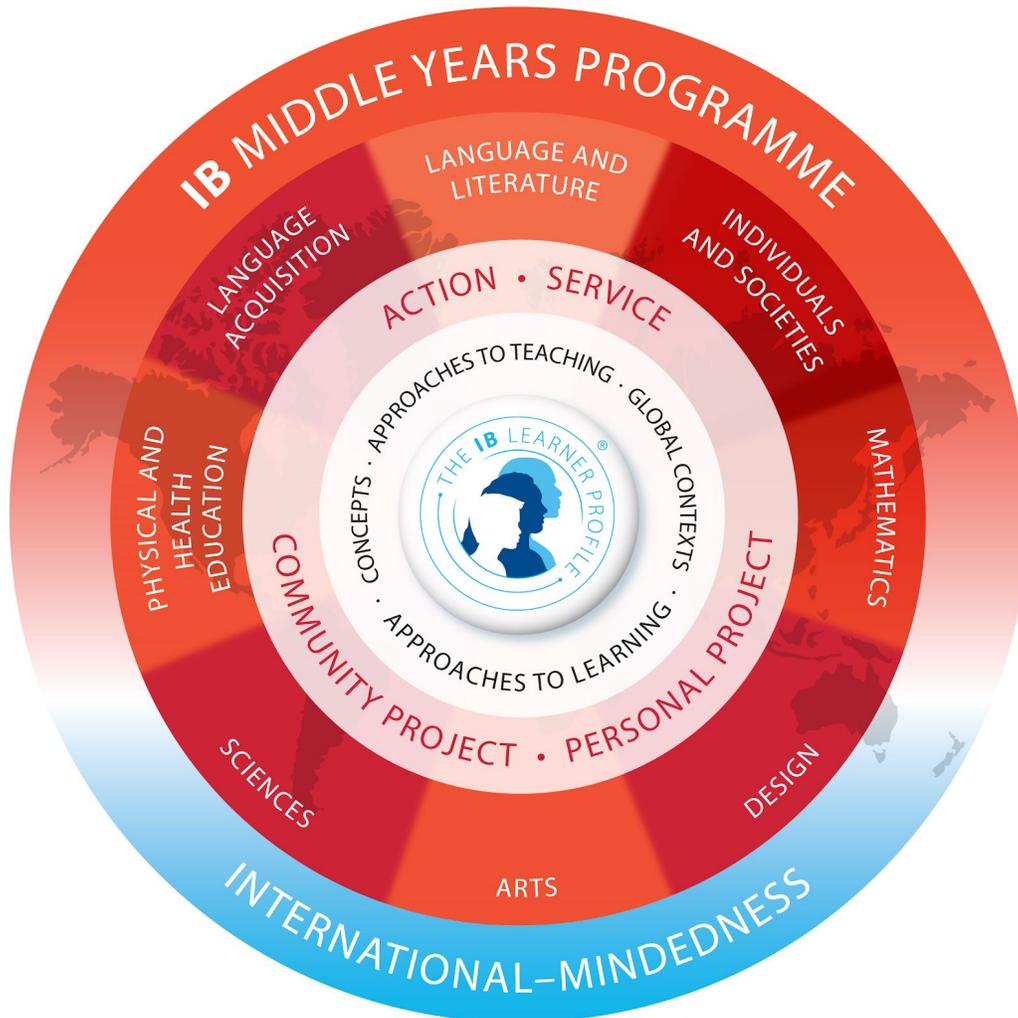


South Lakes High School

MYP Personal Project Student Guide

2020-2021



Important Contacts:

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What is the Personal Project?

The personal project encourages students to practice and strengthen their approaches to learning (ATL) skills, develop the attributes of the IB learner profile, consolidate prior learning, develop an area of personal interest, and foster the development of independent, lifelong learners. It provides an excellent opportunity for students to produce a truly personal and creative product/outcome and demonstrate their learning in the MYP. The project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

The personal project enables students to engage in practical explorations through a cycle of inquiry, action and reflection. Through MYP projects, students experience the responsibility of completing a significant piece of work over an extended period of time, as well as the need to reflect on their learning and the outcomes of their work—key skills that prepare students for success in further study, the workplace and the community.

Students are expected to spend approximately **25 hours** on their personal project. This includes meeting with supervisors, independent learning through research, planning, development and completion of the project, and reporting of the project.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of learning
- appreciate the process of learning and take pride in their accomplishments

What do I have to produce?

There are four main components to the personal project:

1. **The Process Journal** is where you should record ideas, planning, discussions, photographs, meeting schedules and outcomes with your supervisor.
2. **The Product** is the actual project, product, or outcome you produce. It is how you show other people what you investigated. This might be an actual product (model, electronic article, artwork, creative writing, performance) or visuals of the outcome (photographs of an event you organized). **It may not be part of any assessed school course work.**
3. **The Project Report** explains how, why, and what you did, as well as what you learned from the process. It contains your planning and reflecting on the process.

4. **The Personal Project Fair** is where you will display your project. You will prepare a brief talk about your goals and process.

Project examples include:

- Advocate for a cause via a series of podcasts
- Change a behavior within yourself and the community, e.g. creating a Couch to 5K program specifically designed for high school students
- Organize and produce a concert
- Design a website to display art
- Develop a nutritious monthly meal plan for your family
- Document a family tradition, e.g. “What’s the story behind grandma’s sugar cookies?”
- Teach students about the history of rap
- Document your community’s efforts to “go green” through a photography portfolio
- Learn a computer programming language and create a game for your graphing calculator or an app for your phone
- Learn to draw henna designs and open a henna booth at a school event
- Make a short film, documentary, or computer game
- Plan a themed party
- Raise awareness about a dangerous traffic issue in your neighborhood via an organized social media effort

What are the Global Contexts and how do they impact my project?

The global context will be the lens through which you see your project. Multiple contexts may fit with your project, but you should pick the one that you connect with the most.

Global Context	Examples of Personal Projects
<p>Identities and Relationships:</p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>	<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>Students will explore 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"> • The Euclidean space perspective of 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>Students will 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"> • 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 centre; a performance
<p>Scientific and Technical Innovation:</p> <p>Students will 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; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<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>Globalization and Sustainability:</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; 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"> • 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 Peru; a workshop for adults • The role of the developing countries in protecting the tropical rainforest; a collection of slides
<p>Fairness and Development:</p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<ul style="list-style-type: none"> • Supporting fair trade: Cocoa trade in Ghana; awareness campaign for our school 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

Reporting the Project

Possible formats for the MYP personal project report are divided into four main areas: written, electronic, oral, and visual. South Lakes High School MYP English teachers have designed lessons and report templates to support the written report.

1. The **final written report** should be 1,500-3,500 words (roughly 6 double-spaced pages).
 - a. A written report aims to inform and explain the process of the personal project and usually consists of sections with subheadings. *****Mini-lessons and Process Journals directly support the written report. This will be the required format for the 20-21 school year.**
2. Electronic (website, blog, slideshow) should be 1,500 - 3,500 words.
 - a. An electronic report can take many different forms such as a website, blog, Prezi, or PowerPoint. As in all other formats, students must ensure that the electronic report effectively demonstrates his or her engagement with the personal project.
3. Oral (podcast, radio broadcast, recorded) should be 13-15 minutes in length.
 - a. An oral report can take many different forms such as podcast, interview and radio broadcast. Oral reports must be recorded. Students may use notes, cue cards and visual support aids for an oral presentation.
4. Visual (film) should be 13-15 minutes in length.
 - a. A visual report is usually a short film where the student addresses key moments of his or her personal project, informed by process journal entries. The film must be structured to demonstrate achievements in the development of the personal project.
5. Multimedia (written or electronic AND oral or visual) is as follows:
 - a. For students submitting multimedia reports comprising both written and audio/visual formats, the maximum number of words and time of audio/visual presentations correlate in the manner shown below.

Time (audio or audio-visual recording)		Word limit for written report
3 minutes	and	1,200 - 2,800 words
6 minutes	and	900 - 2,100 words
9 minutes	and	600 - 1, 400 words
12 minutes	and	300 - 700 words

If a Personal Project involves group work, each individual student must create his or her own report **clearly demonstrating his or her contribution in all stages of the Personal Project**. Further, each student must maintain his or her own process journal. **No more than two students may work together.**

When submitting the **report** for assessment, students must include:

- extracts from your process journal;
- any supporting visual aids/proof of product; and

- bibliography/sources.

What is my Process Journal?

The purpose of your Process Journal is to document the planning and progress of your project. You will use it to plan and reflect throughout the process. The journal will include a place for recording your sources and for documenting your Supervisor meetings. English teachers assign a Process Journal Template and Rubric with Task Specific Guidance to support your reflective writing.

Who is my supervisor and what does s/he do?

Supervisor and Topic Selection:

- **By October 30**, you need to have chosen your MYP Personal Project Supervisor and your topic and enter it into the Google form that will be posted to Google Classroom.
- It is highly encouraged that your supervisor **be a South Lakes HS employee**. However, you may also seek a Langston Hughes MS employee to serve in this role.
- Your supervisor cannot be your parent/guardian.
- You must meet with your supervisor at least **three times** during the process.
- If you have a supervisor in mind, you **MUST ASK** the staff member. Do NOT put a name in the Google form if the staff member has not yet agreed to work with you.
- If you cannot find a supervisor on your own, please inform your English teacher or MYP Coordinator.

Supervisor Responsibilities:

Your supervisor will:

- ensure the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- confirm the authenticity of the work submitted
- assess the MYP project using the criteria in this guide
- provide guidance in the process and completion of the project, including
 - o the assessment criteria (rubric)
 - o the importance of personal analysis and reflection
 - o formative feedback
 - o requirements for academic honesty

It is YOUR responsibility to set up meeting times with your supervisor.

- o You must initiate the conversation about when to meet, and you must follow through.
- o Email is a great way to stay in touch with your supervisor.

- o You should log each meeting with your supervisor in your Process Journal Entries with a description of what you discussed and how it affected your project.

How will I be assessed?

The criteria in [this rubric](#) will be used by your supervisor to score your project.

What do I do now?

- **Select a supervisor by October 30.**
- Select a **topic**.
- Register your supervisor and topic in the Google form provided by the MYP Coordinator on Google Classroom.
- Select a possible **outcome/product**.
- Start recording in your **Process Journal template**.

How do I find Personal Project resources, guidelines, and important dates?

1. All Class of 2023 students should enroll in the **Google Classroom – Class of 2023** for general MYP announcements.
2. You can locate MYP PP guide & information on the [SLHS MYP PP Google Site](#)
3. In addition. English teachers will post lessons/materials on their Google Classrooms.

If you are unable to enroll in this course, please inform the MYP Coordinator immediately (djsatterfiel@fcps.edu) to ensure that you have access to MYP PP and Service Learning information. The MYP Coordinator will also post MYP information in your English Google Classrooms.

The Personal Project is one of the requirements for earning the **FCPS IB MYP Certificate**.

The requirements for earning the IB MYP Certificate are:

1. Successfully complete all MYP assessments given during Grade 10.
2. Complete 25 service hours or 3 service learning reflections in x2vol each year during your freshman and sophomore years.
3. Successfully complete a Personal Project on time, including all three components: process journal, product, and report.

4. Complete at least two world language courses in 9th and 10th grade, including English development courses for English Learners.