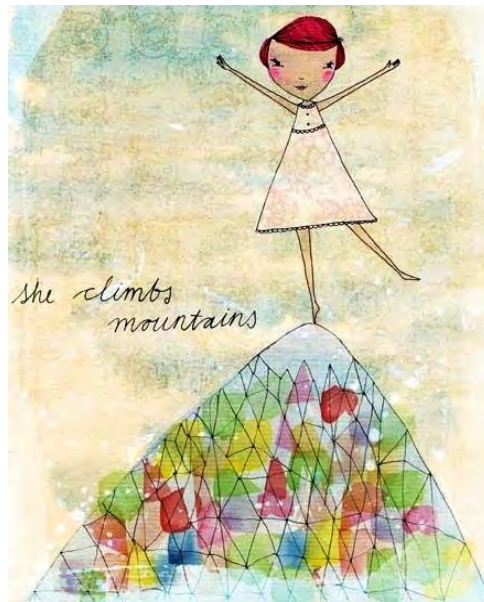




## Personal Project Guide



Name: \_\_\_\_\_

Supervisor: \_\_\_\_\_

***I do not try to be better than anyone else.  
I only try to be better than myself.  
- Dan Jansen***

***Be the change you want to see in this world.  
- Gandhi***

***Success is liking yourself, liking what you do,  
and liking how you do it.  
— Maya Angelou***

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## What is the personal project?

It is a project to develop your personal interests. It is to show the skills you have developed in the MYP, through the subjects and Approaches to Learning (ATL), and to apply these skills to a topic. This project should be based on your interests and talents, resulting in a product or outcome.

This project will have a **principled action**. This means you make choices that extend beyond your MYP classroom learning. This does not mean your Personal Project needs to be focused on a service for the community. But hopefully, as you complete your project, you will learn more about the importance of being socially responsible and how to take thoughtful and appropriate (principled) action in order to work towards the completion of your project.

## What does principled action include?

Principled action includes:



1. Developing an area of personal interest beyond your normal subjects.
2. Sharing new information and understandings with friends, teachers and your family.
3. Changing your behaviour in response to your learning and also realising you can make a difference through the decisions you make and the things you do.
4. And most importantly, the process of reflection takes place throughout the project. You will regularly reflect and record what you have learned and how this has impacted your attitudes, behaviours, questions, actions and decisions.

## What your personal project should be?

- Have a clear and achievable goal that is relevant to you.
- Challenge your knowledge, skills and techniques in an appropriate way.
- Be focused on one **Global Context**.
- Allow you to truly express a personal message.
- Be the result of your initiative, creativity and ability to organise and create.
- Reflect your special interest, hobbies, special abilities, or concerns about particular issues.
- Deal with a topic or area to which you are committed.
- Be entirely your own work, which is aligned with the **Personal Project Objectives** (page 6), which are marked against the **Personal Project Criteria** (pages 13-16).

Your personal project should NOT:

- Be part of any assessed course work.
- Destroy your personal and social life, nor interfere with your studies, even though it will involve many hours of work.
- Form part of the curriculum of any of your subjects.

Your personal project MAY:

- Involve others (for example: directing a play, organising and exhibition, or starting a new community organisation. But your INDIVIDUAL contribution **must** be in the centre and clearly visible.)



Your personal project will begin April/May of grade 9 and end March of grade 10.

**The personal project is mandatory.**

## What is the Personal Project format?

Your finished Personal Project must include the following:

<b>1. Product/ outcome</b>	<p>Your actions: either a product or outcome. And it can be anything you want. But make sure it is evident in the presentation/report.</p> <p>See <b>Objective C.i.</b> and it is assessed against this one <b>Criteria: C.</b> (The bulk of your grade is the process: the report #3)</p> <p>Some examples:</p> <ul style="list-style-type: none"> <li>• Written piece of work on a special topic (literary, social, historical, etc.)</li> <li>• Piece of literary fiction (creative writing, poetry, short story, etc.)</li> <li>• Presentation of a developed business, organisational plan, etc.</li> <li>• Original work of art (visual, dramatic, performance, etc.)</li> <li>• Invention or specially designed object or system</li> <li>• Original science experiment</li> <li>• Informational talk or formal talk, i.e. training workshop, radio broadcast</li> <li>• Film or documentary</li> <li>• Campaign</li> <li>• Make a model or life-sized item</li> </ul>
<b>2. Process journal</b>	<div data-bbox="443 947 724 1240" data-label="Image"> </div> <p>You must write a process journal from start to finish. The use of the process journal demonstrates <b>Objective A</b> and is assessed in <b>Criterion A</b>. It can be written, visual, audio or a combination of these. We will keep all information on Managebac. You can upload all files. Any 'by hand' documents can be photographed or scanned and uploaded. (Please discuss this with your supervisor.)</p> <p><b>Your journal is:</b></p> <ul style="list-style-type: none"> <li>• Used throughout the entire process but does <b>NOT</b> need to be used daily, unless you find this useful. And this should <b>NOT</b> be written up after you have completed the process.</li> <li>• A place for planning. This is <b>NOT</b> additional work added to your project and it is <b>NOT</b> a diary with detailed writing about what you have done.</li> <li>• A place for recording interviews and meetings.</li> <li>• A place for storing useful information, quotations, pictures, ideas, etc. You can use many formats for your journal; it is <b>NOT</b> a static document with only one format. And the format <b>MUST</b> suit your needs.</li> <li>• A place for reflection on Steps of the project.</li> <li>• A place for evaluating work completed.</li> <li>• A place for reflecting on learning.</li> <li>• A place for storing all sources that were used.</li> <li>• Used to produce your report.</li> </ul>
<b>3. Report</b>	<p>The content of report demonstrates the four objectives (below) and is assessed using all <b>four</b> criteria. The criteria are based on the objectives and located in the back of this guide.</p>

	<p><b>Report formats and length</b> (choose one):</p> <ul style="list-style-type: none"> <li>• Written (digital word documents accepted): 1,500–3,500 words</li> <li>• Electronic (for example: website, blog, slideshow): 1,500–3,500 words</li> <li>• Oral (for example: podcast, radio broadcast, recorded): 13–15 minutes</li> <li>• Visual (for example: film, movie): 13–15 minutes</li> </ul>  <p><b>Write My Essay</b> </p> <p><u>Your report must have the following <b>form</b>:</u></p> <ol style="list-style-type: none"> <li>1. Process Journal extracts</li> <li>2. Title page/slide/visual containing:             <ol style="list-style-type: none"> <li>a. Student name</li> <li>b. Title of project</li> <li>c. Length (time or number of words)</li> <li>d. School Name</li> <li>e. Year</li> </ol> </li> <li>3. Table of contents</li> <li>4. Report should respond to the objectives (criteria). A discussion on all objective strands (A, B, C, D) should occur and be clearly marked within the report. For more details on how to write the reports, see the <b>report checklist</b> in the back of this booklet.</li> <li>5. Any supporting visual aids</li> <li>6. Bibliography (Reference Page): List of all the sources you used. Make sure to separate out each type of reference (text, pictures, interviews, etc.). And remember to reference everything and anything, which are not your own ideas, such as quotations, photos, interviews, video documentary, etc.</li> <li>7. Appendices             <ol style="list-style-type: none"> <li>a. These are used to attach information, which is too broad to include in your main text. However, this information must support your text.</li> <li>b. Examples are maps, questionnaires, newspaper articles (such as an article gets published about your personal project), diagrams and statistics (such as data you collect from a study you ran).</li> <li>c. A selection of journal extracts.</li> </ol> </li> </ol> <p>For an example of a report: See Appendix 2 for an example of a well-developed report.</p>
<p><b>4. Exhibition</b></p>	<p>Along with a report as, the exhibition is part of the reporting. You will need to display your learning for the exhibition evening. The display should highlight elements of all four objectives in an attractive manner.</p> <p>For display ideas, see Appendix 1.</p>

## What are the Personal Project objectives?

Your process journal, report, exhibition and outcome/product must demonstrate the following:

### Objective A: Investigating

- i. Define a clear goal and global context for the project, based on personal interests
- ii. Identify prior learning and subject-specific knowledge relevant to the project
- iii. Demonstrate research skills

### Objective B: Planning

- i. Develop criteria for the product/outcome
- ii. Plan and record the development process of the project
- iii. Demonstrate self-management skills

### Objective C: Taking action

- i. Create a product/outcome in response to the goal, global context and criteria
- ii. Demonstrate thinking skills
- iii. Demonstrate communication and social skills

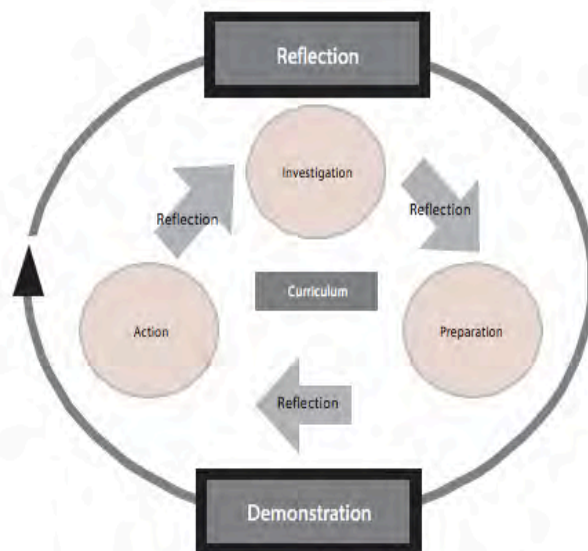
### Objective D: Reflecting

- i. Evaluate the quality of the product/outcome against the criteria
- ii. Reflect on how completing the project has extended your knowledge and understanding of the topic and the global context
- iii. Reflect on your development as IB learners through the project

## How to identify the Global Contexts for the project?

The Global Contexts chosen provides a context for inquiry and research of the project. You choose only **one** global context to define your goal. The reason why you choose **one** Global Context to define your goal is so your project has a **specific** focus. The Global Contexts helps you engage in an inquiry cycle (understanding/ awareness, reflection and action) and this cycle leads you from academic knowledge to thoughtful action. (See process image below.)

Additionally, the Global Contexts provides you with a starting point for the inquiry and investigation. The Global Contexts encourages you to reflect on what it means to a member of the local, national and global communities, and should reflect real-life issues and the concerns you are addressing through completing the project.

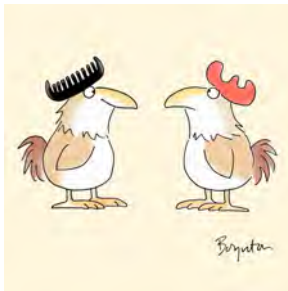


## What are the global contexts?



**Identities and relationships** explores 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.

**Orientation in space and time** explores 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.



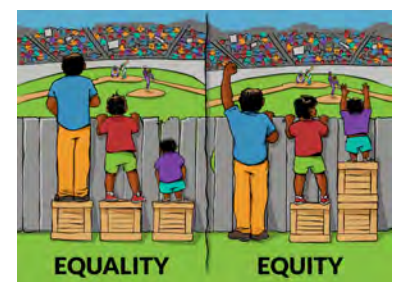
**Personal and cultural expression** explores the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**Scientific and technical innovation** explores 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.



**Globalization and sustainability** explores 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.

**Fairness and development** explores 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.



## How to start your Personal Project?

You will be assigned a supervisor and you need to meet with your supervisor on a regular basis. They will help you complete the steps according to the deadlines set by the school. It is your responsibility to initiate these meetings and to show up on time.

### Step 1: Investigation

During the investigation Step, you will need to:

- Choose a topic you truly want to explore, which will allow you to reflect on ideas that are outlined in the Global Contexts. Your topic needs to be specific and not too general.
- Discuss your idea(s) with different people, in and out of school. This is to help you focus on what you are going to do. It is important to discuss your ideas with subject teachers to see whether or not your intentions are realistic. Discuss the approach you want to take, the methods you plan to use, and your ability to link your project to the Global Context you have chosen. Some questions you might want to think about are:
  - Where do I find the necessary materials?
  - Who has information on my topic?
  - Do I have to carry out my own experiments?
  - Do I need to prepare, circulate, and analyse a questionnaire or a survey?
  - Do I need to go to libraries other than the school library?
  - Do I need to visit museums?
  - Do I need to interview people?
- Think about how you will research and collect information to help you with Step 3: Taking Action.
- Think about how you might be able to use knowledge from your MYP subjects to help you complete the Personal Project.
- **All the above information** needs to be recorded in your Process Journal and submitted to your supervisor and remember to **reflect** in your Process Journal.



### Step 2: Preparation

During this Step, you need to make decisions about:

- The goal of the Personal Project and choose one Global Context as a focus for your project.
- The specific way in which you will take Principled Action.
- What will you actually make as a demonstration of your learning and skills?
- What information you need and where that information will come from?
- What resources you will need?
- What skills you already have and what skills you will need to develop in order to complete your project?
- The specifications, which will be used to assess the quality of your project.
- How you will manage your time so you can achieve the goal?
- **All the above information** needs to be recorded in your Process Journal and submitted to your supervisor and remember to **reflect** in your Process Journal.

### Step 3: Action

This is where you have to implement your plan. This means you need to:

- Create a product/outcome in response to the goal, context and criteria.
- Demonstrate thinking skills.
- Demonstrate communication and social skills.
- **Reflect** on how the project is going (see step 4) and record these reflections in your Process Journal.

### Step 4: Reflection

Reflection is something you are supposed to do at **every Step** of the Personal Project. The Process Journal is where you are required to keep all of your reflections. The following questions will help you reflect:



- What questions have come up?
- How best can I answer these questions?
- Who can answer these questions for me, or help me find the answers?
- What problems have I encountered?
- How have I used what I have learned to make decisions and solve problems?
- How has my subject knowledge and learning shaped the direction of my project?

### Step 5: Demonstration

There are two things:

#### 1. **Report:**

All students are required to produce a report of their Personal Project. For more information, please see the sections on Personal Project format and the report checklist. Your supervisor will also give you more information on how your final report must look.

#### 2. **Exhibition:**

You will show your entire project in an exhibition, which your parents, grade 9 students and the entire secondary school will be invited. This is an opportunity for you to share your work with the ISUtrecht community. It also provides an opportunity for you to further develop your presentation skills.

For this evening, you can expect questions, such as:

- Why did you choose this project? What was the main goal?
- Which global context is this related to? And why did you choose it?
- What subjects helped you to complete your product/outcome?
- Did you complete your product/outcome? Did you have to scale your product/outcome down so you could complete it?
- Did you find it difficult to acquire all the materials you needed to complete your product/outcome?
- Did you receive help to complete your project? How did this person help you?
- What was the most challenging part?
- What did you enjoy the most?
- What you would you do differently?
- Will you take this project further?
- Are you interested in doing this for a career? Study in university?



## Schedule – Key Dates

This schedule contains all your deadlines and when you need to **meet** with your supervisor.

Date:	What is happening:
	<p>Mentor class:</p> <ul style="list-style-type: none"> <li>○ Make a list of your interest, skills and talents.</li> <li>○ Research and brainstorm what needs exist within the local, regional and global community.</li> <li>○ Consider in what way you might want to take Principled Action. For example, what will you make, construct or demonstrate through completing your Personal Project?</li> </ul>
	<p>Kick start to the Personal Project</p> <p>Supervisors will be assigned and this is preparation for meeting 1:</p> <ul style="list-style-type: none"> <li>○ Consolidate your Principal Action.</li> <li>○ Discover your Global Context to bring focus your Personal Project.</li> <li>○ Begin to research and collect information to prepare for Step 3 – Taking Action.</li> <li>○ Make sure all this information is <b>recorded</b> in your Process Journal before the meeting.</li> </ul>
	<b>May Break</b>
	<p><b>Meeting 1:</b></p> <p><b>During</b> the meeting, you will:</p> <ul style="list-style-type: none"> <li>○ Discuss everything above, which should be in your Process Journal.</li> <li>○ Explain what Global Context you think is relevant and how this links in with your plans (see Global Context section).</li> <li>○ Make a list of tasks you need to do so you can collect the necessary materials. You will also need to consider the order in which these tasks will have to be undertaken.</li> <li>○ <b>Make sure all this information is recorded in your Process Journal during the meeting.</b></li> <li>○ <b>Schedule</b> your next meeting with your supervisor.</li> </ul> <p><b>After</b> the meeting, you will:</p> <ul style="list-style-type: none"> <li>○ Write a <b>reflective</b> piece in your Process Journal. Write down things, which you discussed, decisions that were made and your thoughts about your project as soon as the meeting is done.</li> <li>○ <b>Move on</b> to completing the tasks in Step 2: Planning.</li> <li>○ <b>Begin</b> to work on your bibliography.</li> <li>○ Make sure all this information is <b>recorded</b> in your Process Journal.</li> </ul>

	<p><b>Meeting 2:</b></p> <p><b>Before</b> the meeting, you will:</p> <ul style="list-style-type: none"> <li>○ Know how you are going to take a Principled Action. For example, decide exactly on what you will make, construct or demonstrate at the end of your Personal Project.</li> <li>○ Select a Global Context you will focus on and list the reasons why this is appropriate.</li> <li>○ Begin to collect research and collect information in order to guide you.</li> <li>○ Make sure all this information is <b>recorded</b> in your Process Journal.</li> </ul> <p><b>During</b> the meeting, you will:</p> <ul style="list-style-type: none"> <li>○ Discuss the Global Context and justify it.</li> <li>○ Agree on the expectations of your product or outcome.</li> <li>○ Develop some specifications, which you will use to evaluate your product or outcome.</li> <li>○ Discuss how the product or outcome can be evaluated (and by who).</li> <li>○ Agree on the specifications regarding the evaluation of your product/outcome.</li> <li>○ Discuss your bibliography.</li> <li>○ <b>Make sure all this information is recorded in your Process Journal during the meeting.</b></li> <li>○ <b>Schedule</b> your next meeting with your supervisor.</li> </ul> <p><b>After</b> the meeting, you will:</p> <ul style="list-style-type: none"> <li>○ Write a <b>reflective</b> piece in your Process Journal. Write down the things you discussed, decisions that were made and your thoughts about your project as soon as the meeting is completed.</li> <li>○ Complete all tasks in Step 2: Planning in your Process Journal.</li> <li>○ Move onto Step 3: Taking Action. This is where you will work on the Product/Outcome BUT remember to reflect on this work in your Process Journal.</li> </ul>
	<b>Last day of school (Grade 9)</b>
	<b>First day of school (Grade 10)</b>
	<p><b>Meeting 3:</b></p> <p><b>Before</b> the meeting, you will:</p> <ul style="list-style-type: none"> <li>○ Have made good progress on completing your product or outcome.</li> <li>○ Have collected enough <b>research</b> to help you create your product or outcome. (All of these sources should be in your bibliography.)</li> <li>○ Decide on the final specifications for your product or outcome.</li> <li>○ <b>Have a log</b>, in your Process Journal, of all your thoughts, interviews, research, questions and decisions.</li> </ul> <p><b>During</b> the meeting, you will:</p> <ul style="list-style-type: none"> <li>○ Discuss the progress you have made on completing your product or outcome.</li> <li>○ Discuss any problems or issues you had come across.</li> <li>○ Talk about any changes you have made to your project, which should also be noted in your Process Journal.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Talk about any changes you have made to the specifications of your product or outcome, which should also be noted in your Process Journal.</li> <li>○ Discuss your bibliography.</li> <li>○ <b>Make sure all this information is recorded in your Process Journal during the meeting.</b></li> <li>○ <b>Schedule</b> your next meeting with your supervisor.</li> </ul> <p><b>After</b> the meeting, you will:</p> <ul style="list-style-type: none"> <li>○ Write a <b>reflective</b> piece in your Process Journal. Write down the things you discussed, decisions that were made and your thoughts about your project as soon as the meeting is completed.</li> <li>○ Continue to work on collecting research and carrying out the actions needed to complete your product or outcome.</li> <li>○ Take Principled Action by working towards completing your product or outcome.</li> </ul>
	Students justify their personal project to other teachers, during assembly.
	<b>October Break</b>
	Prepare for exhibit in mentor class.
	Product is complete. Due in school on Tuesday for the exhibition.
	Set up of exhibit in afternoon. (It is advisable to bring your items in the day before.)  Evening Exhibition 18:00 – 20:00 All MYP supervisors and students in grade 9 & 10 are expected to attend. Parents are invited to the evening.
	<b>Homework:</b> Write in journal and add in all feedback from the exhibit. This feedback will be necessary for your report, so make sure to have good notes.
	Journal is to be <b>completed</b> and if possible, uploaded in Managebac. <b>Complete</b> bibliography for the report.
	In school, two half days will be given for you to write your report draft. During this time, you will <b>complete</b> the <b>first draft</b> of your <b>final report</b> and email to your supervisor with a fully updated <b>bibliography</b> . Digital feedback will be received before the holiday. (Make sure to refer to the <b>report checklist</b> in the back of this booklet.)  Also, teachers on duty, will check that your bibliography and journal are completed.
	<b>Winter Break</b>
	<p><b>Meeting 4:</b> During the meeting, you will:</p> <ul style="list-style-type: none"> <li>○ Discuss with your supervisor the corrections made on the first draft of report.</li> <li>○ Discuss any other questions regarding the completion of your</li> </ul>

	<p>project.</p> <ul style="list-style-type: none"> <li>○ Discuss how you will display your learning for the exhibition evening.</li> <li>○ <b>Make sure all this information is recorded in your Process Journal during the meeting.</b></li> </ul> <p>After the meeting, you will:</p> <ul style="list-style-type: none"> <li>○ Finish your final report and have it ready to hand in by the deadline. Final Report and Process Journal is submitted to the your supervisor and Final Report to Personal Project Coordinator.</li> <li>○ Create an exhibit of your learning for the exhibition evening.</li> </ul>
	<p>Deadline for Final Report, submit report to supervisor and to Personal Project Coordinator by email, along with upload in Managebac.</p>
	<p>Marks Received</p>



# What are the Personal Project criteria?

## Criterion A: Investigating

Evidence located in Process Journal, Report and Exhibition

Maximum: 8

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	<ul style="list-style-type: none"> <li>i. <b>states</b> a goal and context for the project, based on personal interests, but this may be <b>limited</b> in depth or accessibility</li> <li>ii. identifies prior learning and subject-specific knowledge, <b>but</b> this may be <b>limited</b> in occurrence or relevance</li> <li>iii. demonstrates <b>limited</b> research skills.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>i. <b>outlines</b> a <b>basic and appropriate</b> goal and context for the project, based on personal interests</li> <li>ii. identifies <b>basic</b> prior learning and subject-specific knowledge <b>relevant</b> to <b>some</b> areas of the project</li> <li>iii. demonstrates <b>adequate</b> research skills.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>i. <b>develops</b> a <b>clear and challenging</b> goal and context for the project, based on personal interests</li> <li>ii. identifies prior learning and subject-specific knowledge <b>generally relevant</b> to the project</li> <li>iii. demonstrates <b>substantial</b> research skills.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>i. <b>develops</b> a <b>clear and highly challenging</b> goal and context for the project, based on personal interests</li> <li>ii. identifies prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project</li> <li>iii. demonstrates <b>excellent</b> research skills.</li> </ul>

## Criterion B: Planning

Evidence located in Process Journal, Report and Exhibition

**Maximum: 8**

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	<ul style="list-style-type: none"><li>i. develops <b>limited</b> criteria for the product/outcome</li><li>ii. presents a <b>limited or partial</b> plan and record of the development process of the project</li><li>iii. demonstrates <b>limited</b> self-management skills.</li></ul>
3–4	<ul style="list-style-type: none"><li>i. develops <b>adequate</b> criteria for the product/outcome</li><li>ii. presents an <b>adequate</b> plan and record of the development process of the project</li><li>iii. demonstrates <b>adequate</b> self-management skills.</li></ul>
5–6	<ul style="list-style-type: none"><li>i. develops <b>substantial and appropriate</b> criteria for the product/outcome</li><li>ii. presents a <b>substantial</b> plan and record of the development process of the project</li><li>iii. demonstrates <b>substantial</b> self-management skills.</li></ul>
7–8	<ul style="list-style-type: none"><li>i. develops <b>rigorous</b> criteria for the product/outcome</li><li>ii. presents a <b>detailed and accurate</b> plan and record of the development process of the project</li><li>iii. demonstrates <b>excellent</b> self-management skills.</li></ul>

## Criterion C: Taking action

Evidence located in Product/Outcome, Report and Exhibition

**Maximum: 8**

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	<ul style="list-style-type: none"><li>i. creates a <b>limited</b> product/outcome in response to the goal, global context and criteria</li><li>ii. demonstrates <b>limited</b> thinking skills</li><li>iii. demonstrates <b>limited</b> communication and social skills.</li></ul>
3–4	<ul style="list-style-type: none"><li>i. creates a <b>basic</b> product/outcome in response to the goal, global context and criteria</li><li>ii. demonstrates <b>adequate</b> thinking skills</li><li>iii. demonstrates <b>adequate</b> communication and social skills.</li></ul>
5–6	<ul style="list-style-type: none"><li>i. creates a <b>substantial</b> product/outcome in response to the goal, global context and criteria</li><li>ii. demonstrates <b>substantial</b> thinking skills</li><li>iii. demonstrates <b>substantial</b> communication and social skills.</li></ul>
7–8	<ul style="list-style-type: none"><li>i. creates an <b>excellent</b> product/outcome in response to the goal, global context and criteria</li><li>ii. demonstrates <b>excellent</b> thinking skills</li><li>iii. demonstrates <b>excellent</b> communication and social skills.</li></ul>

## Criterion D: Reflecting

Evidence located in Process Journal, Report and Exhibition

**Maximum: 8**

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	<ul style="list-style-type: none"> <li>i. presents a <b>limited</b> evaluation of the quality of the product/outcome against his or her criteria</li> <li>ii. presents <b>limited</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. presents <b>limited</b> reflection on his or her development as an IB learner through the project.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>i. presents a <b>basic</b> evaluation of the quality of the product/outcome against his or her criteria</li> <li>ii. presents <b>adequate</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. presents <b>adequate</b> reflection on his or her development as an IB learner through the project.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>i. presents a <b>substantial</b> evaluation of the quality of the product/outcome against his or her criteria</li> <li>ii. presents <b>substantial</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. presents <b>substantial</b> reflection on his or her development as an IB learner through the project.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>i. presents an <b>excellent</b> evaluation of the quality of the product/outcome against his or her criteria</li> <li>ii. presents <b>excellent</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li> <li>iii. presents <b>excellent</b> reflection on his or her development as an IB learner through the project.</li> </ul>

## What are the grade boundaries?

Four criteria, with 32 points in total:

Grade	Points Needed:
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

## Marking and When You Will Receive Your Grades?

Your supervisor and two other teachers will mark your project. The three teachers will mark your project individually. Then they will meet to discuss your final scores. This process is called standardisation and it is used to assure your grade is fair and appropriate. Please see the schedule for when you will receive your marks.

In addition to this, selected personal projects will be sent to the IB MYP for external moderation. This is necessary to receive the IB MYP certificate. The external moderation gives all of us (teachers and you) a better understanding of where ISUtrecht students 'fit' in the IB global standard. The external moderation enhances teaching practices and your educational programme.



**When?**



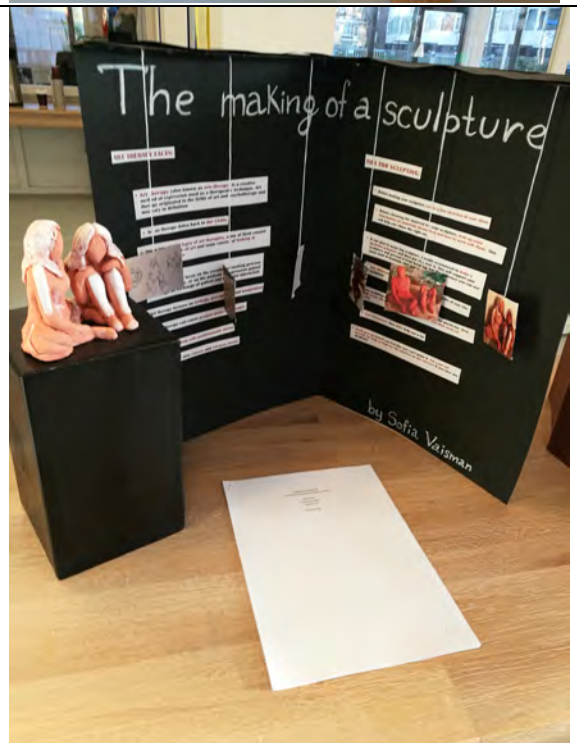
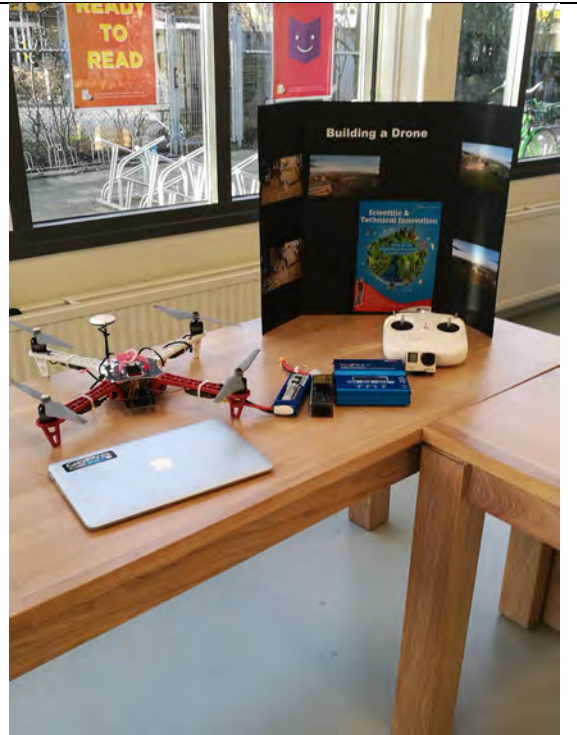
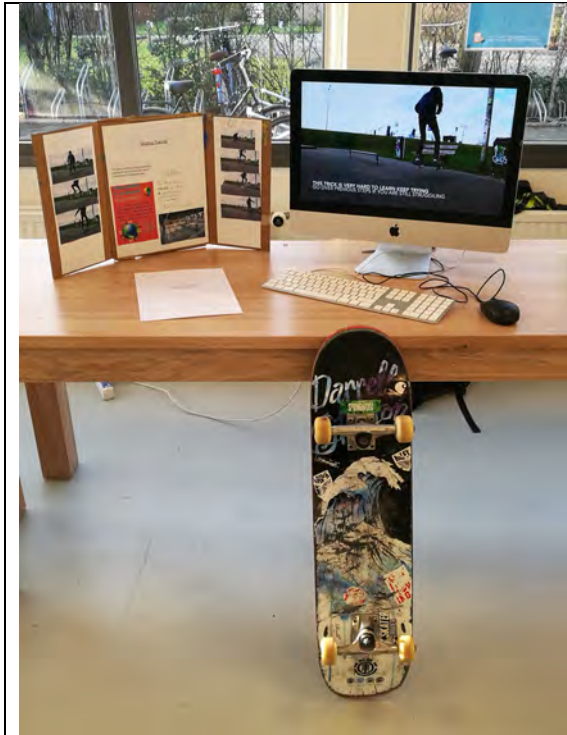
## Report Checklist

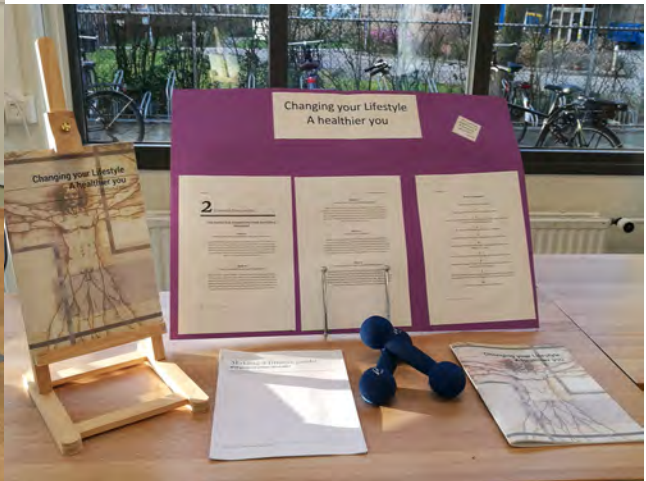
Your personal project report can be written in this format. It is recommended to use the bullet points as paragraphs for the report.

Section 1—Objective A: Investigating	
This is your introduction. You started the project by investigating, but you may have followed the inquiry cycle (inquiry, action, reflection) more than once in order to strengthen, extend or refine your inquiry.	
Define a clear goal and global context for the project, based on personal interests	<p>In my report:</p> <ul style="list-style-type: none"> <li>I give the precise meaning of the goal of my project; I explain “what I wanted to achieve; when, where, how and why I wanted to achieve it”.</li> <li>I define the global context that applies best to my project and explain its connection.</li> <li>I describe what makes my project <b>personal</b>: the experiences, interests and ideas that make it important to me.</li> <li>If I made changes to my goal during the project, I explain the changes and why I made them.</li> </ul>
Identify prior learning and subject-specific knowledge relevant to the project	<ul style="list-style-type: none"> <li>I identify what I already knew about this topic/project and the sources of my knowledge.</li> <li>I identify what I learned in MYP subject groups before the project started, and how this was helpful.</li> </ul>
Demonstrate research skills	<ul style="list-style-type: none"> <li>I outline the research skills I had when I started the project.</li> <li>I discuss the research skills I developed through the project.</li> <li>I explain how I may have shared my research skills to help peers who needed more practice.</li> </ul>
Section 2—Objective B: Planning	
This includes all the work you did to plan and organize your project towards a product/outcome.	
Develop criteria for the product/outcome	<p>In my report:</p> <ul style="list-style-type: none"> <li>I refer to the criteria I developed to evaluate the project product/outcome.</li> <li>If I made changes to my criteria during the project, I explain the changes and why I made them.</li> </ul>
Plan and record the development process of the project	<ul style="list-style-type: none"> <li>I provide evidence of my planning through timelines, milestones or other tools/strategies.</li> <li>I present a record of how the project progressed from start to finish.</li> </ul>
Demonstrate self-management skills	<ul style="list-style-type: none"> <li>I outline the self-management skills I had when I started the project.</li> <li>I discuss the self-management skills I developed through the project.</li> <li>I explain how I may have shared my self-management skills to help peers who needed more practice.</li> </ul>

Section 3—Objective C: Taking action	
This is the main “doing” part of your project—the action part of the inquiry cycle—where the product/outcome is developed and completed.	
Create a product/outcome in response to the goal, global context and criteria	<p>In my report:</p> <ul style="list-style-type: none"> <li>I discuss the product/outcome as the result of the process undertaken during the project.</li> <li>I check that I have included evidence of my product to be submitted with my report.</li> </ul>
Demonstrate thinking skills	<ul style="list-style-type: none"> <li>I outline the thinking skills I had when I started the project.</li> <li>I discuss the thinking skills I developed through the project.</li> <li>I explain how I may have shared my thinking skills to help peers who needed more practice.</li> </ul>
Demonstrate communication and social skills	<ul style="list-style-type: none"> <li>I outline the communication and social skills I had when I started the project.</li> <li>I discuss the communication and social skills I developed through the project.</li> <li>I explain how I may have shared my communication and social skills to help peers who needed more practice.</li> </ul>
Section 4—Objective D: Reflecting	
This is the point when you look back over the project and evaluate your development. You may have reflected during the process of the project and you can refer to this here too.	
Evaluate the quality of the product/outcome against their criteria	<p>In my report:</p> <ul style="list-style-type: none"> <li>I evaluate the product/outcome against the criteria I designed.</li> <li>I identify the strengths, weaknesses and possible improvements of the product/outcome.</li> </ul>
Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context	<ul style="list-style-type: none"> <li>I identify challenges and the solutions I developed to meet them.</li> <li>I demonstrate a deeper knowledge and understanding of my topic and my identified global context.</li> <li>I base my reflection on evidence, including my process journal.</li> </ul>
Reflect on their development as IB learners through the project	<ul style="list-style-type: none"> <li>I identify how I have developed as a learner (using the IB learner profile as appropriate).</li> <li>I discuss my strengths and weaknesses in completing the project.</li> <li>I summarize the impact the project could have on my future learning.</li> </ul>

## Appendix 1: Display ideas for exhibition





## Appendix 2: Sample of a well-developed report

# FEED THE FUTURE

*WHY ARE PEOPLE STARVING IN A WORLD OF PLENTY, AND WHAT CAN WE DO TO HELP  
SUSTAINABLY FEED THE GROWING POPULATION OF THE FUTURE?*

Sienna  
International School Utrecht  
March 6, 2017

## PERSONAL PROJECT ESSAY



Link to my personal project: <http://...>  
3389 words

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# Introduction

## What is the personal project?

Students in grade ten of the MYP International Baccalaureate program must complete a long-term, independent project, called the personal project. Students begin planning the project at the end of grade nine and complete it in grade ten. The project guidelines are very open, giving students the freedom to create whatever type of project they wish. Some examples of personal projects could be: organizing an event for community members, designing a scientific experiment, writing a book, or creating a video. The project could be any number of things as long as it has personal value, and benefits the community in some way. The project gives students the opportunity to take initiative to explore a topic of interest and put in work to create a product they are proud of. The end product matters, but the most important thing is what students in the process, such as time management, making goals, research skills, organizing ideas, and reflecting.

## What is my project?

For my own personal project, I created a website containing a short video and several websites about world hunger and how we can sustainably feed the growing population of the future. My video gives a quick overview of the world hunger issue by using a fast-motion animation style. I kept the video short and tried to make it fun by using cartoon drawings to engage my target audience: teenagers. Since world hunger is a complex issue, my video only focuses on a small aspect of the vast topic. It provides basic background information and informs people what they can easily do on a day-to-day basis to help. It focuses on “Meatless Monday” and how reducing meat consumption can have positive effects on world hunger and on the environment. The video is the main feature of my project, but I put it on my website so I could link it to additional information about the causes of hunger and how we can help. Hopefully my project will educate people and make them think about how their choices can positively influence how we feed the planet.

## Discovering my personal project: Inspiration

This past July, my family and I moved from Seattle to Utrecht. Over the summer we had a great time adventuring and travelling to European countries, including Greece, England, and Belgium. We toured different cities and ate out at different restaurants. After eating at so many restaurants I started to notice that after every meal we somehow ended up always having leftovers that were many times wasted. I started thinking about the food we ate, and wondered about the process of how it ended up on our plates. I also realized that while we were enjoying a surplus of amazing food, other people around the world are starving. I started thinking about why this was the case, and if there was anything I could do. I decided to create my personal project about the processes involved with how we get our food, food production regarding sustainability and globalization, why people are starving while others have too much, and what actions we can take to help.

Even before I was inspired to choose my topic for the project, I knew I wanted to make a video. I like to watch short explanatory videos on YouTube, such as videos from the channel *ASAP Science*<sup>i</sup>, and wanted to try making one of my own. To explain the concepts, creators at *ASAP Science* draw cute, clever cartoons that are filmed and

put into fast-motion to align with the script. I like the way that style looks, and although my artistic skills are less than ideal, I decided to try it, and see what I could learn along the way. I felt proud to have succeeded in making a short video and even a website explaining part of the world hunger issue and some easy things people can do to help. Now that I know how to make this type of video, I can apply my skills to creating new projects in the future.

## Investigating

### Global Context

Every project in the IB must be centered around one of the six “global contexts.” Global contexts help put the projects we do in school in context with the real world and give them meaning that can be applied outside of the classroom. The global context of my personal project is *globalization and sustainability*, which according to the IB is “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.” My project explores how our everyday choices, specifically our decisions surrounding the food we eat, impact both the environment and people around the world. For example, my video explains how reducing the amount of meat you eat can play a part in lessening the effects of climate change and also make more food available to help feed the hungry. My website also explains in more detail the how the everyday choices we make with our food impacts people and our environment, which is closely tied to the global context of globalization and sustainability.

### Prior knowledge

Before starting my personal project, I had never made a sped-up animation video before, and knew very little about how to. The only prior experience I had working with iMovie was for one group project we worked on in Spanish class last year. I knew next to nothing about film-making, editing, and production. Regarding my research topic, I also had very minimal background information. I knew that world hunger was an issue and I had some basic ideas about why, but I had no idea about all the factors that went into it and how we can change our everyday actions to make a difference for people and the environment. I had done research projects in the past, so I knew how to find out if a source is trustworthy, and I knew how important referencing sources was. However, I had never used the Harvard citation method to cite my sources, so that was something new for me to learn and get used to. At first I actually completed my bibliography in MLA format, and when I realized my mistake, I had to go back and re-create it. Overall, I had little background knowledge about all aspects of my project, but I learned a lot in the process of creating my product, and now know much more about world hunger, video editing, citing sources, and even time management.

### Research skills

Before I was able to create an entire video and website about world hunger and our food systems, I had to become an expert on the topic, which meant doing extensive research. From prior projects in I&S and other classes I already knew how to tell if a source is reliable or not, and I was familiar with note-taking strategies, but for this

project I started using a new organizational system for myself to help keep track of the important information and which facts came from which sources. I found OneNote extremely useful, and collected all my notes and ideas there.<sup>ii</sup> I originally wanted to incorporate primary research as well as secondary, but in the end I didn't because I didn't have anyone to interview with the information I wanted. I would have liked to have a greater variety of resources, but I did thorough, reliable research online through a range of websites, videos, and articles to get accurate, cross-referenced information.

## Planning

### Goals and criteria

I took the personal project as an opportunity to try something new, challenge myself, learn, and improve my time-management and communication skills. My primary goal was to learn how to create a fast-motion video. I thought I might as well create my video about a topic important to our world, so I chose world hunger. I wanted to educate myself and others about how we can work towards feeding the world in a sustainable way. My main goal of creating an animated informational video remained constant, but throughout the process of creating my product, my idea of what I wanted the final outcome to look like changed as I realized what was realistic in the time I had, and what would be most interesting to create.

With my goals in mind, I also had to develop criteria for my product. I wanted my project to be easy for my target audience to understand. I wanted my video and articles to be informative, yet at the same time engaging. I realized to achieve those criteria I had to make the video and articles relatively short so I wouldn't bore the audience, but also be packed with information that was displayed in way that was easily understandable. I made criteria that gave me a general idea of how my end product should look. However, I didn't plan specific details, which allowed me to improvise and follow any sudden ideas I had.

#### **My criteria for the final product were:**

- I have to make a fast-motion informational video
- My project has to be informative
- The video should be engaging
- My project has to be easy to understand

### Timeline

I moved to Utrecht the August before grade ten, so I started my personal project behind schedule. I met with the personal project supervisor once in the summer to learn the project expectations and start brainstorming and planning. During the summer, I created a rough plan and timeline. I mistakenly thought the product had to be finished by the start of school, so I planned to work hard over the five remaining weeks of summer to catch up. \* However, once school started, I was still far from finished. I had my first meeting with my project supervisor in the first month of school, and learned that my end product didn't need to be finished until the end of

October. We went over the progress I had made so far and reworked the timeline and plan to fit the schedule.

**\* My original timeline:**

**Week 1**

- Research
- Answer focus questions

**Week 2**

- Make plan for video
- Start script

**Week 3**

- Finalize script
- Get an idea for what visuals to use
- Start filming

**Week 4**

- Finish rough video
- Start editing

**Week 5**

- Finish up video
- Determine if more elements to the project are necessary such as a fundraiser or letter

### **Development of my plan**

From the beginning I knew I wanted to make a video, but I had trouble choosing a topic to make the video about. It took me a long time to decide. Originally, I wanted to create a video exploring why so many people are starving in a world that produces more than enough food. I investigated hunger statistics, and also looked at all the factors that contribute to world hunger. I wanted to explore the process of how food gets from the farm to the dinner plate, and how we can make the system more efficient and sustainable in a growing global society. I researched all of these questions, and after reviewing my notes and attempting to write a script to include everything, I realized it was way too long and contained too much information to hold the audience's interest. Since my target audience was teenagers, I decided to make a short, educational video with a clear call to action rather than a long video trying to explain everything. This made the video much more clear and easier to understand. However, in making a shorter video, I was limited in the amount of information I could present. I had done a great amount of research, and still had more information to share, so I revised my project plan to include a website. The video would be the main feature, but having a website opened up potential to add links to more information and make the project look more professional.

### **Managing my time**

I came to the school just this year, so I started behind schedule, and had to work extra hard to catch up. Generally self-management is one of my strengths and I try my best to meet deadlines. I worked a lot over the summer planning and researching, but once school started, I found it difficult to find time to work between managing my load of normal homework, going to soccer practice, ultimate frisbee practice, and orchestra. I ended up having to work for long hours over the October break to get back on track. In the future I should think about ways to better manage my time and space out the work, even though it can be busy. I also had to revise my plan a little bit once I

realized my original plan was too ambitious. I originally planned to make a long, detailed video, but I decided to shorten it so I could focus more on quality over quantity and also because a concise video is more interesting and effective for the audience. I instead decided to create a short, call-to-action video and put it on a website where there could be links to the rest of the information.

## Taking Action

### Writing the script and planning the drawings

After researching my topic extensively, I started writing a script for the video. The hardest part for me was determining what to include in the script, what to leave out, and how to organize my ideas so they could be easily understood. I spent more time than necessary trying to get the perfect wording for the script. Once I finally felt satisfied with the script, I had to think of drawings to correspond with the words. Unfortunately, that was when I realized I was an even worse artist than I thought. I had great ideas of what to draw, but didn't have the technical skills to make them look the way I wanted. I found this humbling and frustrating, and considered using computer animation instead, but in the end I decided to stick with my original plan. I knew it wouldn't look very professional, but the purpose of my project was to learn and try something new, so I was okay with that.

### Filming

Finally, I finished the hardest part of writing the script and brainstorming the drawings. I then had to figure out how to film myself drawing the different pages. I had no tripod or professional camera, so I had to improvise. I set up the paper on a black table and put a chair over the paper with my phone balanced on it so it could film while I drew. Once I actually started filming myself drawing, I made some changes to my original idea to make the flow of the video work out better. I finished the filming (which took longer than expected) and uploaded everything to iMovie. Before editing the footage, I recorded a voiceover of the script I wrote. I discovered how hard it is to hear yourself talking on a recording. I recorded it many times in order to get the best sound possible.

### Editing

Once I was satisfied with the recording, I edited the footage of me drawing in order to align in time with what I was saying. Some parts of the pictures took me longer to draw than others, which made it difficult to have a consistent speed in the video, but after working with it, I edited it to make it fit. I added music in the background as a finishing touch, and it was done.

### Creating the website

Doing the research and making the video were the bulk of my project, but to make it more complete, I decided to create a website where I could include articles with additional information that didn't make it into the video. My mom is a marketer and website designer, so she helped me to find the tools I needed to create a quick and easy website. The articles didn't take me long to write, since my ideas were already organized from making the video, so it was a nice way to add to my project. In the end

I posted my video on the website, and it made the whole project look much more professional.

## Reflecting

### Afterthoughts

This project took a great amount of work and dedication to complete, but I am proud of the work I put in to make a successful end product that met all of my criteria. Considering I just moved to the school this year, and was experimenting with new tools I had never used before, I think I did a great job on my project. My video may not be professional quality, but it was a good first attempt, and I learned a lot along the way. I learned about world hunger, how our food systems work, environmental sustainability in the food industry, and how to work toward eliminating world hunger. I also learned how to manage time, how to design a website, and how to use iMovie.

Original criteria	Did I meet the criteria?
There has to be a fast-motion informational video.	<b>Yes.</b> I successfully made a fast-motion animated informational video.
It has to inform .	<b>Yes.</b> My website and video are packed with statistics and information about world hunger, waste, and sustainability.
It has to be engaging.	<b>Yes.</b> I made it engaging by using pictures, cartoons, and a colorful website design.
It has to be easy to understand.	<b>Yes.</b> The short articles and video with pictures make the information easy to understand.

### Challenges

My first big challenge in this project was trying to figure out what to do with such an open project and choosing and committing to a topic, but once I had a focused idea it was much easier. While creating my video and website, it was difficult to find the most effective and engaging way to convey my information, but in experimenting with how to display the information, my communication skills improved. I am now able to show information in a more fun, easily-understandable way, which is a useful skill for the future. The knowledge I gained in video editing has also been useful outside the context of the personal project. For example, I applied what I learned in making the video to a project in design class where we had to make fast-motion videos.

### What I would change

Overall, my project was a success, but if I were given a second chance, there are some things I would change. I would try to actually stick to my deadlines instead of continuing to push them back further and further. Time management was difficult for me because I had to balance the work between homework for other classes and activities outside of school. I would also try to gather some of my research from more varied sources. I looked at web articles and videos, but didn't look at any books or interview anyone, which might have been useful.

### Future implications

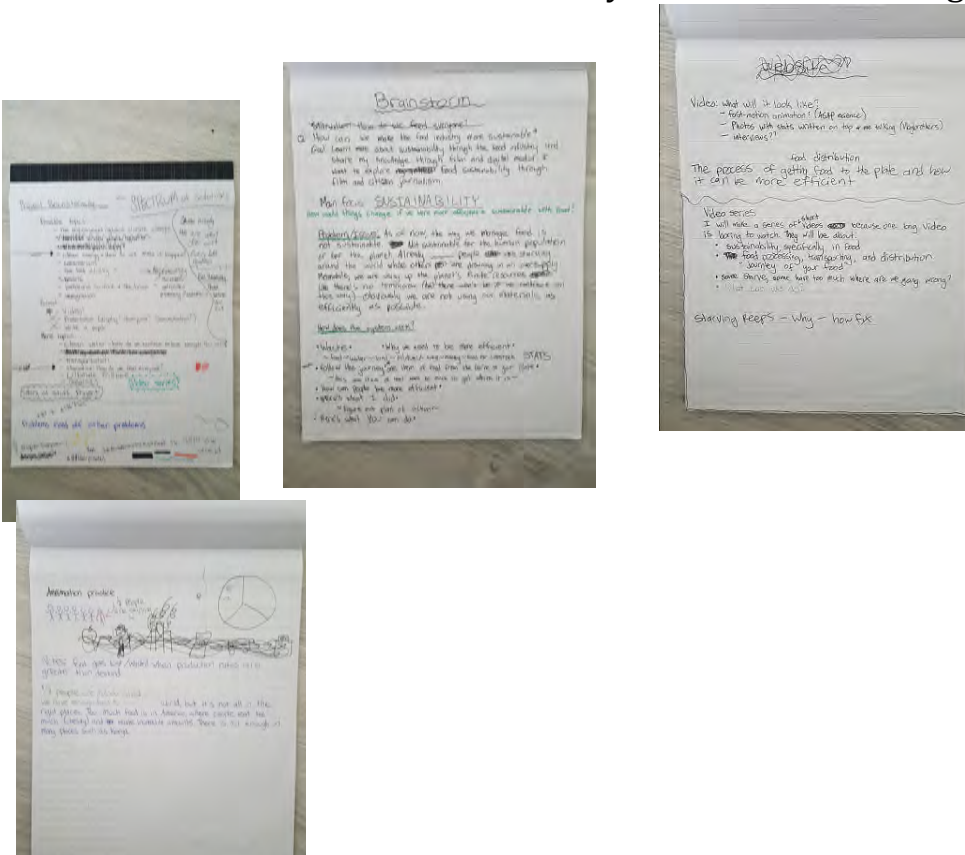
After doing research and learning about world hunger, the food distribution system, and waste, I realized how reducing our meat consumption really can have a positive effect on reducing waste and therefore world hunger and environmental harm. This inspired the focus of my video, and also impacted myself. I have become more aware about what I choose to eat, and the effects it has. I have already started with a “Meatless Monday,” where I avoid eating meat on Mondays.

The things I’ve learned about how to begin sustainably feeding the world have already begun to change my personal actions, but through this project I have also gained a better understanding of what I need to do to be successful on future projects in the IB. At first, I found the lack of guidelines and expectations of the project criteria to be confusing. Now that I have completed the project, I have a better idea of what the product should look like, and could be more efficient with my time. I now am familiar with the process of creating a unique inquiry question and coming up with a plan of action. Through my project I have also learned to edit videos, design a website effectively communicate information, and be an independent inquirer, which are skills I will continue to use outside the context of the personal project.

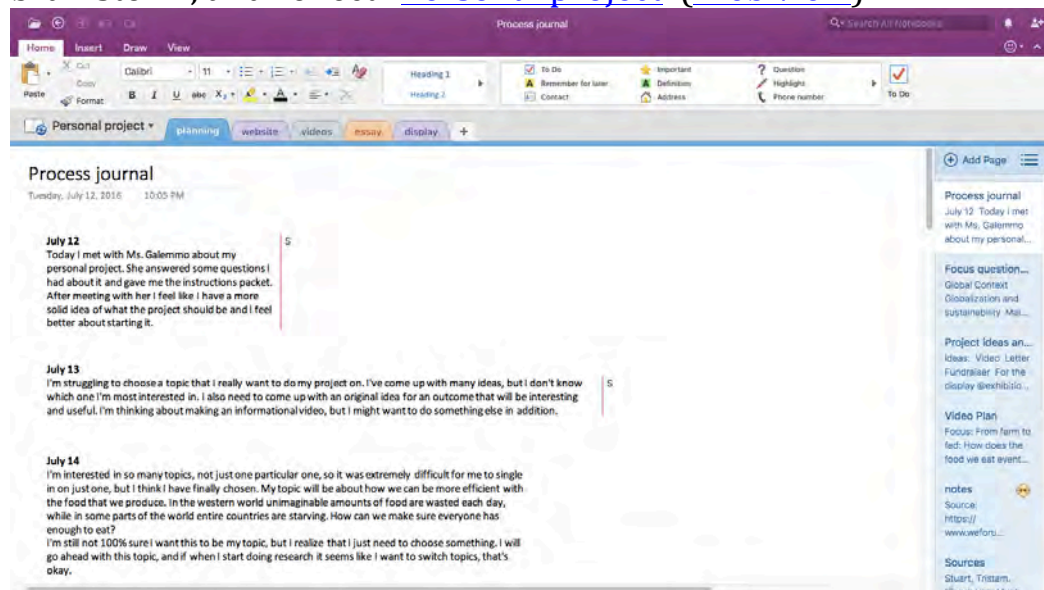
## Appendix

Here is the link to my personal project: <http://sienna...>

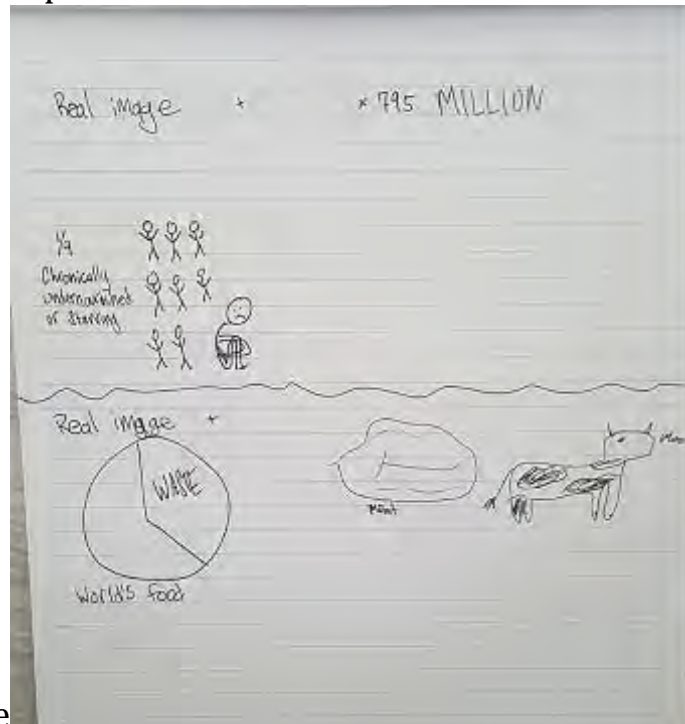
This is the notebook I used for my initial brainstorming



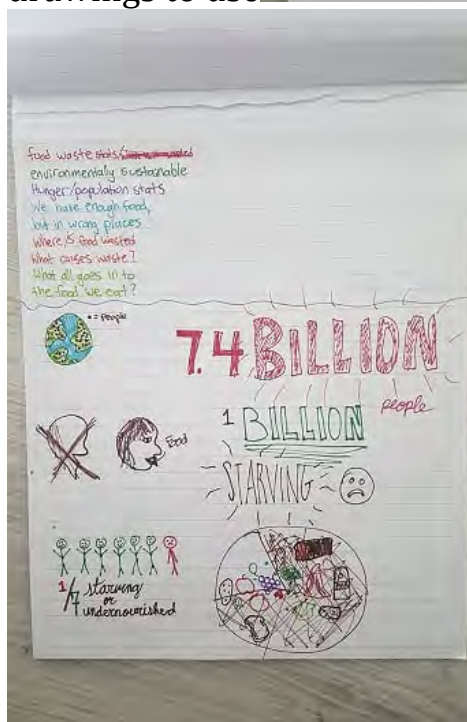
This is the OneNote notebook I used to take notes, keep track of sources, brainstorm, and reflect. [Personal project \(Web view\)](#)



Here is where I experimented with animation and brainstormed



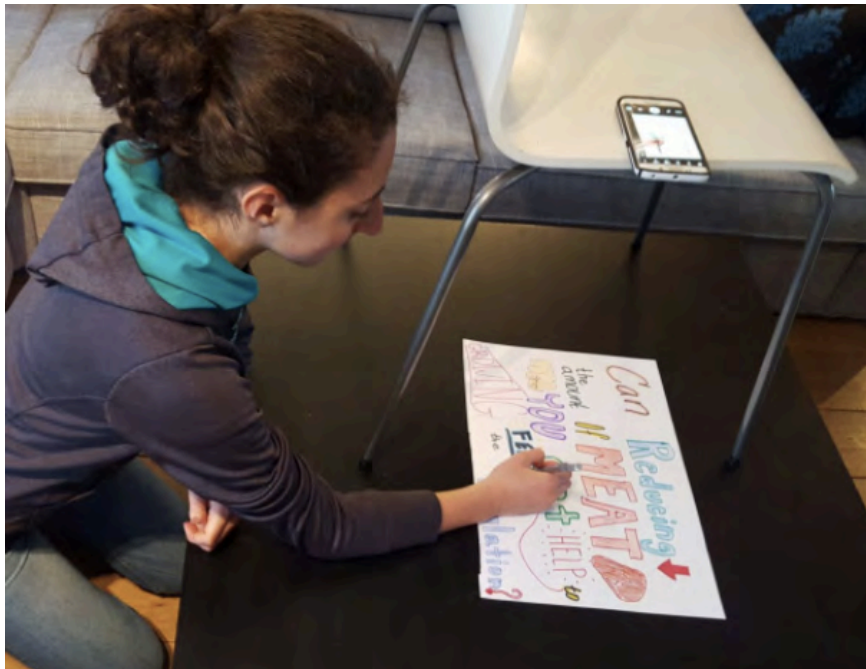
drawings to use



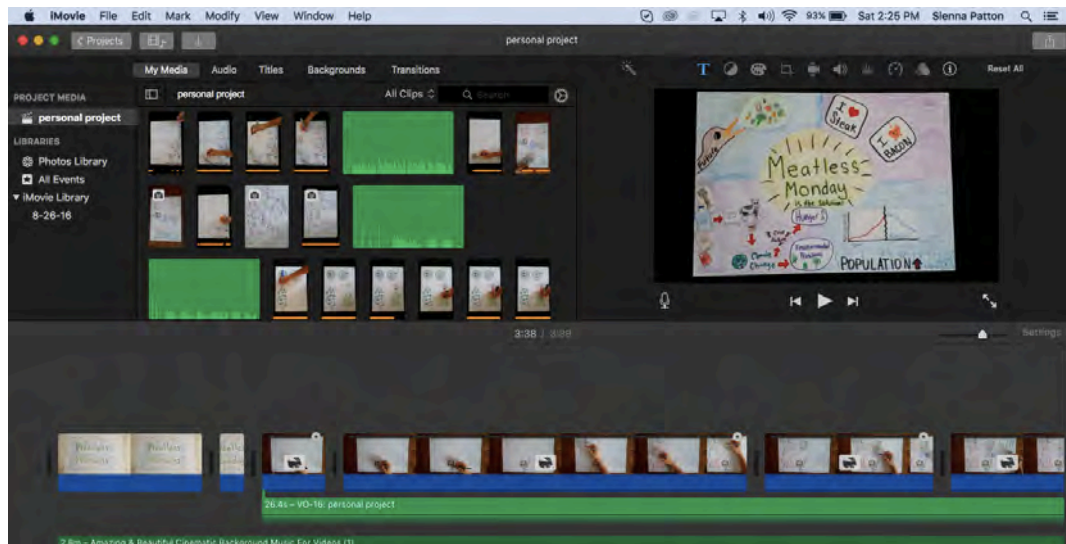
These are some of the different pictures I drew to include in my video  
(zoom in for detail)



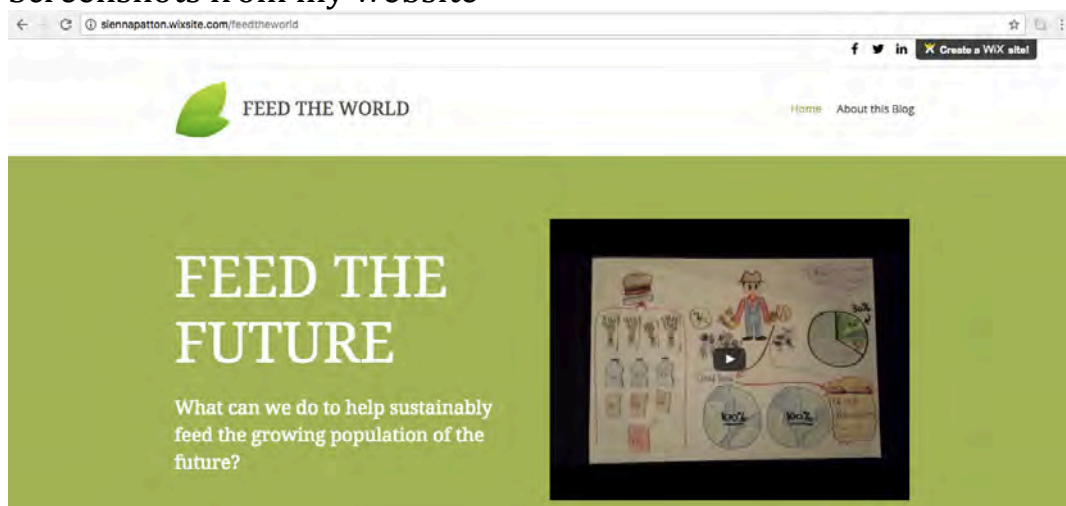
This is how I filmed myself drawing the posters



## What it looked like to edit the video



## Screenshots from my website



## Why are people starving in a world of plenty?!

October 30, 2016



Cartoons By Michael Ramirez

### SURPRISING FACTS

- 1 out of 9 people, in a population of approximately 7 billion, don't have enough nutritional food to eat.

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food poverty sustainable agriculture  
vegetarianism world hunger

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