American Youth Academy

MYP Personal Project Handbook

2023 - 2024

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Introduction

Dear Students, Parents & Supervisors

Welcome to the MYP Personal Project!

AYA is a candidate school for the IB Middle Years Programme (MYP). In the MYP, students from 6th through 10th grade embark on a journey to become **creative, critical** and **reflective thinkers.** The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement —essential qualities for young people who are becoming global leaders. (International Baccalaureate Organization, 2021)

The **personal project** is the culminating activity at the end of a student's sophomore year and offers an opportunity for students to undertake an independent exploration into an area of personal interest. Students choose what they want to focus on, which can be an existing or a new interest, choose how to achieve their goal, and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and often creative product and to demonstrate a consolidation of their learning in the MYP.

As a school community, we look forward to each sophomore student having the opportunity to share their interests, experiences, and learning.
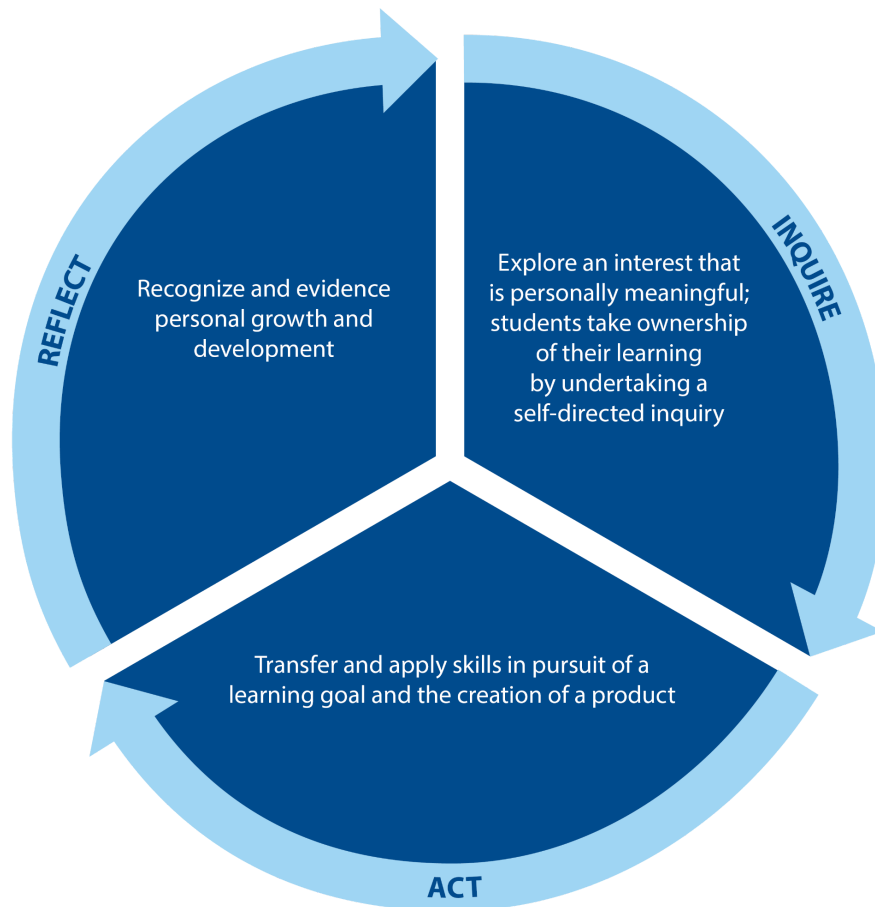
Tom Bronson
IBMYP Coordinator

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Aims

The personal project is an opportunity for students to:

- *inquire*
  - explore an interest that is personally meaningful
  - take ownership of their learning by undertaking a self-directed inquiry
- *act*
  - transfer and apply skills in pursuit of a learning goal and the creation of a product
- *reflect*
  - recognize and evidence personal growth and development.

REFLECT

Recognize and evidence personal growth and development

INQUIRE

Explore an interest that is personally meaningful; students take ownership of their learning by undertaking a self-directed inquiry

Transfer and apply skills in pursuit of a learning goal and the creation of a product

ACT

The personal project consists of **a process**, **a product,** and **a report**. Through the **process** of creating a product, students explore an area that is personally meaningful, take ownership of their learning in a self-directed inquiry, and transfer and apply skills in pursuit of a learning goal and the creation of a product. The **product** provides a focus for exploring an interest that is personally meaningful, and a basis for recognizing and evidencing personal growth. Finally, preparing the **report** is an opportunity for students to engage in a structured reflection on the process and the product, allowing them to recognize and evidence their growth and development.

MYP personal project objectives

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Listed below are the objectives of the personal project specifically.

Objective A: Planning
Students should be able to:

- state a learning goal for the project and explain how a personal interest led to that goal
- state an intended product and develop appropriate success criteria for the product
- present a clear, detailed plan for achieving the product and its associated success criteria.

**Objective B: Applying skills**
Students should be able to:

- explain how the ATL skill(s) was/were applied to help achieve their learning goal
- explain how the ATL skill(s) was/were applied to help achieve their product.

Objective C: Reflecting
Students should be able to:

- explain the impact of the project on themselves or their learning
- evaluate the product based on the success criteria.

Visualizing the MYP personal project objectives
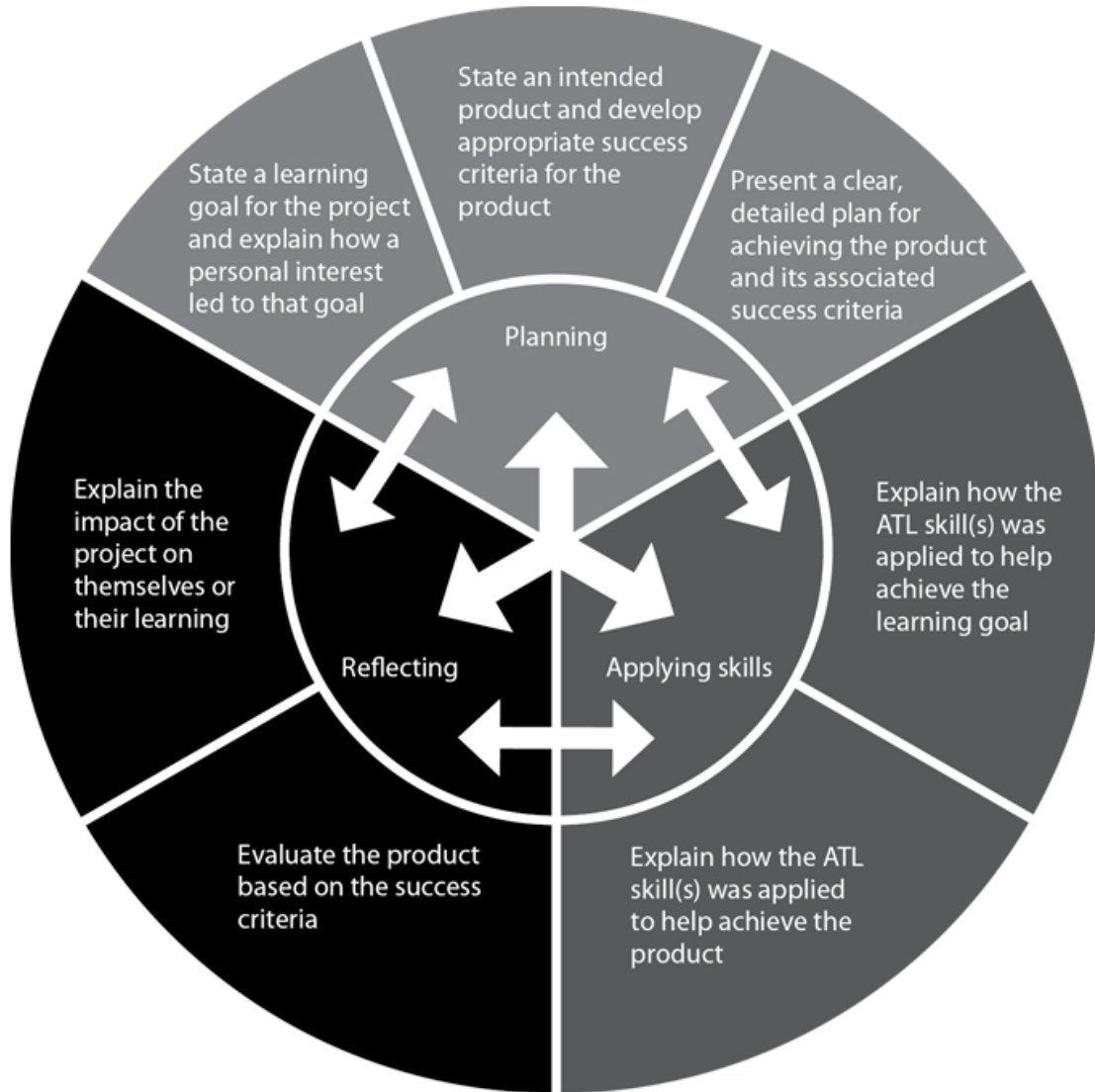
The role of staff

The supervisors for the personal project will primarily consist of 9th and 10th grade teachers. All school staff are eligible to supervise the personal project, so students wishing to have a supervisor with a particular skill set may request a teacher or staff member from outside the 9th and 10th grade faculty. For example, a student wishing to develop woodworking skills might seek out the help of a teacher or staff member who is known for their carpentry skills. That staff member, however, is not obligated to supervise.

The supervisor's responsibilities are to provide guidance to students in the process and completion of the project.
This includes:

- ensuring 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
- giving guidelines about the MYP project
- providing a timetable with deadlines
- providing the assessment criteria for the project
- giving advice on how to keep and curate evidence of the process
- emphasizing the importance of personal analysis and reflection
- providing formative feedback
- ensuring requirements for academic integrity are met
- confirming the authenticity of the work submitted
- assessing the MYP project using the criteria in this guide
- participating in the standardization of the assessment process
- providing personal project teacher assessed totals to the MYP coordinator to enter in the International Baccalaureate Information System (IBIS).

2023-2024 Personal Project
Dates and deadlines

Seminar date	Lesson objective	Outcome
May 4	1. Introduction of the Personal Project 2. SMART goal introduction 3. ATL skills	1. Interest survey 2. Initial SMART goal
May 18	1. Initial touch-base with supervisors 2. Discuss action plan	1. Begin process journal 2. Set first "key step" for summer
August 21	1. Supervisor check-in 2. Discuss ATL skills	1. Assess summer progress 2. Map out key steps for year 3. Establish ATL focus
September - December	1. Optional check-ins with supervisor	1. Update process journal 2. Refine action plan
January 10	1. Supervisor check-in	1. Process journal entries 2. Academic honesty form
February 7	1. Finalizing project 2. Final supervisor feedback	1. Self-assessment 2. Begin reflection
April 17	1. Presentation	1. Present artifacts 2. Present reflection

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Personal Project 2023 - 2024
Mini grant application - mini-grants (up to $50)

Student name	
Student email address	
Supervisor	
Personal Project GOAL (What do you want to achieve/create?)	
Explain how the mini-grant would help achieve the goal of your personal project?	
Describe, specifically, how the mini-grant money would be spent?	

Personal Project
Interest survey

Name _____

As you begin to think about the focus of your personal project, it is helpful to think about the interests you have, or might like to pursue. Use the table below to brainstorm ideas for your personal project.

Things I am good at...	Things I am interested in...	Things I would like to try...

Now, look at your list and decide on an area you would like to focus on for your personal project. Keep in mind you will spend, by April 2024, at least 25 hours engaged in your project so think about an area that you would enjoy diving into deeply.

My personal project focus will be _____ *!!!!*

Personal Project - SMART goal worksheet.

GOAL *Be specific*	MY GOAL IS...	✔
	SPECIFIC	
	MEASURABLE	
PURPOSE *Why is the goal personable? What do I hope to accomplish?*	ATTAINABLE	
	RELEVANT	
	TIME-BOUND	
CHALLENGES *What are the challenges to overcome? What resources or skills are needed?*	**COMPLETION DATE**	
	May 26, 2023	

KEY STEPS *How will I achieve your goal? What are the key steps needed before completion?*			
Description	*Start Date*	*Completion date*	✔

MEASURE							
Date	Measure	**Date**	Measure	**Date**	Measure	**Date**	Measure

MYP Personal Project - *Academic Honesty Form*

Student name:

Supervisor name:

	Date	Main points discussed	Signature/initials
Meeting 1 *SMART goal*	May 18, 2023		Student: Supervisor:
Meeting 2 *Project update*	August 21, 2023		Student: Supervisor:
Meeting 3 *Project completion update and signed declaration*	January 10, 2024		Student: Supervisor:
Supervisor comment			

Student declaration

I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, works or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials)

Supervisor declaration

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.

Student's signature	Date
Supervisor's signature	Date

<center>**MYP Personal Project** - *Checklist*</center>

The culmination of your personal project is the completion of a report. A ***report*** is a spoken or written account of something observed, heard, done or investigated. A report aims to inform as clearly and succinctly as possible. The MYP personal project report demonstrates your engagement with your personal project by summarizing the experiences and skills recorded in your **process journal.** The process journal is the documentation of the steps you have taken to complete your project.

The format of the report for the personal project can vary depending upon your interests as the student. The ability to communicate clearly and concisely is essential in demonstrating the elements of the report to the public. Possible formats for the MYP personal project report are divided into four main areas **written, electronic, oral, and visual.** A **written** report aims to inform and explain the process of the personal project in a concise and succinct form and usually consists of sections with subheadings. An **oral** report can take many different forms such as a podcast, interview and or radio broadcast. A **visual** report is usually a short film where the student addresses the key moments of his or her personal project, informed by the entries in the process Journal. An **electronic** report can take many different forms such as a website, a blog, or a PowerPoint or other slideshow presentation.

Whichever format you choose for your personal project report, make sure that you address each of the objectives that are listed below. You can use the checklist to ensure each of the areas have been addressed. The exhibition on April 17th will be an opportunity for you to share your report with others.

Personal Project Report checklist

Objective A: **PLANNING**	
STATE a learning goal for the project and explain how a personal interest led to that goal.	☐ I **state** a learning goal and **explain** my personal interest in that goal ☐ I **describe** what makes my project personal: the experiences, interests and ideas that make it important to me.
STATE and intended product and **develop** success criteria for the product	☐ I **identify** the intended product and detail the success criteria for the product.
PRESENT a clear plan, detailed plan for achieving a successful product.	☐ I **present** a detailed plan, with success criteria, for my project.
Objective B: **APPLYING SKILLS**	
EXPLAIN how ATL skills were applied to achieve their <u>learning goal</u>.	☐ I **explain** the ATL skills I used to achieve my <u>learning goal</u>. *(One or more of: communication, collaboration, organization, reflection, information literacy, media literacy, critical thinking, creative thinking or transfer skills)*
EXPLAIN how ATL skills were applied to achieve their <u>product.</u>	☐ I **explain** the ATL skills I used to achieve my <u>product</u>. *(One or more of: communication, collaboration, organization, reflection, information literacy, media literacy, critical thinking, creative thinking or transfer skills)*
Objective C: **REFLECTING**	
EXPLAIN the impact of the project on themselves or their learning.	☐ I discuss my strengths and weaknesses in completing the project ☐ I identify challenges and the solutions I developed to meet them. ☐ I identify how I have developed as a learner (using the IB learner profile traits) ☐ ☐ I evaluate the product/outcome against the criteria I designed. (Did it turn out like I thought? Was it better than I thought?) ☐ I identify the strengths, weaknesses and possible improvements of the product/outcome
EVALUATE the product based on the success criteria	☐ I evaluate the product/outcome against the criteria I designed. (Did it turn out like I thought? Was it better than I thought?) ☐ I identify the strengths, weaknesses and possible improvements of the product/outcome