IB - MYP
Personal Project Review
(10th Grade Year)

Personal Project Advisors:
HPSH Staff

Personal Project Leader:
Ms. Pankow - 1309 (in Counseling Office)

IB MYP Coordinator:
Mrs. Bonk – 1311
What *IS* the Personal Project?

✧ The MYP Personal Project is considered the culmination of the students MYP journey. Students choose an **Global Context** to use as a driving force for the project.

✧ It is completed almost entirely **outside of class** and students have approximately six to twelve months to create their projects.

✧ It provides an excellent opportunity for you, the student to produce a truly **personal** and/or **creative** piece of work of your choice.

✧ The personal nature of the project is important; the project should be based around a topic that **motivates** and **interests** you!
What are the Components / Requirements of the PP?

✧ Process Journal (ongoing)
✧ Project Itself-- Outcome or Product (ongoing)
✧ Paper (Winter)
✧ Showcase (Spring)
✧ Recognition Celebration (Spring)
✧ Overall, students are expected to spend 25 hours on their Personal Project including research, planning, development, and completion (meetings, journal, project, paper, showcase)
Personal Project Products

The more in-depth your product, the easier it will be write the Personal Project Paper and the easier it will be to stay engaged and motivated through the entire process.

**Challenging**

✧ A student creates a bag using a second-hand material.

✧ A student documents his or her self-taught skills of photography

**Highly Challenging**

✧ A student wants to create a range of bags using second-hand materials to exhibit at a local arts center.

✧ A student documents his or her neighborhood through a photography exhibition.
How do I start? OR What do I do next?

✧ Most students began brainstorming, choosing a Global Context, and researching last year.
✧ Some students even started projects over the summer!
✧ If you have not done these, now is the time...
✧ The next step is to begin the journaling process and work on the actual project -- outcome or product!
What is the **Journal** all about?

✧ The purpose of the journal is to reflect continuously through the project-- a place for you to think, explore, reflect, plan

✧ Prompts will be provided, but you are not limited to only use these

✧ Journals can be done in a variety of formats

✧ Journals will be collected and assessed at different stages of the process

✧ Journaling will help you with the final paper
Process Journal
( evaluated by Criterion A )

✧ Is . . .
✧ Started at the beginning and used throughout the process
✧ A place for planning
✧ A place for recording interactions with sources
✧ A place for storing useful information
✧ A means of exploring ideas
✧ A place for reflection at various stages
✧ Devised by the student to fit his/her needs
✧ Useful for receiving formative feedback
✧ Used by the student to produce the project report

✧ Is not. . . .
✧ used on a daily basis (unless this is useful for the student)
✧ written up after the process has been completed
✧ additional work on top of the project; it is part of and supports the project
✧ a diary with detailed writing about what was done
✧ a static document with only one format.
What are the Global Contexts (G.C.) that I choose from?

✧ Identities and relationships
✧ Orientation in space and time
✧ Personal and cultural expression
✧ Scientific and technical innovation
✧ Globalization and sustainability
✧ Fairness and development
Identities and Relationships

Definition:
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.

Examples:
✧ Two side of social networking; an awareness campaign about digital citizenship and cyber-bullying
✧ The effect of mass media on teenage identity; a short film
Orientation of Space and Time

**Definition:**
Students will explore personal histories; **homes and journeys**; turning points in humankind; discoveries; **explorations and migrations of humankind**; the relationships and the interconnectedness of individuals and civilizations from personal, local and global perspectives.

**Example:**
✧ The Euclidean space perspective of the universe; a 3D model
Personal and Cultural Expression

**Definition:**
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*.

**Example:**
✧ The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers.
Scientific and Technical Innovation

Definition:
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.

Example:
✧ Nano fibers build stronger bikes; a prototype bike with nano fibers
Globalization and Sustainability

Definition:
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.

Example:
✧ The struggle for water in developing countries; an awareness campaign
Fairness and Development

Definition:
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**.

Example:
✧ Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade
Identify the Global Context

1. Charting a family history through archives and a representational statue
2. Why are genetics and genomics important to my health?; a media presentation
3. Education as the tool to change the future of Peru; a workshop for adults
4. Keeping culinary traditions; a video series following family recipes with historical relevance
5. Open-market economies and their role in fair trade; a talk for students
6. Culture and self-expression through dance at the local community arts centre; a performance
Identify the Global Context

1. Can stem cells replace organ transplants?; an investigative report
2. How online identities impact offline relationships; a research essay
3. Exploring the intersections of race and inequality; a radio broadcast
4. Explorers in search of a new world; immigration through visual texts
5. The role of the developing countries in protecting the tropical rainforest; a collection of slides
6. Asylum seekers and their right to live like us; a painting
Even though this project is mainly done outside of class, do I get any class credit?

✧ Yes, every 10th grader will have a 1 credit course on their transcript titled, “Personal Project,” and your score for the Personal Project will be reflected there. It is very important to earn this credit- you do not want to have a “No Pass (NP)” on your transcript.

✧ Quarters 1 and 2: Sections of the Journal will monitored

✧ Quarters 3 and 4: Journal and Paper will be assessed
Who will help me?

✧ Although this is an independent project based on a passion or interest and mainly completed outside of the classroom, you will find support and guidance from:
  ✧ Your Personal Project advisor who you will be meeting with on October 9, 2019
  ✧ IB MYP Coordinator- Mrs. Bonk (1311)
  ✧ Personal Project Leader- Ms. Pankow (1309)
  ✧ Mentors, family members, friends that you ask to assist (a supportive person to bounce ideas off of/check in with and/or someone who has expertise in your project topic)
Are there any materials?

✧ PP Packet (last spring)
  ✧ Contained the PP Overview, PP Proposal, PP Research Information, and PP Sources/Evaluations
✧ Journal Expectations and Prompts (fall)
✧ Paper Expectations and Rubric (winter)
✧ All materials are available on the HPSH website and Schoology
FAQ’s

1. Can I have a partner?
   No. However some students might have separate projects but work together on some portions of their Project. For example, you might do a photography exhibit of your friend skateboarding. His project is to build a skateboard and your project is to create a photo exhibit of him skateboarding.

2. Do I get credit for the Personal Project?
   Yes. The Personal Project is a 1 credit course on your transcript. You will receive a ‘P’ for passing or an ‘NP’ for not passing.
FAQ’s

3. How can others help me with this project?
Your teachers will guide you in the timeline and the requirements. You will need an advisor to assist you in choosing the project, making sure that the project is challenging enough for you, checking-in along the way, and finalizing the project (minimum of three check-ins). You can also find a mentor who would be an expert in your personal project area.

4. What is the timeline for the Personal Project?
Your process journal, and your final product and outcome should be completed by mid January. You will want to roughly finish your personal project paper by mid February.
FAQ’s

5. I am in Spanish Immersion, do I have to write my paper in Spanish?

For students who are working toward the Spanish Immersion Certificate of Achievement, writing the Personal Project paper in Spanish is a requirement. Students enrolled in the Spanish Immersion program will be assigned a Spanish speaking advisor and receive assistance in their Spanish Immersion class.
Good Luck!

✧ We can’t wait to see what amazing things you will do!
DON’T WORRY!

Most students started in 9th grade BUT if you didn’t OR you are new to HPSH.... *Don’t Worry*, you still have time to complete the project...

ALL 10th grade students do the Personal Project