

Personal Project Guide

2025-2026



Saint-Lambert International
Think Independently. Explore Globally.



This guide is an adaptation of the Heritage Regional High School, Howard S. Billings and IBO's Personal Project guides. This is not an entirely original work produced by the staff of SLIHS. We would like to acknowledge the support of the IB community and thank the staff at Howard S. Billings and Heritage Regional High School for their immense contributions.

TABLE OF CONTENTS

Student Agreement and Dates to Remember	p. 3
What is a Personal Project?	p. 5
Objectives	p. 7
Personal Project Assessment Criteria: Year 5	p. 9
Three Parts of the Personal Project	p.12
The Process Journal	p.13
Six Steps to Getting Started on your Personal Project	p.15
Selecting a topic for investigation	p. 15
Choosing a Global Context	p. 15
Set a goal and develop an inquiry question	p. 21
Decide on an outcome or product	p. 22
Investigate and research	p. 23
Specify criteria for your product/outcome	p. 24
Approaches to Learning	p. 27
Working Effectively with your Supervisor	p. 36
Your Personal Project Report	p. 37
Structure of the Personal Project Report	p. 38
Personal Project Fair and Checklist	p. 39
Identifying Appropriately-Challenging ATL	p. 42
Learner Profile Traits and Descriptors	p. 46
Academic Honesty Sheet	p. 47

PERSONAL PROJECT STUDENT AGREEMENT

I will commit to:

- Reading and understanding all the documents provided
- Ensuring that all the work I do is my own
- Checking in with my supervisor at least once a cycle
- Arranging formal meetings with my supervisor at least once a month
- Arriving promptly and prepared to all my meetings
- Respecting all deadlines set by my supervisor and PP teacher

IMPORTANT DATES

October 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

January 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Including:

- Your display Board
- Your final paper
- Your final product/outcome

Please note that all your work, including process journals, will be periodically reviewed and assessed by your PP teacher.

← Project Proposal

Due: _____

←PP Draft Part A, including research notes and annotated bibliography.

Due: _____

← PP Draft Parts A+B, including updated research notes and annotated bibliography.

Due: _____

←Proof of Product Check-In

Due: _____

←PP Paper Draft, Full Paper including Parts A, B, C + Product Completed

Due: **MARCH 9th, 2026.**

Personal Project Fair:

MARCH 27th, 2026.

WHAT IS A PERSONAL PROJECT?

What do I have to do?

- Select a topic of personal interest**
- Develop a learning goal**
- Create a product responding to the learning goal**
- Structure the Personal Project report according to the information provided to you in class and in this guide**
- Respect word or time limits for the report**
- Fulfill ethical and academic honesty requirements established by the school and the IBO**
- Document your whole process from start to finish**

The Personal Project will give you an opportunity to share with others something that is of great interest to you as an individual, as well as being an excellent preparation for your future studies or endeavors.

The Personal Project may take many forms depending on your learning goal. For example, your project can be:

- An original work of art (visual, dramatic, musical or performance)
- A written piece of work on a special topic (literary, social, psychological, anthropological, historical, scientific, etc.)
- A piece of literary fiction or non-fiction
- An original science experiment
- An invention or specially-designed object or system
- The presentation of a developed business, management plan or special event
- The acquisition and documentation of a new skill
- The development of a new student or community organization

Whatever type of Personal Project you decide to develop, it must:

- Have a clear and achievable learning goal and product**
- Allow you to express a truly personal message**
- Reflect your special interests, hobbies, special abilities or concerns about particular issues**
- Be a result of your initiative, creativity and ability to organize yourself**
- Deal with a topic or are to which you are personally committed**
- Consist entirely of your own work**

The Personal Project is your chance to do exactly what you want to do.

It is a product or outcome of your own initiative and should reflect your experiences in the MYP. It provides an excellent opportunity to produce a truly creative piece of work of your choice and to challenge yourself in an area that motivates and interests you.

It also allows you to practice and strengthen your Approaches to Learning (ATL) skills while consolidating your prior knowledge and the knowledge you've acquired throughout your years in the IB program.

AIMS

The aims of the personal project are to allow you to:

INQUIRE

- Explore an interest that is personally meaningful
- Take ownership of your 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

CAN I WORK AS PART OF A GROUP?

The personal project is an individual project and every product/outcome, report and process journal must completely be the work of one person. It is possible that some projects could be collaborative in nature, but the work of each student must be clearly separated and identifiable— see your teacher for more advice!

OBJECTIVES

The objectives of the Personal Project state specific targets that are set for learning. They define what the student will accomplish as a result of completing the Personal Project.

For each of these objectives, you should be able to:

Objective A: PLANNING

Students should:

- 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:

- Explain how the ATL skills was/were applied to help achieve your learning goal
- Explain how the ATL skills was/were applied to help achieve your product

Objective C: REFLECTING

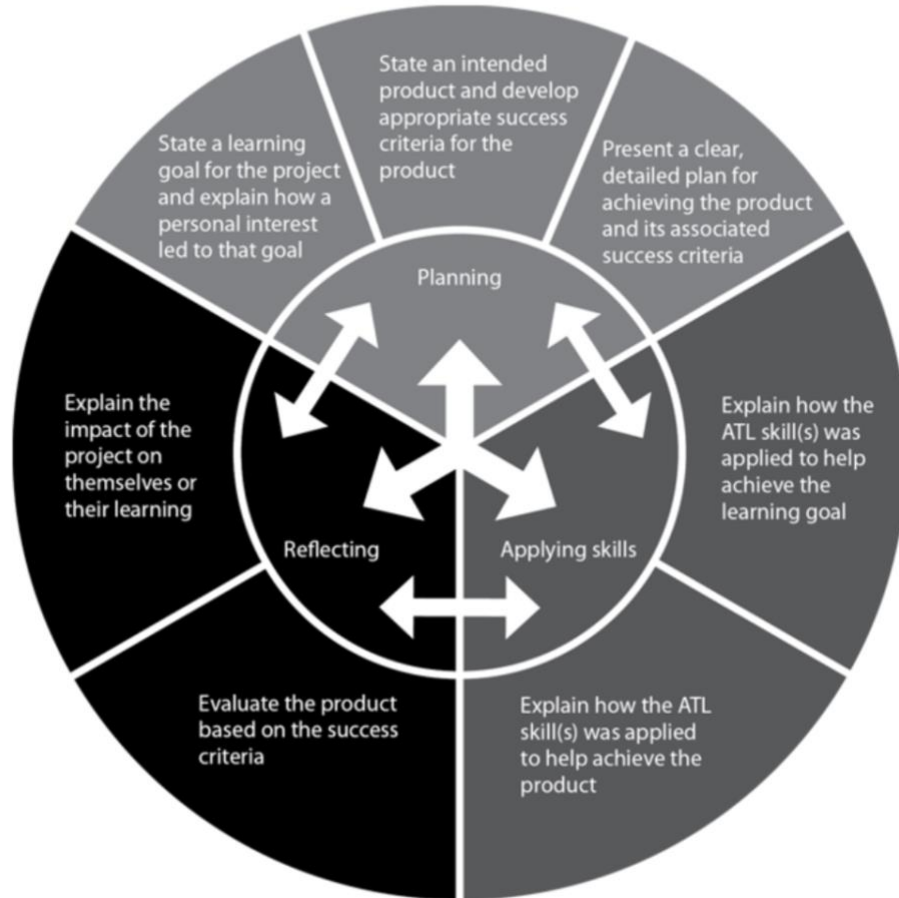
Students should:

- Explain the impact of the project on yourself and your learning
- Evaluate the product based on the success criteria

Visualizing the MYP personal project objectives

Figure 5

Visualizing the MYP personal project objectives



MYP personal project assessment criteria

Criterion A: Planning

Maximum: 8

In the personal project, students should be able to:

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

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. states a learning goal ii. states their intended product iii. presents a plan that is superficial or that is not focused on a product.
3–4	The student: <ol style="list-style-type: none"> i. states a learning goal and outlines the connection between personal interest(s) and that goal ii. states their intended product and presents basic success criteria for the product iii. presents a plan for achieving the product and some of its associated success criteria.
5–6	The student: <ol style="list-style-type: none"> i. states a learning goal and describes the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate success criteria for the product iii. presents a detailed plan for achieving the product and most of its associated success criteria.
7–8	The student: <ol style="list-style-type: none"> i. states a learning goal and explains the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate, detailed success criteria for the product iii. presents a detailed plan for achieving the product and all of its associated success criteria.

Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
Presents	Offer for display, observation, examination or consideration.

Definitions	
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.

Criterion B: Applying skills

Maximum: 8

In the personal project, students should be able to:

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

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. states which ATL skill(s) was/were applied to help achieve their learning goal ii. states which ATL skill(s) was/were applied to help achieve their product.
3–4	The student: <ol style="list-style-type: none"> i. outlines which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence ii. outlines which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence.
5–6	The student: <ol style="list-style-type: none"> i. describes how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence ii. describes how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence.
7–8	The student: <ol style="list-style-type: none"> i. explains how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence ii. explains how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence.

Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
ATL skill(s) clusters	One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.

Definitions	
Explain	Give a detailed account including reasons or causes.

Criterion C: Reflecting

Maximum: 8

In the personal project, students should be able to:

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

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. states the impact of the project on themselves or their learning ii. states whether the product was achieved.
3–4	The student: <ol style="list-style-type: none"> i. outlines the impact of the project on themselves or their learning ii. states whether the product was achieved, partially supported with evidence or examples.
5–6	The student: <ol style="list-style-type: none"> i. describes the impact of the project on themselves or their learning ii. evaluates the product based on the success criteria, partially supported with evidence or examples.
7–8	The student: <ol style="list-style-type: none"> i. explains the impact of the project on themselves or their learning ii. evaluates the product based on the success criteria, fully supported with specific evidence or detailed examples.

Notes about *Impact of the project*:

- could refer to any aspect of having done the project: inquiry, action and/or reflection
- could include progress made towards the learning goal
- could include ways in which the student has grown as a learner, such as improvement in the ATL skills or learner profile attributes
- could include ways in which the student has grown or changed as a result of the project.

Definitions	
Product	What students will create for their personal project.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

#1- PROCESS JOURNAL

The Process Journal is the record of your involvement in the Personal Project process. It should record all your ideas, planning, discussions, clippings of readings and concepts, diary excerpts, meeting schedules, photographs: whatever you do that is part of the process should be kept in this document. You may choose the format of your process journal. It might be a scrapbook, a notebook, or a website, for example. It is the EVIDENCE something has happened.

#2- PRODUCT/OUTCOME

The Product or Outcome that you create if how you show other people what you have investigated. Apart from your process journal, you need to have some way of showing what you produced or achieved for your goal. This might be an actual product (model, article, artwork, etc) or it might be visuals of the outcome (photographs or video of an organized event, for example).

#3- PROJECT REPORT

The project report is a summary of your experience of the personal project. In a maximum of 15 pages, you must describe and reflect on your experiences. The report must be produced according to the required IB format. Extracts from the process journal are included in the body of the report.

THE PROCESS JOURNAL

Your Process Journal is a complete record of **EVERYTHING** that you do for your Personal Project, **from start to finish**.

You should use your Process Journal to store:

- Brainstorming for your topic of interest
- Notes and ideas on your project's learning goal
- Concepts/ideas for your project
- Information gathered from your investigations
- Information on meetings with your supervisor
- Drawings, pictures, clippings or photographs
- Copies of interviews and discussions with people
- Plans for your project
- Timelines
- To Do lists
- Goals

Above all else, you should use your Process Journal to make regular and detailed REFLECTIONS on your ideas, progress and challenges. Record your responses to other people's feedback, your positive experiences, and your disappointments. This is Principled Action in action!

The Process Journal will be the most important document in your Personal Project experience because from it you will be able to draw all the kinds of information you will need to write the report. You **must** include extracts from your Process Journal within the body of your final report.

You will choose your own Process Journal format. Choose a format that will work for you and allow you to be both organized and chaotic as you will be including scraps as well as lengthy documents. You may choose from a number of formats, including:

- A website or blog
- A scrapbook or binder
- Electronic booklet or Word document

The Process Journal is...	The Process Journal isn't...
<ul style="list-style-type: none"> • Used throughout the project • An evolving record of intent, purpose and accomplishments • A place to record thoughts, developments, brainstorming and questions raised • A place to record selected, annotated and/or edited research (with bibliographic citations!) • A place for storing useful info, including quotations, pictures, ideas and photographs • A means of exploring ideas and solutions • A place for evaluating work completed • A place for reflecting on learning • Made in a format which suits your needs 	<ul style="list-style-type: none"> • Used on a daily basis (unless that is what you decide you need) • Written up after the process has been completed • Additional work on top of the project (it is an integral component which supports the project) • A diary with detailed writing about what was done

When the project is done, you will have to include entries from your process journal into the body of your report. The extracts you choose need to represent the development of your project, as well as show how you have addressed each of the objectives of the project.

It should include elements such as:

- Graphic organizers
- Lists
- Charts
- Short paragraphs
- Notes
- Timelines or action plans
- Annotated illustrations
- Annotated research
- Up to 30 seconds of audiovisual material
- Artifacts
- Pictures, photographs or sketches
- Screenshots
- Self/Peer assessment feedback
- Notes on the meetings with your supervisor

SIX STEPS TO GETTING STARTED ON YOUR PERSONAL PROJECT

#1- Select a topic for investigation

#3- Set a learning goal

#4- Decide on an outcome or product

#5- Investigate and research

#6- Specify criteria for your product/outcome

#1- Selecting a Topic for Investigation

The most important factor to consider when choosing a topic is that it interests you. Use this opportunity to engage with your passions and ignite your curiosity!

You may wish to situate your topic within the context of the IB MYP learning you have undertaken over the past five years. It could be inspired by disciplinary or interdisciplinary learning, service learning, the learner profile, or the Global Contexts. Making connections to the IB program could be helpful as you write your report.

For example, a Global Context may establish the relevance of your inquiry.

Consider the following questions when trying to identify a Global Context for your project:

- What do I want to achieve through my Personal Project?
- What do I want others to understand through my Personal Project?
- What impact do I want my project to have?
- How can a specific Global Context give greater meaning and purpose to my project?
- Why does my project matter?

Below are the six Global Contexts.

GLOBAL CONTEXTS		EXPLORATIONS
Identities and Relationships	<p style="text-align: center;">Who am I? Who are we?</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"> • competition and cooperation • teams • affiliation and leadership • Identity formation • self-esteem • status • roles and role models • Personal efficacy and agency • attitudes • motivations • independence • happiness and the good life • Physical • psychological and social development • transitions • health and well-being • lifestyle choices • human nature and human dignity; • moral reasoning and ethical judgment • consciousness and mind
Orientation in Space and Time	<p style="text-align: center;">What is the meaning of “where” and “when”?</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"> • civilizations and social histories • heritage • pilgrimage • migration • displacement and exchange • epochs • eras • turning points and “big history” • scale • duration • frequency and variability • peoples • boundaries • exchange and interaction • natural and human landscapes and resources • evolution • constraints and adaptation

Personal and Cultural Expression	<p style="text-align: center;">What is the nature and purpose of creative 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"> • artistry • craft • creation • beauty • products • systems and institutions • social constructions of reality • philosophies and ways of life • belief systems • ritual and play • critical literacy • languages and linguistic systems • histories of ideas • fields and disciplines • analysis and argument • metacognition and abstract thinking • entrepreneurship • practice and competency
Scientific and Technical Innovation	<p style="text-align: center;">How do we understand the world in which we live?</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"> • systems • models • methods • products • processes and solutions • adaptation • ingenuity and progress • opportunity • risk • consequences and responsibility • modernization • industrialization and engineering • digital life • virtual environments and the Information Age • the biological revolution • mathematical puzzles • principles and discoveries

Globalization and Sustainability	<p>How is everything connected?</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"> • markets • commodities and commercialization • human impact on the environment • commonality • diversity and interconnection • consumption • conservation • natural resources and public goods • population and demography • urban planning • strategy and infrastructure
Fairness and Development	<p>What are the consequences of our common humanity?</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"> • democracy • politics • government and civil society • inequality • difference and inclusion • human capability and development • social entrepreneurs • rights • law • civic responsibility and the public sphere • justice • peace and conflict • management • power and privilege • authority, • security and freedom • imagining a hopeful future

Examples of Personal Projects by Global Context:

Global Context	Examples of Personal Projects
Identities and Relationships	<ul style="list-style-type: none"> • Two sides of social networking: an awareness campaign about digital citizenship and cyber bullying • 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
Orientation in Time and Space	<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
Personal and Cultural Expression	<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
Scientific and Technical Innovation	<ul style="list-style-type: none"> • Nano fibres build stronger bikes: a prototype bike with nano fibres • What's the matter with anti-matter?": an informational talk • Why are genetics and genomics so important to my health?: a media presentation • Can stem cells replace organ transplants?: an investigative report

Globalization and Sustainability	<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 a tool to change the future of Peru: a workshop for adults • The role of developing countries in protecting the tropical rainforest: a collection of slides
Fairness and Development	<ul style="list-style-type: none"> • Supporting fair trade- the cocoa trade in Ghana: an awareness campaign for our school cafeteria to promote fair trade • Open-market economics 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

Here are some examples as to how the Global Context can direct the scope of the project.

Rap as a musical genre	
Global Context	Examples
Identities and Relationships	Examine the question “Why does rap music speak to me?”
Orientation in Time and Space	Explore the development of rap as a style of music across continents.
Personal and Cultural Expression	Perform a rap song for peers and have a question and answer period.

Solar Energy	
Global Context	Examples
Scientific and Technical Innovation	Design a 3D model of a solar device with instructions for construction.
Orientation in Time and Space	Investigate how, in history, different cultures have made use of energy for different needs.
Globalization and Sustainability	Debate Hervé Kempf’s idea about “how the rich are destroying the Earth”.

#2- Setting a Learning Goal

The next step is to set a goal- **what do you want to learn through your project?**

Your learning goal must:

- Demand inquiry
- Not be answerable in a sentence or two

Some examples of inquiry questions include:

- How can we make a school's use of resources more efficient?
- What role does a coach play in the success of a sports team?
- Why is it important to train a dog and what are effective ways to achieve this aim?
- How can single-sex classes affect student achievement?
- How effective are drug awareness campaigns in our community, and what can be done to improve drug awareness and the dangers of substance abuse among our peers?
- What effect does homework have on students' relationships with family and friends?
- How can a person change the world for the better through service, without spending money?

Talk to other people about your inquiry question ideas— your parents, friends, teachers, etc. Then, make a decision as to your question.

#4 Deciding on the Outcome or Product

With your topic and learning goal in place, you need to think about how you will demonstrate your learning. You will have to decide the format you will create to show your response to other people.

You can choose from an almost endless list of possibilities for your product— choose to create an item that will best demonstrate what you have learned through your investigation and will show other people what you have learned.

Some examples of products or outcomes include:

- **Performances:** play, dance, song, speech
- **Published writing:** creative prose, collection of poetry, major essay, extended article, script, review
- **Events:** fundraisers, service-in-action, celebration, major event
- **Static Visual Displays:** photographs, artwork, poster, model, artifact, drawings, statistical data
- **Interactive Displays:** websites, video, audiovisual material, animation

You must decide on a goal that you think is achievable for yourself as well as being highly-challenging. Try to think about how you can make a challenging goal into a highly-challenging goal.

The table below illustrates some examples of challenging and highly-challenging Personal Project goals:

CHALLENGING GOAL	HIGHLY-CHALLENGING GOAL
A student documents his or her self-taught skills of photography	A student documents his or her neighborhood through a photography exhibition
A student creates a durable bag using second-hand materials	A student creates a range of bags using second-hand materials to exhibit at the local arts centre
A student writes an article on a topic of interest for a student journal and submits it to an audience	A student writes and publishes an original piece of writing on a topic of interest

#5- Investigating and Research

An investigation for the Personal Project is the action of finding out information in order to respond to your inquiry question.

Using your inquiry question, you will:

- Gather all the information you can from a variety of sources (minimum 10)
- Evaluate all the sources, working out which information is useful and reliable with regards to your inquiry question

You have access to a variety of information sources, including:

- Books
- Articles from magazines, journals, and newspapers
- Web pages
- TV programs and video clips
- Human resources, including experts in your field of interest

You should be using all of these types of information sources, initially, to find out as much as you can about your topic. This will also help you develop your criteria for your product/outcome.

Record all the sources you read, view, listen to and interview in your process journal. Remember to **write your MLA citations for all your resources** immediately so they're prepared for your Works Cited and Annotated Bibliography. This will form a valuable resource for later in the project process.

Researching is the MOST IMPORTANT step of this whole process. Without good research, you will end up with an inferior product and will have a hard time writing the report.

#6- Specifying Criteria for your Outcome

You must develop criteria to evaluate the success of your product/outcome. These criteria are the way you will know you achieved your goal.

You will need to ask yourself different questions in order to define the criteria. The questions you ask might change depending on the type of outcome or product.

Questions you might find helpful include:

- What will my outcome or product look like?
- What types of materials will I use?
- What techniques will I use?
- What type of information will I include?
- How will I present the information?
- Will I include visuals?
- Do I need to consider any copyright or intellectual property issues?
- Who is the audience?
- How will I get feedback?

It is essential to get most of your investigating/research done before you decide on your criteria. As you investigate the format of your product/outcome, you will become more aware of what is both achievable and highly-challenging enough to be considered a Personal Project.

Below are some examples of projects and their criteria:

EXAMPLE # 1	Question: What negative consequences can social media have on youth?
Global Context: Identities and Relationships	
Product/Outcome: An awareness campaign about digital citizenship and cyber bullying	Specifications/Criteria: <ul style="list-style-type: none">• A full colour pamphlet• A one-hour workshop for Grade 7 students• Four different full colour posters• An accompanying PSA to be posted on Youtube

EXAMPLE # 2	Question: Where does my family come from?
Global Context: Orientation in Time and Space	
Product/Outcome: A complete family tree and representational statue	Specifications/Criteria: <ul style="list-style-type: none"> • Family tree that traces back at least five generations • Family tree is drawn out by hand • Statue contains at least four elements that represent my family • Statue is sculpted from clay • Statue is at least 60cm tall

EXAMPLE # 3	Question: How do video games reflect the culture of the designers?
Global Context: Personal and Cultural Expression	
Product/Outcome: a short film	Specifications/Criteria: <ul style="list-style-type: none"> • Will contain five video games from different cultures • Will be at least twenty minutes in length • Will explore each culture • Will examine how each culture is reflected in the game

EXAMPLE # 4	Question: How can stem cells make a difference in our lives?
Global Context: Scientific and Technical Innovation	
Product/Outcome: A report on whether stem cells can be used in lieu of organ transplants	Specifications/Criteria: <ul style="list-style-type: none"> • Will be a minimum of 5000 words • Will include charts and statistics • Will be written for an adult audience • Will be printed in full colour

EXAMPLE # 5	Question: What can Canadians do to help the people of Peru?
Global Context: Globalization and Sustainability	
Product/Outcome: A workshop for adults on how we can change the future of Peru	Specifications/Criteria: <ul style="list-style-type: none"> • Will be one hour in length • Will highlight the troubles in Peru • Will include a multimedia presentation • Will include hands-on activities • Will outline action that can be taken immediately • Will include a feedback sheet

EXAMPLE # 6	Question: How can Canada help individuals from other countries?
Global Context: Fairness and Development	
Product/Outcome: Paintings representing asylum seekers and their rights to live as we do.	Specifications/Criteria: <ul style="list-style-type: none"> • 5 paintings (acrylic on canvas) • include images of why asylum seekers come to Canada • include images of how their lives improve • is realistic in style • min. canvas size 1m x 1m

APPROACHES TO LEARNING

The Personal Project is a culminating activity in which you will present, in a truly personal way, your development of Approaches to Learning (ATL) skills.

ATL skills provide a solid foundation for learning independently and with others, demonstrating learning and reflecting on the process of learning. They will help you become more autonomous, strategic and self-motivated, and ultimately prepare you for responsible participation in local and global contexts.

Appendix 1: ATL skills framework

The MYP extends IB approaches to learning (ATL) skills categories into 10 developmentally appropriate clusters. This framework provides common ground from which schools can develop their own ATL planning based on MYP units, student needs, and local circumstances and requirements.

ATL skills are often interconnected. Individual skills and skills clusters frequently overlap and may be relevant to more than one skill category.

Some of the key questions to be answered by students with respect to ATL skills include the following.

- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve?
- What new skills can I learn?

When specific ATL skills become an explicit focus for teaching and learning, students can begin to take responsibility for their own development. Over time, students can identify themselves and their competence in any learning strategy using terms like the following.

- Novice/beginning—students are introduced to the skill, and can watch others performing it (observation)
- Learner/developing—students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
- Practitioner/using—students employ the skill confidently and effectively (demonstration)
- Expert/sharing—students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

A concept-driven curriculum that uses ATL skills effectively enables all students to become stronger, more self-regulated learners.

Social	
II. Collaboration skills	
How can students collaborate?	<p>Working effectively with others</p> <ul style="list-style-type: none"> • Use social media networks appropriately to build and develop relationships • Practise empathy • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one’s own actions • Manage and resolve conflict, and work collaboratively in teams • Build consensus • Make fair and equitable decisions • Listen actively to other perspectives and ideas • Negotiate effectively • Encourage others to contribute • Exercise leadership and take on a variety of roles within groups • Give and receive meaningful feedback • Advocate for one’s own rights and needs
Self-management	
III. Organization skills	
How can students demonstrate organization skills?	<p>Managing time and tasks effectively</p> <ul style="list-style-type: none"> • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/notebooks • Use appropriate strategies for organizing complex information • Understand and use sensory learning preferences (learning styles) • Select and use technology effectively and productively

IV. Affective skills

How can students manage their own state of mind?

Managing state of mind

- Mindfulness awareness
 - Practise focus and concentration
 - Practise strategies to develop mental focus
 - Practise strategies to overcome distractions
 - Practise being aware of body–mind connections
- Perseverance
 - Demonstrate persistence and perseverance
 - Practise delaying gratification
- Emotional management
 - Practise strategies to overcome impulsiveness and anger
 - Practise strategies to prevent and eliminate bullying
 - Practise strategies to reduce stress and anxiety
- Self-motivation
 - Practise analysing and attributing causes for failure
 - Practise managing self-talk
 - Practise positive thinking
- Resilience
 - Practise “bouncing back” after adversity, mistakes and failures
 - Practise “failing well”
 - Practise dealing with disappointment and unmet expectations
 - Practise dealing with change

V. Reflection skills

How can students be reflective?

(Re)considering the process of learning; choosing and using ATL skills

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Demonstrate flexibility in the selection and use of learning strategies
- Try new ATL skills and evaluate their effectiveness
- Consider content
 - What did I learn about today?
 - What don't I yet understand?
 - What questions do I have now?
- Consider ATL skills development
 - What can I already do?
 - How can I share my skills to help peers who need more practice?
 - What will I work on next?
- Consider personal learning strategies
 - What can I do to become a more efficient and effective learner?
 - How can I become more flexible in my choice of learning strategies?
 - What factors are important for helping me learn well?
- Focus on the process of creating by imitating the work of others
- Consider ethical, cultural and environmental implications
- Keep a journal to record reflections

Research	
VI. Information literacy skills	
How can students demonstrate information literacy?	<p>Finding, interpreting, judging and creating information</p> <ul style="list-style-type: none"> • Collect, record and verify data • Access information to be informed and inform others • Make connections between various sources of information • Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information • Use memory techniques to develop long-term memory • Present information in a variety of formats and platforms • Collect and analyse data to identify solutions and make informed decisions • Process data and report results • Evaluate and select information sources and digital tools based on their appropriateness to specific tasks • Understand and use technology systems • Use critical-literacy skills to analyse and interpret media communications • Understand and implement intellectual property rights • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions • Identify primary and secondary sources
VII. Media literacy skills	
How can students demonstrate media literacy?	<p>Interacting with media to use and create ideas and information</p> <ul style="list-style-type: none"> • Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • Demonstrate awareness of media interpretations of events and ideas (including digital social media) • Make informed choices about personal viewing experiences • Understand the impact of media representations and modes of presentation • Seek a range of perspectives from multiple and varied sources • Communicate information and ideas effectively to multiple audiences using a variety of media and formats • Compare, contrast and draw connections among (multi)media resources

Thinking

VIII. Critical-thinking skills

How can students think critically?

Analysing and evaluating issues and ideas

- Practise observing carefully in order to recognize problems
- Gather and organize relevant information to formulate an argument
- Recognize unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Recognize and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Revise understanding based on new information and evidence
- Evaluate and manage risk
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities
- Troubleshoot systems and applications

IX. Creative-thinking skills

How can students be creative?

Generating novel ideas and considering new perspectives

- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Create novel solutions to authentic problems
- Make unexpected or unusual connections between objects and/or ideas
- Design improvements to existing machines, media and technologies
- Design new machines, media and technologies
- Make guesses, ask “what if” questions and generate testable hypotheses
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas; use existing works and ideas in new ways
- Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments
- Practise visible thinking strategies and techniques
- Generate metaphors and analogies

X. Transfer skills

How can students transfer skills and knowledge across disciplines and subject groups?

Using skills and knowledge in multiple contexts

- Use effective learning strategies in subject groups and disciplines
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions
- Transfer current knowledge to learning of new technologies
- Change the context of an inquiry to gain different perspectives

WORKING EFFECTIVELY WITH YOUR SUPERVISOR

Your supervisor is there to help and support you through the process of working on the Personal Project. Use them as much as possible! They will not do the work for you, but they can guide you and help you stay on track.

You are responsible for setting up meetings with your supervisor.

They will not be chasing you down to make sure that you are on top of your project. You must take initiative.

You should be meeting formally with your supervisor **at least once a month**. A formal meeting is organized ahead of time and has discussion topics planned.

When meeting with your supervisor, make sure to bring:

- Your process journal
- Photos/documentation of what you are working on
- Your to-do list
- Your project report in progress

During the meeting, make sure you **fill out the meeting section on your Academic Honesty form**. This must be done at the end of the meeting.

Collaboration with your supervisor is an important part of the process, and as such your **meetings must also be documented in your Process Journal**. Make sure to do this immediately as not to forget what was discussed.

HOW DO I GET IN TOUCH WITH MY SUPERVISOR?

Do not rely on meeting your supervisor in the hallway or expecting them to call meetings on your behalf. You are responsible for initiating and maintaining contact with your supervisor throughout the Personal Project process.

Make sure you get your supervisor's email at the first meeting and arrange all subsequent meetings in a professional manner.

YOUR PERSONAL PROJECT REPORT

The project report is the formal record of the entire process that you undertook to complete your Personal Project investigation. It will explain to the reader:

- Your specific learning goal
- Your inquiry and the product/outcome that you have created in response
- Your plans and the processes that you implemented
- The resources that you used
- The techniques that you applied
- The challenges and issues that you faced and perhaps solved
- What you learned about from your investigation
- What you learned about yourself as a learner from the Personal Project experience

Possible formats for the MYP Personal Project report are divided into four main areas: written, electronic, oral and visual.

FORMAT	LENGTH
Written	15 pages (not including the Works Cited)
Oral* ** (mp3)	15 minutes
Visual (Film- mp4)*	15 minutes
LANGUAGE	
English OR French	

*Oral or Visual reports must be recorded and submitted in real time, meaning they cannot be edited and must be done in one “take”.

**You may include pages of support documents, however your time limit goes down by 1 minute per page.

SLI STRONGLY recommends a written report.

STRUCTURE OF THE PERSONAL PROJECT REPORT

Your paper must be a maximum of 15 pages. The Works Cited and Annotated Bibliography are not included in your word count.

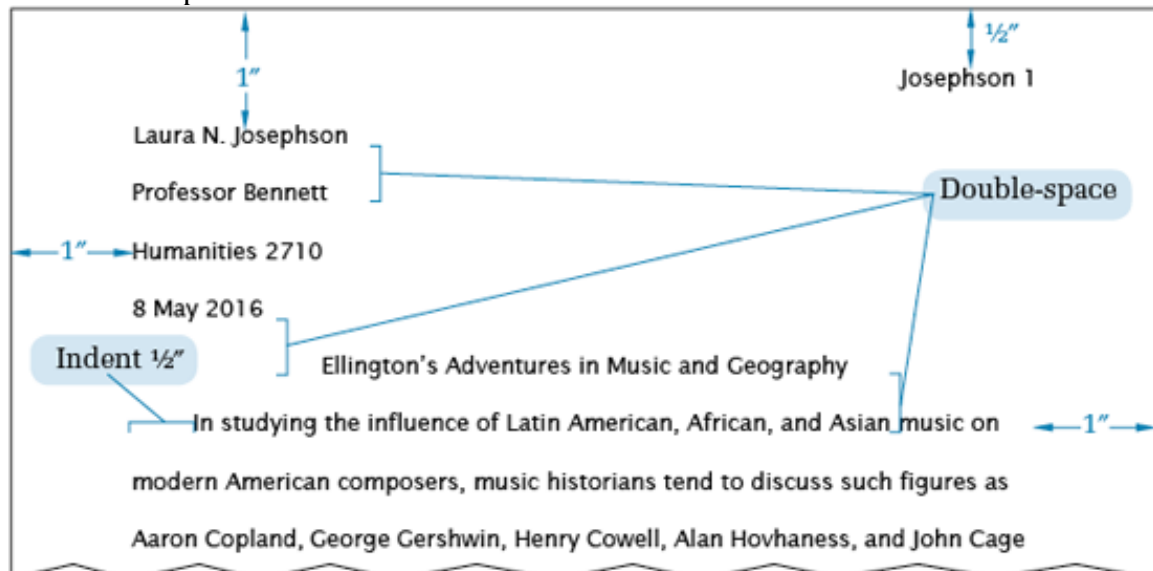
GENERAL FORMATTING

- Your report must be **typed and printed on white, 8.5" x 11" paper**.
- You must use **Times New Roman font, size 12 and double-spaced**.
- The **margins of the page must be 1" on all sides**.
- **Leave only one space after periods or other punctuation marks**.
- Create a header including **your last name and the page number in the upper right-hand corner** of every page starting with the first page of the report.
- **Indent the first line of paragraphs by ½"**. (Use the TAB key.)
- There is **no cover page**.

FORMATTING THE FIRST PAGE OF THE REPORT

The first page of the report must be formatted as follows:

- **In the upper left-hand corner, list your name, teacher, course and date.**
- Your **title must be centered**. Do not underline, italicize or place it in quotation marks.
- Italicize or use quotation marks if using the name of another work in your title. Ex: *The Apprenticeship of Duddy Kravitz* as Social Commentary: a multimedia presentation.
- See exemplar below:



BODY OF THE REPORT

The body of the report is structured around the objectives and the assessment criteria. It must include these sections:

- Planning (Criterion A)
- Applying Skills (Criterion B)
- Reflecting (Criterion C)

You must include evidence from your process journal to support your claims. This evidence must be embedded within the body of the report. These may include:

- Diagrams
- Lists
- Charts
- Short paragraphs
- Notes
- Timelines/Action plans
- Annotated illustrations
- Notes on a research site visit
- Pictures/Photos/Sketches reflecting process
- Screenshots reflecting process of a digitally-based project
- Self/Peer assessment sheets
- General process journal entries demonstrating reflection on process.

WORKS CITED

Include an MLA Works Cited and Annotated Bibliography immediately after your Reflecting section.

PERSONAL PROJECT FAIR

You will be presenting your work at the Personal Project Fair on **Friday, March 27th, 2026**.

You must have with you at the time of presentation:

- Your display board
- Your final paper/report
- Your final product

DISPLAY BOARD

While the nature of your presentation will vary depending on the type of personal project, you must consider the following:

- A clear and interesting **title**
- **Be creative!** Use for your display board for drawings, pictures, videos or any other resources to add interest and clarity to your presentation.
- **Assume your audience knows little to nothing** about your topic.
- Create a display that is **aesthetically pleasing** and reflective of all your hard work.

YOUR FINAL PAPER

You must bring a **clean, printed copy of your final report**. See information on Personal Project Formatting.

YOUR PRODUCT

You must **bring your product** with you on the day of the presentations.

- **If your project is digitally-based, you must bring the appropriate technology (and power supply) with which to display your work.**

PROJECT SUBMISSION

You must submit three digital files via TEAMS: your COMPLETE report, from cover page to appendices, a scan of your Academic Honesty form and evidence of your product/outcome.

- **Your files MUST be saved as a PDF. There are NO EXCEPTIONS.**
- Your files must be named in the following way:
 - LAST NAME, FIRST NAME- Personal Project**
 - LAST NAME, FIRST NAME- Annotated Bibliography**
 - LAST NAME, FIRST NAME- Academic Honesty Form Scan**
 - LAST NAME, FIRST NAME- Personal Project Outcome**

If your product/outcome is media-based, provide a 30 second mp3 (audio) or mp4 (video) saved with the same file name format.

AT THE END OF THE DAY, YOU MUST:

- Have provided Ms. Witczak/Ms. Bellingham/Ms. Mizener with a digital copy of your files via TEAMS
- Leave your display board, printed copy of your paper, process journal and final product (as long as it is a small object) at your station.
- Clean up after yourself**

Identifying appropriately challenging ATL skills



The following tables suggest some general hierarchies of challenge for some of the ATL skills that students often when developing MYP projects. These hierarchies are highly contextual, and neither fixed nor definitive. The tables do not take into account the levels of proficiency at which various skills may be demonstrated or students' prior ability and development.

Students are responsible for identifying evidence that demonstrates their development of specific skills. Project supervisors are responsible for explaining how they understand these demonstrations with respect to various achievement levels within MYP projects assessment criteria, using the task-specific clarification for personal projects. Schools are responsible for standardizing and reporting student achievement for ATL skills demonstrated through MYP projects. This process provides powerful feedback for student learning.

Schools can use these tables as general guidelines, and they can add other ATL skills relevant to MYP projects to their local contexts. Schools may also adapt these tables as needed to provide age-appropriate guidance for assessment of MYP community projects.

Research skills

Objective A: Investigating

Challenge level	Possible demonstrations of ATL skills
Lower	<ul style="list-style-type: none"> Collect and record data/sources Access information to be informed and to inform others through the project
	<ul style="list-style-type: none"> Collect, record and verify data/sources Find information specific to and surrounding the project, using a variety of media Process data and report results Take effective notes during project development
	<ul style="list-style-type: none"> Collect, record, verify, and use a range of sources/data Identify primary and secondary sources Compare, contrast and draw connections among resources Seek a range of perspectives from multiple and varied sources to inform the project Make connections between various sources of information, prior knowledge and subject-specific knowledge Construct a bibliography according to recognized conventions appropriate for the task
	<ul style="list-style-type: none"> Collect and analyse data to identify solutions and make informed decisions to further the project Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) Use critical-literacy skills to analyse and interpret information Understand the impact of media representations and modes of presentation when analysing information Demonstrate awareness of media interpretations of events and ideas (including digital social media)
	Higher

Self-management skills


Objective B: Planning

Challenge level	Possible demonstrations of ATL skills
Lower	<ul style="list-style-type: none"> Set goals Keep a basic log or timeline planning for the project Manage time and effort for short periods of time
↑	<ul style="list-style-type: none"> Set goals that are challenging and realistic Plan short- and long-term milestones; meet deadlines Keep an organized and logical system of information Practise strategies to overcome distractions Practise dealing with disappointment and unmet expectations
↓	<ul style="list-style-type: none"> Organize time and energy for a sustained period of time Keep and use a weekly planner for milestones Practise strategies to develop mental focus Practise analysing and attributing causes of failure Practise managing self-talk and positive thinking Practise dealing with change throughout the project
Higher	<ul style="list-style-type: none"> Make plans that are logically sequential and efficient Demonstrate persistence and perseverance Use appropriate strategies for organizing complex information Select and use technology effectively and productively Practise “bouncing back” after adversity, mistakes and failures

Thinking skills


Objective C: Taking action

Challenge level	Possible demonstrations of ATL skills
Lower	<ul style="list-style-type: none"> Identify problems Present one perspective Draw simple conclusions Consider ideas and possible solutions
↑	<ul style="list-style-type: none"> Practise observing carefully in order to recognize problems Gather information strictly relevant to the project Draw reasonable conclusions and generalizations Evaluate and manage risk Consider ideas from multiple perspectives Identify obstacles and challenges

 Higher	<ul style="list-style-type: none"> • Use brainstorming and visual diagrams to generate new ideas and inquiries
	<ul style="list-style-type: none"> • Interpret data useful to the project • Test generalizations, hypotheses and conclusions • Revise understanding based on new information and evidence • Make guesses, ask “what if” questions • Apply existing knowledge to generate new ideas, products or processes • Consider multiple alternatives, including those that might be unlikely or impossible • Make connections between subject groups, prior learning and experiential learning • Combine knowledge, understanding and skills to create products or solutions
	<ul style="list-style-type: none"> • Evaluate evidence, arguments and propositions • Recognize unstated assumptions and bias • Develop contrary or opposing arguments • Analyse complex concepts and contexts into their constituent parts and synthesize them to create new understanding • Use models and simulations to explore complex systems and issues • Troubleshoot systems and applications • Create original works and ideas; use existing works and ideas in new ways • Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments • Create novel solutions to authentic problems • Make unexpected or unusual connections between objects and/or ideas • Apply skills and knowledge in unfamiliar situations • Change the context of an inquiry to gain different perspectives

Communication and social skills

Objective C: Taking action

Challenge level	Possible demonstrations of ATL skills
	<ul style="list-style-type: none"> • Organize information • Structure report following advice • Establish communication with supervisor
	<ul style="list-style-type: none"> • Organize and depict information logically • Maintain communication with people relevant to the project • Work with others within clear expectations • Read critically and for comprehension • (Give and) receive feedback
	<ul style="list-style-type: none"> • Participate in, and contribute to, digital social media networks • Read a variety of sources for information

 <p>Higher</p>	<ul style="list-style-type: none"> • Communicate information and ideas effectively to audiences using a variety of media and formats • (Give and) act meaningfully on feedback received <p>If applicable for the product/outcome:</p> <ul style="list-style-type: none"> • delegate and share responsibility for decision-making • help others to succeed • share ideas, collaborate and build relationships with peers and experts using a variety of digital environments and media.
	<ul style="list-style-type: none"> • Use intercultural understanding to interpret communication • Use appropriate forms of writing and speaking for different purposes and audiences • Use a variety of media to communicate with a range of audiences • Use and interpret a range of terms and symbols • Paraphrase accurately and concisely • Preview and skim texts to build understanding • Work effectively with experts and/or the supervisor • Listen actively to other perspectives and ideas <p>If applicable for the product/outcome:</p> <ul style="list-style-type: none"> • encourage others to contribute • negotiate effectively • build consensus • exercise leadership and take on a variety of roles within groups • make fair and equitable decisions • manage and resolve conflict, and work collaboratively • interpret and use effectively modes of non-verbal communication.



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.

MYP projects academic honesty form

MYP Community project/MYP Personal project

(Delete as appropriate)

Student name								
Student number								
School name								
School number								
Supervisor name								
<p>Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.</p> <p>Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.</p>								
	Date	Main points discussed					Signature/initials	
Meeting 1							Student:	
							Supervisor:	
Meeting 2							Student:	
							Supervisor:	

Meeting 3			Student: Supervisor:
Supervisor comment			
<p>Student declaration</p> <p>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, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).</p> <p>Supervisor declaration</p> <p>I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.</p>			
Student's signature		Date	
Supervisor's signature		Date	