Katoh Gakuen Gyoshu High School Bilingual Program

MYP

PERSONAL PROJECT

Student Guidebook

Table of Contents

What is a Personal Project and WHY do it?

Have you ever wanted to build a musical instrument? Do you have a secret passion to write a play? Now is your chance!

The personal project is your project.
- to do what you want to do
- to show the skills you have developed over the years in your subjects and through approaches to learning, and
- to apply them to the chosen goal that focuses on dimensions of one of the global contexts

Whatever type of personal project you decide on, you should:
- document the process
- select a topic of personal interest
- focus the project through a global context
- fulfill the ethical and academic honesty requirements by the school and by IB MYP
- respect word or time limits for the report
- structure the personal project report according to the information given by the school

Whatever type of personal project you decide on, you should:
- allow you to express a truly personal message
- be the result of your initiative, creativity and ability to organize and plan
- reflect your special interests, hobbies, special abilities, or concerns about particular issues
- deal with a topic or area to which you are committed
- be entirely your own work—authenticity is very important and you may be required to sign a document stating that the personal project is your own work.

Your project must not:
- be part of any assessed course work
- take over your whole personal and social life, nor interfere with your studies, even though it will involve many hours of work
- be too closely linked to any specific subject.

Why do a personal project?

The personal project is the culmination of your experience in the MYP. During the programme you will have developed in many ways and learned about the global contexts.
If you choose the right personal project, it will give you the opportunity to share with others something that is of great interest to you as an individual but that also shows some of what you have learned as a result of being in the MYP.

What are the Objectives of the project?

Objective A: Investigating

You should:
- Define a clear goal and global context for the project, based on personal interests
- Identify prior learning and subject-specific knowledge relevant to the project
- Demonstrate research skills

Objective B: Planning

You should:

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

Objective C: Taking action

You should:
- Create a product/outcome in response to the goal, global context and criteria
- Demonstrate thinking skills
- Demonstrate communication and social skills

## Objective D: Reflecting

You should:
- Evaluate the quality of the product/outcome against their criteria
- Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- Reflect on their development as IB learners through the project
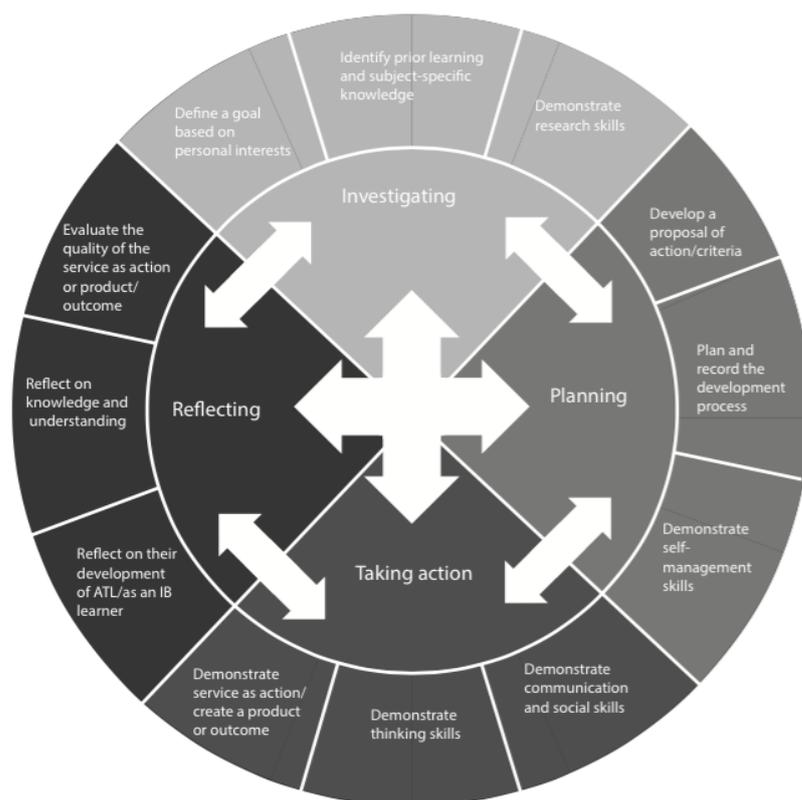
Figure 3

What TYPES of Personal Project Can I do?

Depending on your goal and your Global Context, you might choose one of the following types of projects:

- an original work of art (for example, visual, dramatic or performance)
- a written piece of work on a special topic (for example, literary, social, psychological or anthropological)
- a piece of literary fiction (for example, creative writing)
- an original science experiment
- an invention or specially designed object or system
- a presentation of a developed business, management, or organizational plan (that is, for an entrepreneurial business or project), a special event, or the development of a new student or community organization.
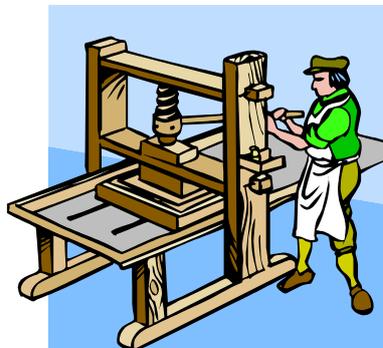
What are the Global Contexts?

Global context	Focus question(s) and description
Identities and relationships	Who am I? Who are we? 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.
Orientation in space and time	What is the meaning of "where" and "when"? 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.
Personal and cultural expression	What is the nature and purpose of creative expression? 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.
Scientific and technical innovation	How do we understand the world in which we live? 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.
Globalization and sustainability	How is everything connected? 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.
Fairness and development	What are the consequences of our common humanity? 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.

What are some Examples of Personal Project?

Global context and Examples of personal projects
Identities and relationships   • 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 space and time   • 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   • 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   • Nano fibres build stronger bikes; a prototype bike with nano fibres   • What's the matter with the anti-matter?; an informational talk   • Why are genetics and genomics important to my health?; a media presentation   • Can stem cells replace organ transplants?; an investigative report
Globalization and sustainability   • The struggle for water in developing countries; an awareness campaign   • The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation   • Education as the tool to change the future of Peru; a workshop for adults   • The role of the developing countries in protecting the tropical rain forest; a collection of slides
Fairness and development   • Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade   • Open-market economies and their role in fair trade; a talk for students   • Exploring the intersections of race and inequality; a radio broadcast   • Asylum seekers and their right to live like us; a painting

What exactly do I have to create for the Personal Project?

A. You must create three items:
- A process journal
- A product or outcome for display that shows other people what you did
- A project report

B. The Process Journal

Your process journal is the record of your involvement in the Personal Project process. It should record all your ideas, your planning, your discussions, clippings of readings and concepts, diary excerpts, meeting schedules and outcomes with your supervisor, photographs – whatever you do that is part of the process should be kept in this document. You are provided with a booklet for your journal. You can choose another format that will complement to your journal booklet. It might be a scrapbook, a note book, an electronic site for example.

C. The Product or Outcome

The product you create is how you show other people what you have investigated. Apart from your journal, which will be part of the display, you need to have some way of showing what you produced or achieved for your goal. This might be the actual product such as a model, electronic article, artwork or it might be visuals of the outcome such as photographs of an event you organised.

D. The Project Report

The report you produce can be in different formats; it can be written, oral or in multi-media form. You will need to think carefully about how you report your project and how you work best. To prepare an oral report will take as long to prepare as a written report.

The school has chosen a written report format. It must contain 1,500-3,500 words.

The important thing to think about for your project is to identify something YOU want to explore and find out more about.

What will be assessed?

All of the three items are assessed: the use of the process journal, the product or outcome and the projects report.

How will I be assessed?

The Personal Project is assessed against four criteria. Each criterion is of equal value and has 8 levels of success. The criteria are:

Criterion A: Investigating

You should:

- Define a clear goal and global context for the project, based on personal interests

- Identify prior learning and subject-specific knowledge relevant to the project

- Demonstrate research skills

Criterion B: Planning

You should:

- Develop criteria for the product/outcome

- Plan and record the development process of the project

- Demonstrate self-management skills

Criterion C: Taking action

You should:

- Create a product/outcome in response to the goal, global context and criteria

- Demonstrate thinking skills

- Demonstrate communication and social skills

Criterion D: Reflecting

You should:

- Evaluate the quality of the product/outcome against their criteria

- Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context

- Reflect on their development as IB learners through the project

Your supervisor will use these four criteria to assess your project at the end of the process, and your supervisor will also invite other supervisors to check the result to ensure that it is consistent with the international standard set for projects.

Criterion A: Investigating   Maximum: 8

In the personal project, students should be able to:
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.

Achievement level	Level descriptor
0	The student **does not** achieve a standard described by any of the descriptors below.
1–2	The student: i. **states** a goal and context for the project, based on personal interests, but this may be **limited** in depth or accessibility ii. identifies prior learning and subject-specific knowledge, **but** this may be **limited** in occurrence or relevance iii. demonstrates **limited** research skills.
3–4	The student: i. **outlines** a **basic and appropriate** goal and context for the project, based on personal interests ii. identifies **basic** prior learning and subject-specific knowledge **relevant** to **some** areas of the project iii. demonstrates **adequate** research skills.
5–6	The student: i. **defines** a **clear and challenging** goal and context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge **generally relevant** to the project iii. demonstrates **substantial** research skills.
7–8	The student: i. **defines** a **clear and highly challenging** goal and context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge that is **consistently highly relevant** to the project iii. demonstrates **excellent** research skills.

Criterion B: Planning   Maximum: 8

In the personal project, students should be able to:
  i.   develop criteria for the product/outcome
  ii. plan and record the development process of the project
  iii. demonstrate self-management skills.

Achievement level	Level descriptor
0	The student **does not** achieve a standard described by any of the descriptors below.
1–2	The student: i. develops **limited** criteria for the product/outcome ii. presents a **limited or partial** plan and record of the development process of the project iii. demonstrates **limited** self-management skills.
3–4	The student: i. develops **adequate** criteria for the product/outcome ii. presents an **adequate** plan and record of the development process of the project iii. demonstrates **adequate** self-management skills.
5–6	The student: i. develops **substantial and appropriate** criteria for the product/outcome ii. presents a **substantial** plan and record of the development process of the project iii. demonstrates **substantial** self-management skills.
7–8	The student: i. develops **rigorous** criteria for the product/outcome ii. presents a **detailed and accurate** plan and record of the development process of the project iii. demonstrates **excellent** self-management skills.

Criterion C: Taking Action   Maximum: 8

In the personal project, students should be able to:

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

Achievement level	Level descriptor
0	The student **does not** achieve a standard described by any of the descriptors below.

1–2	The student:
	  i. creates a **limited** product/outcome in response to the goal, global context and criteria
	  ii. demonstrates **limited** thinking skills
	  iii. demonstrates **limited** communication and social skills.

3–4	The student:
	  i. creates a **basic** product/outcome in response to the goal, global context and criteria
	  ii. demonstrates **adequate** thinking skills
	  iii. demonstrates **adequate** communication and social skills.

5–6	The student:
	  i. creates a **substantial** product/outcome in response to the goal, global context and criteria
	  ii. demonstrates **substantial** thinking skills
	  iii. demonstrates **substantial** communication and social skills.

7–8	The student:
	  i. creates an **excellent** product/outcome in response to the goal, global context and criteria
	  ii. demonstrates **excellent** thinking skills
	  iii. demonstrates **excellent** communication and social skills.

Criterion D: Reflecting   Maximum: 8

In the personal project, students should be able to:
  i.   evaluate the quality of the product/outcome against their criteria
  ii. reflect on how completing the project has extended their knowledge and
       understanding of the topic and the global context
  iii. reflect on their development as IB learners through the project.

Achievement level	Level descriptor
0	The student **does not** achieve a standard described by any of the descriptors below.
1–2	The student: i. presents a **limited** evaluation of the quality of the product/outcome against his or her criteria ii. presents **limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents **limited** reflection on his or her development as an IB learner through the project.
3–4	The student: i. presents a **basic** evaluation of the quality of the product/outcome against his or her criteria ii. presents **adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents **adequate** reflection on his or her development as an IB learner through the project.
5–6	The student i. presents a **substantial** evaluation of the quality of the product/outcome against his or her criteria ii. presents **substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents **substantial** reflection on his or her development as an IB learner through the project.
7-8	The student: i. presents an **excellent** evaluation of the quality of the product/outcome against his or her criteria ii. presents **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents **excellent** reflection on his or her development as an IB learner through the project.
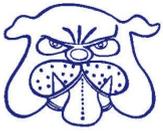
Criterion A: Investigating

Your task is to write 3 paragraphs (600-800 words in total) that address each of the strands of criterion A.

i. Define a clear goal and global context for the project, based on personal interests.

- ❏ 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"
- ❏ I define the global context that best applies to my project and explains its connection
- ❏ I describe what makes my project personal: the experiences, interests, and ideas that make it important to me.
- ❏ I explain why my goal is challenging—in particular, why it is challenging for me.

ii. Identify prior learning and subject-specific knowledge relevant to the project.

- ❏ I identify what I already knew about this topic/project and the sources of my knowledge.
- ❏ I identify what I learned in MYP subject groups before the project started, and how this would be helpful.

iii. Demonstrate research skills

- ❏ I outline an extensive range of sources and a variety of source types that I plan to use.
- ❏ I outline the criteria I use to evaluate the reliability and relevance of the sources.
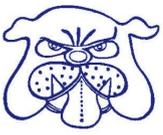
Criterion B: planning

A. **Your task is to write 3 paragraphs (600-800 words in total) that address each of the strands of criterion B. Criterion B includes all the work you plan to do and organize your project towards a product/outcome.**

i. Develop criteria for the product/outcome
- ❏ I develop criteria for my product or outcome that clearly define the specific characteristics of a high-quality product/outcome (realistic and relevant to the product/outcome)
- ❏ I develop criteria for my product or outcome that is informed by research.
- ❏ I develop criteria for my product or outcome that are specific, can be justified and can be qualitative and/or quantitative, as appropriate.

ii. Plan (and record) the development process of the project
- ❏ I include a plan that shows short- and long-term planning that is broken down into detailed, logical steps
- ❏ I include a plan that has clear connections to my project
- ❏ I include a plan that has specific dates and deadlines.

iii. Demonstrate self-management skills
- ❏ I include an explanation of the strengths and limitations for effective and independent time and task management
- ❏ I include an explanation of affective skills that can be practiced through the project

B. **Your task is to submit journal entries that support any of the strands above.**

"To nurture students to become active, wise and caring shapers of our multicultural, multilingual world."

Criterion B includes:

Self-management skills

Objective B: Planning

Challenge level	Possible demonstrations of ATL skills
Lower	• Set goals • Keep a basic log or timeline planning for the project • Manage time and effort for short periods of time
	• 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
	• 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	• 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

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
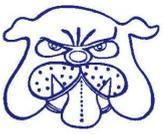
CRITERION C: TAKING ACTION

A. **Your task is to write 3 paragraphs (600-800 words in total) that address each of the strands of criterion C. This is the main "doing" part of your project—the action part of the inquiry cycle—where the product/outcome is developed and completed.**

i. Create a product/outcome in response to the goal, global context and criteria

- ❏ I use the success criteria I developed to decide how well I achieved my goal
- ❏ I explain the connection between my product/outcome and the global context that my project explores
- ❏ I use the success criteria I developed to make reasonable judgments about the product's quality/outcome's success

ii. Demonstrate thinking skills

- ❏ I outline the thinking skills I had when I started the project
- ❏ I discuss the thinking skills I developed through the project.

iii. Demonstrate communication and social skills

- ❏ I outline the communication and social skills I had when I started the project
- ❏ I discuss the communication and social skills I developed through the project.

B. **Your task is to submit journal entries that support any of the strands above.**
C. **You must submit a photo of your outcome or product to show progress.**

"To nurture students to become active, wise and caring shapers of our multicultural, multilingual world."

Criterion C includes:

Communication and social skills

Objective C: Taking action

Challenge level	Possible demonstrations of ATL skills
Lower	• Organize information • Structure report following advice • Establish communication with supervisor
	• 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
	• Participate in, and contribute to, digital social media networks • Read a variety of sources for information

	• Use brainstorming and visual diagrams to generate new ideas and inquiries
	• 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
Higher	• 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

Criterion C includes:

Communication and social skills

Objective C: Taking action

Challenge level	Possible demonstrations of ATL skills
Lower	• Organize information • Structure report following advice • Establish communication with supervisor
	• 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
	• Participate in, and contribute to, digital social media networks • Read a variety of sources for information

	• Communicate information and ideas effectively to audiences using a variety of media and formats • (Give and) act meaningfully on feedback received If applicable for the product/outcome: • 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.
	• 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 If applicable for the product/outcome: • 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.
Higher	

CRITERION D: REFLECTING

A. Your task is to write <u>3</u> paragraphs (600-800 words in total) that address each of the strands of criterion D.

B. 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.

i. Evaluate the quality of the product/success of the outcome against their criteria:
- ❏ if I made changes to my goal during the project, I explain the changes and why I made them
- ❏ I evaluate the product/outcome against the criteria I established
- ❏ I identify the possible improvements to the product/outcome.

ii. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- ❏ I explain how I have gained a deeper knowledge and understanding of my topic with the use of my process journal and other evidence
- ❏ I explain how I have gained a deeper knowledge and understanding of my identified global context with the use of my process journal and other evidence

iii. Reflect on their development as IB learners through the project
- ❏ 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 as a reference)
- ❏ I report on the opportunities the project gave me to develop any of the ATL skills more
- ❏ I outline the possible impact the project could have on my future learning.

C. Your task is to submit journal entries that support any of the strands above.

D. You must submit a photo of your outcome or product to show more than 50% of your product.

"To nurture students to become active, wise and caring shapers of our multicultural, multilingual world."
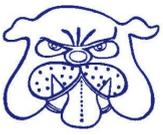
Personal Project Final Submission

A. WRITTEN REPORT

The written report must include the following:

1. Cover page*: It should include the title of your project, your name, supervisor's name, school name, word count (1,500–3,500 words for the body of the report)
2. Table of contents
3. Structured in identifiable sections- You need to have section headings using the MYP personal project criteria, with subheadings if needed.
4. Bibliography/sources- You must include a bibliography that follows the MLA format. You may use in-text citations, footnotes/endnotes, or other recognized systems to credit the ideas of others in your work.
5. Appendices- You are limited to **10** A4 (or equivalent size) pages of extracts from your process journals to include as an appendix to your report. Choose the sections from your process journal carefully so that it exemplifies the knowledge, processes, and skills you developed through the project. **
6. Submit a draft version of your written report between September _____. The date of submission must be agreed with your supervisor.

B. ACADEMIC HONESTY FORM AND FEEDBACK

1. Meeting 3 will be scheduled between September _____. Your supervisor will provide their final feedback on your written report. Please note that the feedback will not be as detailed compared with each of the criterion task. Complete this section with your supervisor.**
2. You must complete the Student Declaration section of the form. ***
3. Return the MYP projects Academic Honesty form to the folder in your classroom by September 25.

C. EVIDENCE OF PRODUCT/OUTCOME

1. Final product or outcome: You need to submit the actual (tangible) product or outcome to the PP coordinator on September 25. Your supervisor will review the product/outcome in its entirety.
2. Extracts of your product or outcome: For IB moderation, you need to identify (and include as an appendix in your project report) an extract from your product/outcome that does not exceed any of these limits:
   a. 5 still images presented in a single PDF,
   b. 30 seconds of audio/video,
   c. 1 A4 page of text

"To nurture students to become active, wise and caring shapers of our multicultural, multilingual world."

* Sample Cover page

<div style="border:1px solid #ccc; padding:2em;">

Title of Personal Project

Name:
Grade: 10

Supervisor:
School Name: Katoh Gakuen Gyoshu High School
Word Count:

</div>

**Notes about the process journal is an essential source of evidence for development for every stage of the personal project and for every criterion. Below are some of the typical excerpts that you can include in the appendices.

Criterion strand	Evidence	Some example entries
A(i) defining goal	What is to be achieved or accomplished	Brainstorms, iterative or annotated versions of the goal
A(ii) prior learning	School-based and independent personal learning that is relevant to the project and global context	Textbook excerpts, formula sheets, notes, summaries or documents from other projects, qualifications
A(iii) research skills	Investigating, building background knowledge, gathering data	Search strategies, notes from reading, interview protocols, OPVL evaluations, analysis of existing products/solutions, data collection and analysis, resource summaries
B(i) criteria for success	Creation of meaningfully challenging criteria	Research into aspects of quality for the product/outcome, annotated models
B(ii) plan and record of the development process	Planning, execution and necessary adjustments to the original plan	To-do lists, schedules, planning tables, Gantt chart, work breakdown calendar, benchmark data, progress notes
B(iii) self-management skills	Persistence and managing failure	First attempts, flops, partial successes, practice logs/notes

Criterion strand	Evidence	Some example entries
C(ii) thinking skills	Critical and creative thinking	Troubleshooting, problem analysis, evaluation of multiple possible solutions, explorations of multiple perspectives, guesses/predictions, careful observations, concept maps, visual thinking strategies
C(iii) communication skills	Interacting with others and using language to gather and communicate information	Reading notes, feedback and actions taken in response, graphic organizers, communication plans, letters/emails/multimodal texts developed to support or share the project
C(iii) social skills	Collaboration	Reflections on interactions with supervisor, peer feedback, social media interactions, records of negotiation, leadership, active listening, conflict resolution or self-advocacy
D(i) quality of product/outcome	Performance against criteria for success	Sketches, images, interviews, rubrics and notes/justifications, scoring sheets, performance data, audience reviews

*** Fill-up the sections within the red rectangle.

MYP projects academic honesty form

Meeting 3			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, work 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

MYP projects academic honesty form

MYP Community project/MYP Personal project

(Delete as appropriate)

Student name	
Student number	
School name	
School number	
Supervisor name	

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.

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.

	Date	Main points discussed	Signature/initials
Meeting 1			Student: Supervisor:
Meeting 2			Student: Supervisor:

Meeting 3			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, work 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