



**International  
School Moshi**

MOSHI CAMPUS

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# THE MYP PERSONAL PROJECT GUIDE

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**2018-2019**

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**KEY DATES AND TIMELINE**  
**Personal Project 2018-2019 Timelines**

<b>Date</b>	<b>Meetings/Deadlines</b>
February 13, 2018 (Guidance Hour)	Review of PP Exhibition
Feb 20, 2018 (Guidance) & Feb 27 (Guidance Hour), 2018	<b>Inducting M4 on Personal Project Requirements- Process Journal, Background Information, Goal, Global Context, and Criteria</b>
Feb 27, 2018	Students and Supervisors receive Personal Project Handbook. <b>(PP and MYP Coordinator)</b>
Mar 20 , 2018	<b>Student submits Project Proposal to PP Coordinator</b> <b>Student informed of Supervisor</b>
April 24, 2018	Feedback on <b>Goal, Global Context, Criteria</b> and Submission of any changes.
May 15, 2018	Clarification on feedback
May 29, 2017	<b>Criterion A: Investigating</b> Brainstorming the Project Process, Define a clear Goal, Global Context, Discussion on Medium of Process Journal and Use, Demonstrate Research skills. Show the Process Journal to Supervisor. <b>Confirm</b> the intended project reference resources with librarians.
	<b>Criterion B: Planning</b> Students meet their Supervisors and <b>Develop Criteria</b> for the product/outcome. Plan and record the development process of the project, <b>Create a Time-Plan</b> and <b>Demonstrate self-management skills.</b>
June – August (Summer Break)	Students work on their <b>Criterion C (Taking Action)</b>
Aug 13 – Aug 17, 2018	<b>Criterion C: Taking Action</b> Students meet their Supervisors and show evidence of their created <b>product/outcome in response to the Goal, Global Context, Criteria and demonstrate thinking, communication and social skills</b>
September 24 – 28, 2018	<b>Criterion D: Reflecting</b> Students meet their Supervisors. <b>Evaluation of the quality of product/outcome using declared Criteria and Reflect on Learning (Global Context, ATL skills, IB Learners, etc.)</b>
October 23 – 26 , 2018	Students meet their Supervisors. <b>Submission</b> of Personal Project <b>Draft 1 Report</b> and <b>Extracts of Process Journal</b> (10 Extracts)
December 3 - 7 , 2018	Reminders to Students whose work is inadequate or slow.
Jan 15, 2019	<b>Submission</b> of Personal Project <b>Draft 2 Reports, Process Journal Extracts</b> and <b>Process Journals.</b>
Jan 22, 2019	Personal Project Standardization Workshop.
Jan 29, 2019	<b>Submission</b> of final Personal Project Report (If written) and Extracts of Process Journal with Process Journal. Personal Project Product where applicable. (Scoring Begins)
Feb 12, 2019	<b>Main/Final Exhibition</b> of Personal Projects.
Feb 19, 2019	Personal Project <b>Grades Submission</b> by Faculty.
Feb 26, 2019	Standardization and Moderation of scores.

## THE PERSONAL PROJECT ASSESSMENT CRITERIA

The following is the Criteria that will be used to mark your Project

	<b>Criterion A Investigating</b>	<b>Criterion B Planning</b>	<b>Criterion C Taking Action</b>	<b>Criterion D Reflecting</b>
<b>7-8</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> define a clear and highly challenging goal and context for the project, based on personal interests</li> <li><input type="checkbox"/> identify prior learning and subject-specific knowledge that is consistently highly relevant to the project</li> <li><input type="checkbox"/> demonstrate excellent research skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop rigorous criteria for the product/outcome</li> <li><input type="checkbox"/> present a detailed and accurate plan and record of the development process of the project</li> <li><input type="checkbox"/> demonstrate excellent self-management skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> create an excellent product/ outcome in response to the goal, global context and criteria</li> <li><input type="checkbox"/> demonstrate excellent thinking skills</li> <li><input type="checkbox"/> demonstrate excellent communication and social skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> present an excellent evaluation of the quality of the product/ outcome against his or her criteria</li> <li><input type="checkbox"/> present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context</li> <li><input type="checkbox"/> present excellent reflection on his or her development as an IB learner through the project.</li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> define a clear and challenging goal and context for the project, based on personal interests</li> <li><input type="checkbox"/> identify prior learning and subject-specific knowledge generally relevant to the project</li> <li><input type="checkbox"/> demonstrate substantial research skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop substantial and appropriate criteria for the product/outcome</li> <li><input type="checkbox"/> present a substantial plan and record of the development process of the project</li> <li><input type="checkbox"/> demonstrate substantial self-management skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> create a substantial product/ outcome in response to the goal, global context and criteria</li> <li><input type="checkbox"/> demonstrate substantial thinking skills</li> <li><input type="checkbox"/> demonstrate substantial communication and social skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> present a substantial evaluation of the quality of the product/ outcome against his or her criteria</li> <li><input type="checkbox"/> present substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context</li> <li><input type="checkbox"/> present substantial reflection on his or her development as an IB learner through the project.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> outline a basic and appropriate goal and context for the project, based on personal interests</li> <li><input type="checkbox"/> identify basic prior learning and subject-specific knowledge, relevant to some areas of the project</li> <li><input type="checkbox"/> demonstrate adequate research skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop adequate criteria for the product/outcome</li> <li><input type="checkbox"/> present an adequate plan and record of the development process of the project</li> <li><input type="checkbox"/> demonstrate adequate self-management skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> create a basic product/ outcome in response to the goal, global context and criteria</li> <li><input type="checkbox"/> demonstrate adequate thinking skills</li> <li><input type="checkbox"/> demonstrate adequate communication and social skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> present a basic evaluation of the quality of the product/ outcome against his or her criteria</li> <li><input type="checkbox"/> present adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context</li> <li><input type="checkbox"/> present adequate reflection on his or her development as an IB learner through the project.</li> </ul>
<b>1-2</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility</li> <li><input type="checkbox"/> identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance</li> <li><input type="checkbox"/> demonstrate limited research skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop limited criteria for the product/outcome</li> <li><input type="checkbox"/> present a limited or partial plan and record of the development process of the project</li> <li><input type="checkbox"/> demonstrate limited self-management skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> create a limited product/ outcome in response to the goal, global context and criteria</li> <li><input type="checkbox"/> demonstrate limited thinking skills</li> <li><input type="checkbox"/> demonstrate limited communication and social skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> present a limited evaluation of the quality of the product/ outcome against his or her criteria</li> <li><input type="checkbox"/> present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context</li> <li><input type="checkbox"/> present limited reflection on his or her development as an IB learner through the project.</li> </ul>

## STUDENTS' COMMITMENT

Your Personal Project (PP) is an extended piece of structured writing of neither less than 1500 words nor more than 3500 words, and selected from a variety of possible Project types. The Project must draw its inspiration from issues related to one Global Context. Most of the time, the Project will be written outside of school hours and will be supervised by a teacher from International School, Moshi. You will meet with your supervisor regularly and get feedback on your progress. Your supervisor will finally give Project Assessment grade based on the IB Criteria.

Your Personal Project will be graded based on your Process Journal, Project Outcome/Product and Report.

***Please ensure that you have read this guide and understood the requirements of the Personal Project.***

I declare that I have read this guide fully:

I have acquired my Process Journal and shown it to my Supervisor.

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

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## THE DEADLINE

Your Personal Project has to be handed in as per timeline given. You need to upload a copy of the project report and extracts of process journal on Managebac.

You should also keep a copy for yourself. You will have the opportunity to exhibit your project as per timeline.

## WHAT IS A PERSONAL PROJECT?

The personal project (PP) is a significant body of work produced over an extended period. It is a product of your own initiative and should reflect your experience of the MYP. The Personal Project holds a very important place in the MYP program. It provides an excellent opportunity for you to produce a truly creative piece of work of your choice and to demonstrate the ATL skills you have learned and practiced. These include communication, collaboration, organization, affective, reflective, research and thinking skills. It should be focused on a topic or issue closely linked to one of the six Global Contexts. Remember, you will be working on this project for an extended period of time, so it needs to be something you **really** want to do.

The Personal Project is a culminating event in your time in the MYP. 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.

The personal project is a **mandatory** requirement for all MYP schools and IBMYP Certificate. The stages in the development of your personal project will include the following:

- Choosing a topic with a clear focus on one Global Context with a clear exploration.
- Writing a proposal
- Researching the project
- Planning the project
- Gathering the necessary material
- Working on the project(Product or outcome)
- Using a process journal effectively
- Presenting the outcome (the product and the report).

The PP will help you to:

- Participate in a sustained, personal inquiry on issues that are relevant to you and framed within a global context.
- generate creative new insights and develop deeper understandings through in depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments
- demonstrate the personal abilities and skills required to produce and present an extended piece of work

## SUPERVISION OF THE PERSONAL PROJECT

### How will my Supervisor help me?

You will be allocated a faculty member to be your supervisor. The supervisors are not expected to be experts in chosen projects, nor expected to do projects on behalf of students. They are there as facilitators, to guide you on your journey of learning.

Supervisor's roles include:

- To make sure that you have been provided with the guidelines and the assessment criteria for the personal project. These will include legal and ethical standards with regard to health, safety, human rights, confidentiality, animal welfare and environmental issues.
- To emphasize the importance of keeping an effective process journal.
- To carry out formative assessment by offering positive, constructive oral and written comments at each stage, using the personal project assessment criteria as a basis for discussion.
- To provide guidance in the planning, research and completion of the personal project.

- To ensure your work submitted is authentic and entirely your own work with the material being adequately referenced.
- To meet with you periodically and check the completion of each phase within the deadlines set.
- To make sure the topic is framed in a Global Context.
- To make sure the topic is limited in scope and the goal is clear and achievable.
- To ensure the student has formed key questions and a statement of intention.
- To assess the MYP project according to the assessment criteria.

***You are responsible for setting up the schedule of meetings with your supervisor and keeping a record of what takes place in your process journal.*** If you miss a meeting you will need to find the teacher to rearrange it. They will **not** come looking for you. If your supervisor has to constantly remind you of deadlines and requirements this will be reflected when assessing your collaboration (factoring in self and time management) with supervisor. ***You should be taking initiative to make contact and meet deadlines.***

***Whatever Personal Project you decide on, you must:***

- Document your process using Process journal
- Select a topic of your personal interest
- Focus the Personal Project through a Global Context
- Structure the Personal project Report accordingly
- Respect the word or time limits for the report
- Fulfill ethical and academic honesty requirements established by the school.
- Present 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/subject work
- Take over your whole personal and social life, or interfere with your studies, even though it will involve many hours of work.
- Be too closely linked to any specific subject.

You will become proficient in planning and developing, collecting information, choosing relevant approaches and techniques, analyzing, organizing, reviewing and demonstrating your engagement in the whole process.

Please contact your supervisor or MYP Coordinator in case of enquiries.

## THE PROCESS JOURNAL

A Process Journal is used to document the Personal project process and shows the record of progress maintained by the student throughout the project. The media for documenting the process can vary depending on the student preferences. It can be written, visual, audio or a combination of these. You therefore can choose from a number of formats: A web site; a booklet; a blog; Electronic file

Your journal is a complete record of EVERYTHING you do for your Personal Project, from START to FINISH. This is a journal which you are required to use to record your progress as you work on the project. The process journal is a particularly useful tool because it helps in the organization of the structured report, which is an important part of the project. It provides a link between the product/outcome being created and the final report of the project. It also enables you to demonstrate working behaviours and academic honesty. It must be maintained regularly though not necessarily weekly.

### Remember:

- It begins at the start of the project and used throughout.
- It is a place for planning, recording interactions with sources e.g. teachers, supervisors, external experts.
- It's a place for storing useful information-quotes, pictures, ideas and exploring ideas.
- It's a place for reflection on stages of project development, work completed and reflection on learning.
- It's used to produce project report and for receiving feedback from the supervisor
- The process journal should not be done as a good and clean copy since it should reflect changes, doodles, notes in the margin, pictures, ideas, reminders, drawings material samples, etc. It should carry explanations of amendments to the original plan. It should be honestly filled in regularly to show you how your project is developing. It should contain notes and ideas on your project's Global Context, drawings, pictures, clippings, photographs, information gathered from your investigations, copies of interviews, questionnaires and discussions with people, plans for your project and your project timelines.
- Each time that you work on the personal project you should spend the last five or ten minutes writing up your journal.
- You should use it to reflect on what you have achieved, feeling of success or breakthroughs, any obstacles or problems encountered; how you might have overcome them and what you need to do next.
- Choose a format for the journal that allows you to be organised and chaotic, tidy and messy, because you will be putting scraps as well as good documents into it.
- Documenting the process might include mind maps, bullet lists, charts, short paragraphs, notes, timelines, annotated illustrations and pictures.

The process Journal will help to assess how you have demonstrated the use of ATL skills. The assessment will require evidence of personal goal setting and planning, bringing relevant materials during meetings, student initiating meetings with the supervisors, collaboration with supervisor, extracting relevant information. It will assess the ability of the student to brainstorm ideas, identify problems, create their solutions and make reflections on meetings.

### Sample Process Journal Entry

**Date:** Tuesday, August 30, 2016

*Today my mentor and I went over my topic and worked out my final goal. So far, I think I will choose Fairness and Development as my Global Context - it seems to be the best fit. We will meet again in a week's to sign the necessary papers so that I can upload them to Managebac.*

#### **TO DO:**

- *Enter final goal on Managebac ;*
- *Find the forms and fill them out;*
- *Look up Global Context document and figure out if I have the right one.*
- *Send Supervisor email about next meeting*

*Supervisor signature.....*



## DEFINING THE PERSONAL PROJECT GOAL

This is the most important aspect of your project. It is part of the investigating stage (Criterion A). Your goal should be achievable, based on the time and resources available but also challenging. It should be clearly documented in **one sentence**.

- **Example:** *To research on effect of deforestation on animal species around Mt. Kilimanjaro and create awareness to teenagers through a video*

### Choosing a Personal Project Topic

You should choose a topic that is of long-term interest to you. Don't choose a topic that might be unfashionable or boring to you. When thinking about what you might like to do, remember that you will be the person completing the Project, therefore choose something that you will enjoy doing for an extended period and that will present opportunities for personal growth. Consider from the very start what Global Context you will focus on and why? How will this alter your treatment of the topic you've selected?

### What do you like doing in your spare time?

These may include Clubs or other social groupings, sports, games and music, among others. You may also explore things that are important to you. These include family, friends, beliefs, love, and fun. You need to identify some of the things common to your age group or the group you are interested in. These include relationships, jobs, parties, fashion, and cars among others. Then add to the list the bigger issues that seem important to the community that sometimes affect you – money, law, poverty, environmental issues, education, transport etc. Go through the lists and tick the topics that are obviously connected to your chosen Global Context. Reflect on the ticked topics.

- Which one appeals to you the most?
- Which one fits in with what you already do?
- Which one will be challenging enough to keep you interested over several months?

### You will then need to:

- Focus your personal project on a topic that interests you.
- Be realistic about your project's aim and scope.
- Use a medium (e.g. writing, music, art etc.) you feel confident about.

Your goal must be highly challenging. See examples of highly challenging goals below:

Challenging goal	Highly challenging goal
A student documents his or her self-taught skills of photography.	A student documents his or her neighbourhood 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 journal (school/academic/special interest) and submits it to an audience.	A student writes and publishes an original book-length feature on a topic of interest.

## GLOBAL CONTEXT AND AREAS OF EXPLORATION

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of Global Contexts such as identities and relationships; orientation in space and time; personal and cultural expression; scientific and technical innovation; globalization and sustainability and fairness and development.

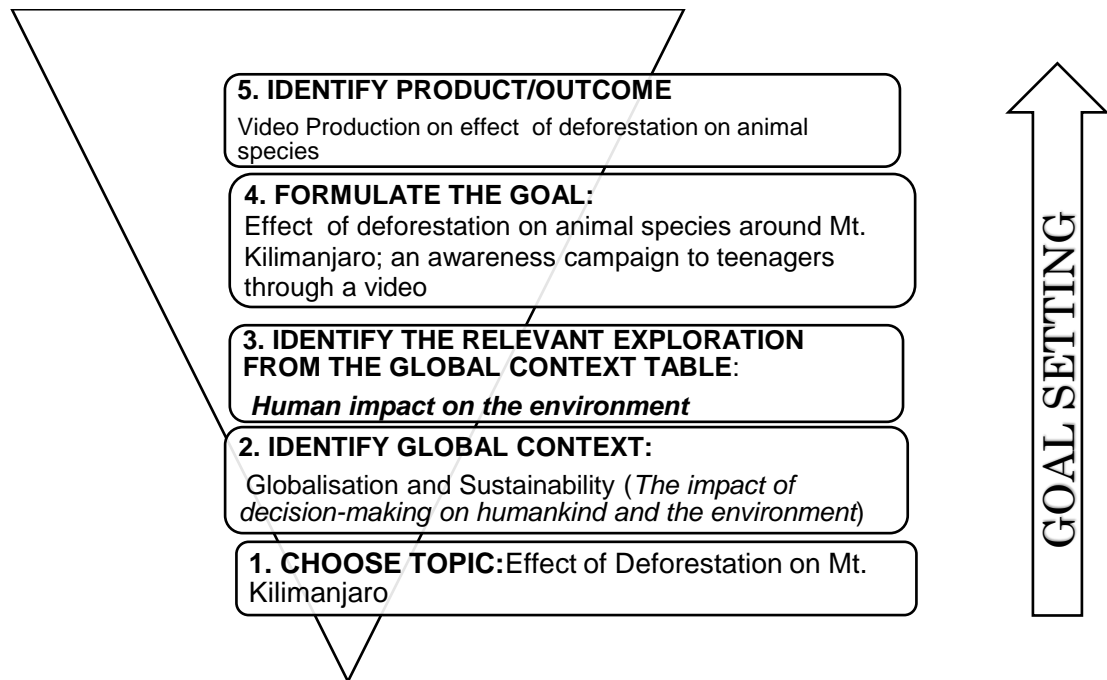
You must identify one of the Global Contexts above for your Personal project and frame it under a relevant area of exploration. The table below will assist you.

<b>Global context</b>	<b>Global Context Exploration</b>
<p><b>Identities and relationships</b> 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>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> <li>• Competition and cooperation; teams, affiliation and leadership</li> <li>• Identity formation, self-esteem, status, roles and role models</li> <li>• Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life</li> <li>• Physical, psychological and social development; transitions; health and well-being; lifestyle choices</li> <li>• Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind</li> </ul>
<p><b>Orientation in space and time</b> 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>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> <li>• Civilizations and social histories, heritage; pilgrimage, migration, displacement and exchange</li> <li>• Epochs, eras, turning points and “big history”</li> <li>• Scale, duration, frequency and variability</li> <li>• Peoples, boundaries, exchange and interaction</li> <li>• Natural and human landscapes and resources</li> <li>• Evolution, constraints and adaptation</li> </ul>
<p><b>Personal and cultural expression</b> 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>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> <li>• Artistry, craft, creation, beauty</li> <li>• Products, systems and institutions</li> <li>• Social constructions of reality; philosophies and ways of life; belief systems; ritual and play</li> <li>• Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument</li> <li>• Metacognition and abstract thinking</li> <li>• Entrepreneurship, practice and competency</li> </ul>
<p><b>Scientific and technical innovation</b> 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>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> <li>• Systems, models, methods; products, processes and solutions</li> <li>• Adaptation, ingenuity and progress</li> <li>• Opportunity, risk, consequences and responsibility</li> <li>• Modernization, industrialization and engineering</li> <li>• Digital life, virtual environments and the Information Age</li> <li>• The biological revolution</li> <li>• Mathematical puzzles, principles and discoveries</li> </ul>
<p><b>Globalization and sustainability</b> 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>	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> <li>• Markets, commodities and commercialization</li> <li>• Human impact on the environment</li> <li>• Commonality, diversity and interconnection</li> <li>• Consumption, conservation, natural resources and public goods</li> <li>• Population and demography</li> <li>• Urban planning, strategy and infrastructure</li> </ul>

You may consider the following questions as you choose a global context through which to focus your project.

- What do I want to achieve through my personal project?
- Which area of exploration in my chosen Global Context do I want to explore?
- What do I want others to understand through my work?

### DEFINING A CHALLENGING GOAL FRAMED IN A GLOBAL CONTEXT



### CREATING PROJECT CRITERIA

Project criteria refers to success indicators. You will need to create realistic and rigorous criteria to measure the quality of your outcome or product after your goal is achieved. Criteria are easily set after elaborate research. These criteria may be in the form of **Checklists** or **Rubrics** and must be documented in your Process Journal.

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. The criteria will best be done after thoroughly investigating your topic.

#### Questions you might find helpful:

What will my outcome or product look like? What type 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?

Talk to other people about your criteria – your parents, friends, your teachers. You can always refine your criteria later as you discover more about your personal project goal, but create some now to kick-start your Personal Project.

### SAMPLE CRITERIA

The goal on creating awareness on deforestation above may have the following rigorous criteria:

- a) The content of the video must be on effects of deforestation around Mt. Kilimanjaro;
- b) The video must be 10 minutes long and edited using professional techniques;
- c) The video must be appealing to teenagers;
- d) There must be a survey before and after showing the video;
- e) The video must be approved by the government through the Wild life and Forestry Departments.

## WRITING A PROJECT PROPOSAL

After deciding on your topic, global context, area of exploration and defining your goal, there will be need for some research to help you define the qualities (criteria) your project must have for you to consider it successful. You will then write a proposal. A proposal is written in future tense and shows your topic, what inspires you to choose the project, reason for choosing the Global Context and the project success criteria.

### SAMPLE PROPOSAL WRITE UP

**Topic: Keeping a town's tradition and culture alive; a horse sculpture to promote tourism around Perth**

*The goal of my Personal Project is "To investigate the history of the Kulin Tin Horse Highway and then weld and create my own tin horse sculpture to erect on the highway". I come from a small country town located east of Perth called Kulin. Every year my town hosts a big tourist attraction known as the Kulin Bush Races. The Kulin Bush Races began on a local's farm, and 3 years later a tin horse was created to help support the annual event. The horses are placed on the 15 km stretch of road to the property where the Races are held. The following year and 20years after that, these tin horses made from recycled metal are still being created, to help captivate another side of the wheat belt community.*

*I am inspired to complete this project as I have an interest in the tin horses and the Kulin Bush Races. The Kulin Bush Races have always been a huge part of my life, having both my parents largely involved in it each year. My dad has previously created a tin horse and I have always wanted to design and create my own sculpture and I see this as my opportunity.*

*I consider this to be a highly challenging goal that has many aspects, which require me to learn many new skills in order to complete. I have to design a tin horse as well as search the farm for old recycled materials that would be suitable for my design. Furthermore I only know the basic history of Kulin Tin Horse Highway and have never learnt to weld before. I know I will have to conduct interviews to gather my research, as there isn't much information on the Internet. Therefore I will also need to learn how to correctly conduct an interview.*

*The Global Context for my personal project is Personal and Cultural expression. This looks at my appreciation for the aesthetic. This connects to my goal, as my product has to appeal to the community and fit in with the already existing sculptures. I need to look closely at what will appeal to my community and blend my product in with this idea. I choose this context, as I want to bring together the culture of my school and my hometown, as well express myself within the sculpture.*

*My project has two main aspects welding and the history of the Tin Horse Highway. I have restricted knowledge on both of these topics. I know that the tin horses were created to add another dimension to the Kulin Bush Races but I don't know how or when it began.*

*Criteria for my Project:*

- a) *It must be within the budget of \$100*
- b) *It must be welded from recycled materials*
- c) *It should blend well with the existing traditional sculptures*
- d) *It will be erected on the Highway strategically*
- e) *Tourists should find it attractive.*

## PLANNING PERSONAL PROJECT

The next part of the process is to plan the steps towards completing your personal project. You should write an outline of your main ideas, guided by a statement of your goal, as discussed with your supervisor. You need to plan your project around the timelines given at the beginning of this guide. Managing time is one of the most crucial elements of the project. It is essential that you create a timeline of what you plan to do.

The purpose of the outline is to:

- Define the investigation
- Help in the choice of appropriate sources and material.

Ask yourself the following questions.

- Where do I find the necessary material?
- Who has information about my topic?
- Do I need to prepare, circulate and analyze a questionnaire or survey?
- Do I need to go to libraries other than the school library?
- Where do I need to visit?
- Do I need to interview individuals?

You should write down these questions, and others, along with the answers, as a way of reminding yourself of the variety of potential sources. It is only by looking at a variety of sources that you can make a judgment about their relative usefulness.

After checking with your supervisor that you have investigated all the options, you should make a list of tasks so that you can collect the necessary material. You will need to consider the order of the tasks. Once your list of sources is complete, you may start gathering the material using questions like:

- What is my Project about? Why did I decide to do this Project? Where did my background information come from?
- Which Global Context is my Project linked to? Briefly describe this Global Context. How does my Project fit into this Global Context? How will I achieve my goal? What will my project criteria look like?

With your Global Context, topic, inquiry question and criteria in place, you should take time to plan your time over the timeline allowed for the Personal Project.

Use the week by week sample below to help you build an Action Plan. The more specific the action plan, the better. Feel free to fill in the spaces with the dates and your own project-specific deadlines. Create your own project timeline, action plan or chart to show:

- The order in which tasks need to be done
- The time needed to complete a particular task
- Events that will affect your ability to complete a task (assessments, holidays, exams)
- Specific steps you will need to take to finish that task.

UPLOAD your finished ACTION PLAN to Managebac. The Action Plan should be part of the appendices in your report.

**SAMPLE PLAN OF ACTION**

WEEK	Dates	Activity				
1		Introduction to the PP	Light Blue			
2		Project ideas and mentor assignment				
3		Research; Define the GOAL				
4		Choose Global Context and exploration				
5		Develop Action Plan				
6		HOLIDAY				
7		Define your Criteria				
8				Light Green		
9		Parent-Teacher Conferences				
10						
11						
12						
13						
14						
15		Report: first submission (Criteria A&B)				Light Purple
16		Reflection				
17		HOLIDAY				
18		HOLIDAY				
19		Report: first submission (Criteria C)				
20		Final product/outcome complete				
21		Reflection				
22		Exhibition				
23		HOLIDAY				
24		HOLIDAY - Self Assessment				
25		Report: final submission (A, B, C & D)				
26						
27		Grading and Moderation				

## RESEARCHING THE PERSONAL PROJECT

Throughout your research you should ask questions such as:

- a) Where will I find relevant information/material about my topic? How widely will I search for information? Sources include may include books, magazines, journals, newspapers, pamphlets, electronic sources (Electronic Databases, Web Sites), Site visits (museums, etc.)
- b) What technique or method will I use and why will I use it?

When you have found a source of information or background information, you will need to decide how useful it is. The list of sources in your report should only include those you have actually used. Some of the sources may include significant people to be interviewed, survey data, published media, internet resources, video or audio recordings, and images.

You could use a check list of questions that you apply to each piece of information. If it receives ticks against all questions then clearly you should use the information in your response. Such questions include:

- Is the information source reliable and is the information accurate?
- Is the information current or still valuable if it is older?
- Does the information connect clearly with the Global Context or area of exploration?
- Does the information belong to my topic?
- Will the information help me to develop my project product/outcome?

**Always write down the source of your material. This information will vary according to the type of source consulted. Use the guidance below to help in documenting your references:**

- A book: Record the author(s), year of publication, title, edition, series, bibliographical address (city, editor and date of publication).
- An interview: Record, for example, the name, address and designation of the person.
- An experiment: Record, for example, the apparatus and the circumstances.
- A work of art: Record, for example, the name, artist or other reference (such as the location of a gallery or museum).
- An Internet site: Record the title, the name of author, address, and the date of publication.

Remember to keep the goal of your project and the Global Context in mind. This will help you to select what is useful and relevant. **Always remember to keep a record of your bibliography.** You need a variety of sources. A table like the one shown below in your Process Journal may be of help.

Author(s)	Title	Where Published	Publisher	Date Published	Type
Peter Burian, Bob Caputo	National Geographic Photography Field Guide	New York	National Geographic	2003	Print

IMPORTANT INFO : Page 7: "By adjusting the shutter-speed, you are able to create the impression of movement or freeze that movement to best suit your needs,"

### Selection of Information Sources

Relevant and reliable information from a variety of sources will be necessary in order to demonstrate your information literacy skills. Research and evaluative skills will be tested and some of the factors to consider will include credibility of the author, accuracy, currency, relevance and objectivity of the source. Please note that at least three different reference resources are required.

## VERIFY WHETHER YOUR SOURCES ARE RELIABLE

You can always evaluate the sources of your information using the criteria below.

Criterion	Rating	Descriptor
<b>A</b> <b>Author</b>	4	Written by a well-known reputable organization. Many professionals contributed to creating this source.
	3	Author is highly professional in this field of study. Author is from or backed by a well-trusted organization.
	2	Author is knowledgeable/reputable, bases the source on his/her own experiences as well as others'.
	1	Author is stated but is unreliable. Source is eliminated.
	0	Does not meet any of the above. Source is immediately eliminated.
<b>B</b> <b>Origin</b>	3	Published in professional/well-known/reputable media
	2	Published in trustworthy media
	1	Posted in a well-known or editable media where anybody can post. Source is almost always eliminated.
	0	Does not meet any of the above. Source is immediately eliminated.
<b>C</b> <b>Objectivity</b>	3	Non-biased with appropriate reasoning and opinions for both pros and cons.
	2	Mostly biased but opinion based on a wide variety of reasons.
	1	Completely biased with a narrow scope of points.
	0	Confusing/unclear objectivity. Source is immediately eliminated.
<b>D</b> <b>Quality</b>	3	Highly professional, convincing source.
	2	Convincing details with understandable reasoning.
	1	Somewhat relevant to the subject. Not reasonable enough to qualify as a convincing source.
	0	Irrelevant information presented. Source is eliminated.
<b>E</b> <b>Quantity</b>	2	Appropriate amount of information to clearly state the opinion and facts with detailed reasoning.
	1	Too much or too little.
<b>Total of scores for a given source</b>	13-15	Excellent source
	11-12	Good source
	8-10	Acceptable source
	5-7	Average source on the internet, usually eliminated
	0-4	Source is immediately eliminated

Copy and use this page into Your Process Journal to evaluate some of your sources using



the criteria above.

	Author	Origin	Objectivity	Quality	Quantity	Total
Score =						
Strengths:						
Weaknesses						

### ACADEMIC HONESTY

You will be required to produce original, authentic and referenced work in your research. You must acknowledge sources of your information fully. The following is a sample research write up from the proposal given earlier:

*Welding was a key component of my project and so researching the different methods of welding was vital to ensure I selected the right one for my project. Ben Juniper is a well-known Perth based artist who specializes in welding. He is highly experienced and successful, so I listened with care to the advice he gave me about welding. Ben suggested I use the MIG welding process as he thought it was best suited to my skill level and desired outcome for my project. He also recommended I use an iron rod because it adds material to the weld and creates a stronger joint (Ben Juniper, November 27, 2011, informal communication).*

*I followed up this advice by looking at several websites demonstrating MIG welding techniques and providing instruction for beginners. The most useful site was Go Welding. It contained a lot of detailed information that reinforced what Ben Juniper had told me about MIG welding. The site also linked to Australian TAFE courses, which indicated this was credible and useful site I could trust. Go Welding stated that 'MIG welding was cheap and fast and required low levels of skill to complete' (Go Welding, 2013). My research gave me confidence with my choice to MIG Welding as my welding process because it was suited to my novice skill level. It also allowed to produce a higher quality sculpture at a lower cost.*

In order to check on how original your work is, your supervisor will sign the Academic Honest form (see Appendix) thrice; at the start of the project, after substantial work is done and at the end of the project. The supervisor will also comment on and sign your process journal from time to time. Your work will also be sent to Turnitin to verify check for any plagiarized material

#### Plagiarism

***The work in the personal project must be your own. It is a very serious offence if you plagiarize someone else's work without acknowledging where it came from. It is acceptable to quote from sources or to refer to what other people have written or said, but you must acknowledge the sources.***

**Use the school Referencing Guide to help you site information in your report and write the bibliography at the appendix of your report. Your supervisor will also fill in the Academic Honesty Form (Appendix 3)**

## THE PERSONAL PROJECT REPORT

### What is the Personal Project report?

The project report is the formal record of the entire process you undertook to complete your Personal Project investigation. The report may be a written or oral one. Written reports must be given in past tense. While the supervisor will mark the report while referring to the Process Journal and Product/Outcome, the IB will mark the report **only**. You must therefore write your report with diligence and in detail outlining all the mandatory sections.

### What should the project report look like?

Your report can take different formats depending on what has been agreed with your supervisor. You need to think about how you will report your project early on in the process and build the report into the whole timeframe. You must start drafting the report as you finish every stage; from Goal Setting (Investigating), Planning, Taking Action and Reflecting. At every stage, should refer to the Assessment section so that you don't forget any detail.

You can choose to report the project through:

- a written report in the format of an academic report, a website, blog, or similar
- an oral report that includes visual support
- a multimedia presentation such as a short film or a website that includes both written text and an audio-visual component

### Report Structure

Your report if written will consist of the following sections:

- Title page. On the title page you must include the following:
  - Name
  - Project Title
  - Word Count
  - School Name
  - School Code
  - Supervisor
  - Year
- Table of contents
- Body. The body of both written and oral report must consist of the following headings:
  - Goal
  - Investigating
  - Planning
  - Taking Action
  - Reflecting
- Bibliography
- Appendices (10 process journal extracts that emphasise different ATL Skills).

Whichever way you decide to report your project, you will need to plan and organise the information. Your process journal will be extremely important at this point as it will contain all the information you need to complete the report, if you have used it consistently.

### Length of the report

The length of the personal project report must be **1,500 - 3,500 words**, without bibliography and appendices. Oral reports should not exceed **15 minutes**.

### Tips on doing Report on time:

Write your report in sections. First begin with the **Goal** (Formulate the goal, select Global Context and area of exploration, explain how your project linked to the Global Context, MYP subject knowledge used and what inspired you to do the project.

**Investigate** (Research) your project (Reference your information sources as you do your research).

**Plan** out the details of your project indicating and justifying any changes.

Document the **Action** part clearly explaining the new information, challenges and ATL skills used.

**Reflect** on the whole project with clear indication on any extended knowledge on your chosen topic and global context. Include some the ATL skills and the Learner Profile attributes you have demonstrated throughout your project.

Use the details in the assessment section to let you write a detailed and high quality report.

### **Important**

You must review the report with your supervisor before submission. It's important you acknowledge sources of your information regardless of whatever format of reporting you have chosen. There will be no question and answer sessions to clarify aspects of your report and therefore you must prepare adequately. Where appropriate live performances or recordings will be done.

**The following is an extract of a sample PP report (GOAL SECTION). Note that this was the proposal. It is now been written in past tense.**

*The goal of my Personal Project was "To investigate the history of the Kulin Tin Horse Highway and then weld and create my own tin horse sculpture to erect on the highway". I come from a small country town located east of Perth called Kulin. Every year my town hosts a big tourist attraction known as the Kulin Bush Races. The Kulin Bush Races began on a local's farm, and 3 years later a tin horse was created to help support the annual event. The horses are placed on the 15 km stretch of road to the property where the Races are held. The following year and 20 years after that, these tin horses made from recycled metal are still being created, to help captivate another side of the wheat belt community.*

*I was inspired to complete this project as I have an interest in the tin horses and the Kulin Bush Races. The Kulin Bush Races have always been a huge part of my life, having both my parents largely involved in it each year. My dad has previously created a tin horse and I have always wanted to design and create my own sculpture and I saw this as my opportunity.*

*I considered this to be a highly challenging goal that had many aspects, which required me to learn many new skills in order to complete. I had to design a tin horse as well as search the farm for old recycled materials that would be suitable for my design. Furthermore I only knew the basic history of Kulin Tin Horse Highway and had never learnt to weld before. I knew I would have to conduct interviews to gather my research, as there isn't much information on the Internet. Therefore I would also need to learn how to correctly conduct an interview.*

*The Global Context for my personal project was Personal and Cultural expression. This Global Context looks at my appreciation for the aesthetic. This connected to my goal, as my product had to appeal to the community and fit in with the already existing sculptures. I needed to look closely at what would appeal to my community and blend my product in with this idea. I chose this context, as I wanted to bring together the culture of my school and my hometown, as well as express myself within the sculpture.*

*My project had two main aspects; welding and the history of the Tin Horse Highway. I had restricted knowledge on both of these topics. I knew that the tin horses were created to add another dimension to the Kulin Bush Races but I didn't know how or when it began. I also knew they were created mainly by local farmers from scrap.*

## PERSONAL PROJECT ASSESSMENT

Assessment will be done by your supervisor at various stages of your progress and engagement in the Personal Project. In the end, your Project grade will be based on Criteria specified by the IB and shown in your Project Report. The Project will receive a grade from 1-7. In order to be eligible for the **IBMYP Certificate** you must achieve at least a Grade **3**. You must therefore be familiar with the Assessment Criteria.

### What is assessed?

There are three distinct components that are assessed.

- The Personal Project Report (particularly the Goal, Investigating, Planning, Action and Reflection sections of your report)
- Process Journal Extracts (At least 10 extracts of evidence of ATL skills from your Process Journal. You must place this at the appendix of your project).
- The Product/Outcome

### How is my Personal Project assessed?

- Like all your subjects in the MYP, your personal project is assessed using IB published assessment criteria.
- Once your supervisor has assessed your project, it will be standardized by the other supervisors in our school.
- Your Personal Projects will then be sent to an IB external moderator. This ensures that all MYP schools use exactly the same standards.

## ASSESSMENT CRITERIA

The following assessment criteria have been established by the IB for the Personal Project in the MYP. The final assessment required for IB-validated grades and IB Certification at the end of the MYP must be based on these Assessment Criteria.

Criterion A	Description	Maximum
A	Investigating	8
B	Planning	8
C	Taking Action	8
D	Reflection	8
	<b>Total</b>	<b>32</b>

Each criterion has nine possible levels of achievement (0–8), divided into four bands that generally represent **limited** (1-2), **adequate** (3–4), **substantial** (5–6) and **excellent** (7–8) performance. Each band has its own unique descriptor, which teachers use to make —best-fit judgments about students' progress and achievement. Each objective has statements that clarify it called strands. The explanations below show how each strand will be assessed. It is important that you refer to them as you write your report. Your supervisor will use the details below to award a grade in each criterion. The following criteria have been clarified by strand to enable you prepare a comprehensive report.

### CRITERION A – INVESTIGATING

**Strand i: define a clear goal and global context for the project, based on personal interests**

- **Personal interest:** a value, an interest; intellectual curiosity; family connection; social, cultural or geographical relevance, passion – the reason **why** you want to do it
- **Context:** Consideration of the topic of interest from the perspective of a global context
- **Goal:** What you want to achieve or accomplish within the recommended time and resources available. Goals must be related to, but might be different from products or outcomes.

Level	Strand descriptor	Task-specific clarification
1-2	<b>state</b> a goal and global context for the project, based on personal interests, but this may be <b>limited</b> in depth or accessibility	The student states a goal that is unrealistic or shallow which does not have a clear connection to personal interests or the stated global context.
3-4	<b>outline</b> a <b>basic and appropriate</b> goal and global context for the project, based on personal interests	The student outlines a simple or easily-achievable goal that identifies a relevant global context.
5-6	<b>define</b> a <b>clear and challenging</b> goal and global context for the project, based on personal interests	Based on personal interest, the student defines a clear goal that <ul style="list-style-type: none"> <li>explains what make the goal personally challenging</li> <li>details the goal's relationship to a relevant global context</li> </ul>
7-8	<b>develop</b> a <b>clear and highly challenging</b> goal and global context for the project, based on personal interest	Based on personal interest, the student defines a clear goal that <ul style="list-style-type: none"> <li>justifies the goal as highly challenging</li> <li>meaningfully relates to a global context</li> </ul>

### Strand ii: identify prior learning and subject-specific knowledge relevant to the project

- **Prior learning:** personal experience and subject-specific knowledge and understanding developed in school or in the world beyond the classroom

Level	Strand descriptor	Task-specific clarification
1-2	identify prior learning and subject specific knowledge, <b>but</b> this may be <b>limited</b> in occurrence or relevance	states some prior learning relevant to the project
3-4	identify <b>basic</b> prior learning and subject-specific knowledge <b>relevant</b> to some areas of the project	outlines prior learning relevant to some aspect of the project
5-6	identify prior learning and subject specific knowledge <b>generally relevant</b> to the project	describes with appropriate detail prior learning relevant to the project
7-8	identify prior learning and subject specific knowledge that is <b>consistently highly relevant</b> to the project	analyses the relevance and contribution of prior learning to the project

### Strand iii: demonstrate research skills

#### Transfer and application of information skills are not assessed in this strand

- **Academic honesty:** every instance of the use of the work or ideas of others must be cited in a format that is consistent and in line with the school's recognized convention(s)
- **Bibliography:** an alphabetical list of all sources used to complete the project; resources should be explicit, appropriate and noted in the project report
- **Research skills:** information literacy and media literacy skills.

Level	Strand descriptor	Task specific clarification
1-2	demonstrate <b>limited</b> research skills	<ul style="list-style-type: none"> <li>Few or inappropriate sources have been researched and recorded.</li> <li>There is little if any evaluation of sources' reliability or relevance.</li> <li>The bibliography is inappropriate, inconsistent and/or not used in the project report.</li> <li>There is little evidence of other appropriate research skills.</li> </ul>
3-4	demonstrate <b>adequate</b> research skills	<ul style="list-style-type: none"> <li>A range of sources have been researched and recorded.</li> <li>Specific sources selected for the project are evaluated for reliability or relevance.</li> </ul>
		<ul style="list-style-type: none"> <li>The bibliography is consistent and used in the project report.</li> <li>There is some evidence of appropriate research skills.</li> </ul>
5-6	demonstrate <b>substantial</b> research skills	<ul style="list-style-type: none"> <li>An appropriate range of sources and variety of source types have been researched.</li> <li>Specific sources selected for the project are evaluated effectively for reliability and relevance.</li> <li>The bibliography is appropriate, consistent, and used effectively in the project report.</li> <li>There is consistent evidence of appropriate research skills.</li> </ul>
7-8	demonstrate <b>excellent</b> research skills	<ul style="list-style-type: none"> <li>An extensive range of sources and variety of source types have been researched.</li> <li>Sources are consistently and effectively evaluated for their reliability and relevance.</li> <li>The bibliography is appropriate, consistent and used with sophistication in the project.</li> <li>There is extensive evidence of a broad range of research skills.</li> </ul>

### CRITERION B – PLANNING

#### Strand i: develop criteria for the product/outcome

- Criteria:** Specific elements the personal project product/outcome must meet to be a quality outcome, as defined by the student. The criteria may be explicitly stated in the report or included as an extract from the process journal referenced in the report. Development of the criteria includes explanations of any changes that made during the course of the project. Criteria (success indicators) should be personally challenging, specific, relevant, clearly-explained or exemplified, and observable or measurable. Criteria can have qualitative and/or quantitative dimensions.

Level	Strand descriptor	Task-specific clarification
1-2	develop <b>limited</b> criteria for the product/outcome	Criteria that: <ul style="list-style-type: none"> <li>are basic and/or have some connection to the product/outcome</li> </ul>
3-4	develop <b>adequate</b> criteria for the product/outcome	Criteria that: <ul style="list-style-type: none"> <li>start to consider the qualitative elements of the product/outcome</li> <li>outline how their success might be observed</li> </ul>
5-6	develop <b>substantial</b> and <b>appropriate</b> criteria for the product/outcome	Criteria that are: <ul style="list-style-type: none"> <li>realistic and relevant to the product/outcome</li> <li>informed by research</li> <li>qualitative and/or quantitative, as appropriate.</li> </ul>
7-8	develop <b>rigorous</b> criteria for the product/outcome	Criteria that: <ul style="list-style-type: none"> <li>clearly define the specific characteristics of a high quality product/outcome</li> <li>explicitly informed by highly-relevant research</li> <li>justified, specific and multidimensional</li> </ul>

### Strand ii: plan and record the development process of the project

- **Plan:** a logical intended course of action which documents time and resources; students should submit their project plan and a corresponding record of the development (extracts from the process journal) in the project report appendix. Those excerpts should be referenced in the project report as evidence of achievement in this strand.
- **Record of the development process:** How actions are related to the plan during the process.

Level	Strand descriptor	Task-specific clarification
1-2	present a <b>limited or partial</b> plan and record of the development process of the project	A brief plan that is not specific to the stated goal with a minimal outline of the development process
3-4	present an <b>adequate</b> plan and record of the development process of the project	A plan that includes: <ul style="list-style-type: none"> <li>• long-term planning which is not broken down to specific steps</li> <li>• vague connections to the student's project</li> <li>• very general dates and deadlines</li> </ul> The record of the development process includes: <ul style="list-style-type: none"> <li>• a general and/or fragmented explanation of the process that does not clearly correspond to the plan.</li> </ul>
5-6	present a <b>substantial</b> plan and record of the development process of the project	A plan that includes: <ul style="list-style-type: none"> <li>• short and long term planning that has not been broken down into specific steps</li> <li>• clear connections to the student's project</li> <li>• specific dates and deadlines</li> </ul> The record of the development process includes: <ul style="list-style-type: none"> <li>• an explanation of the process from start to finish that corresponds to the plan</li> <li>• changes that are stated but not justified</li> </ul>
7-8	present a <b>detailed and accurate</b> plan and record of the development process of the project	A plan that includes: <ul style="list-style-type: none"> <li>• short- and long-term planning broken down into detailed, logical steps</li> <li>• have a strong focus to the student's project</li> <li>• specific dates, deadlines and clear records of adjustment to the project's timeline</li> </ul> The record of the development process includes: <ul style="list-style-type: none"> <li>• a comprehensive account of the process from start to finish that corresponds closely to the plan</li> <li>• changes that are clearly described and justified</li> </ul>

### Strand iii: demonstrate self-management skills

- **Organization skills:** managing available time and resources, using the process journal effectively to plan, develop and record progress on the project
- **Affective skills:** managing state of mind (mindfulness, perseverance, emotional management, self motivation and resilience).

Level	Strand descriptor	Task-specific clarification
1-2	demonstrate <b>limited</b> self management skills	A brief account of: <ul style="list-style-type: none"> <li>• basic or inconsistent time and/or task management</li> <li>• affective skills practised through the project</li> </ul>
3-4	demonstrate <b>adequate</b> self management skills	A description of: <ul style="list-style-type: none"> <li>• appropriate time and task management which show some independence</li> <li>• affective skills practised through the project</li> <li>• use of another self-management skill</li> </ul>

5-6	demonstrate <b>substantial</b> self management skills	An explanation of: <ul style="list-style-type: none"> <li>• effective and often independent time and task management</li> <li>• affective skills practised through the project</li> <li>• effective use of other self-management skills</li> </ul>
7-8	demonstrate <b>excellent</b> self management skills	A justification of: <ul style="list-style-type: none"> <li>• strengths and limitations for effective and independent time and task management</li> <li>• affective skills practised through the project</li> <li>• highly effective use of other self-management skills</li> </ul>

### CRITERION C – TAKING ACTION

#### Strand i: create a product/outcome in response to the goal, global context and criteria

This strand is assessed based on evidence provided by the final product/outcome and its description (primarily) in the “Taking Action” section of the report.

Level	Strand descriptor	Task specific clarification
1-2	create a <b>limited</b> product/outcome in response to the goal, global context and criteria	<ul style="list-style-type: none"> <li>• a poorly rendered/ largely unachieved product/outcome</li> <li>• an outline of how the student achieved the project’s goal, connected it with the global context, creating a product/outcome that has little if any reference to the criteria for its success</li> </ul>
3-4	create a <b>basic</b> product/outcome in response to the goal, global context and criteria	<ul style="list-style-type: none"> <li>• a simple product/outcome</li> <li>• a description of how the student achieved the project’s goal and connected it with the global context, creating a product/outcome with some reference to the criteria for its success</li> </ul>
5-6	create a <b>substantial</b> product/outcome in response to the goal, global context and criteria	<ul style="list-style-type: none"> <li>• a good quality product/successful outcome</li> <li>• an explanation of how the student achieved the project’s goal and connected it with a global context, creating a product/outcome with clear reference to the criteria for its success</li> </ul>
7-8	create an <b>excellent</b> product/outcome in response to the goal, global context and criteria	<ul style="list-style-type: none"> <li>• a high-quality product/ highly-successful outcome</li> <li>• an analysis and evaluation of how the student achieved the project’s goal and connected it with a global context, creating a product/outcome that comprehensively meets the criteria for its success</li> </ul>

#### Strand ii: demonstrate thinking skills

- **Thinking skills:** critical thinking and creative thinking skills; for examples, see the Approaches to learning skills framework in *MYP: From principles into practice* (2014)

Level	Strand descriptor	Task specific clarification
1-2	demonstrate <b>limited</b> thinking skills	Outline of: <ul style="list-style-type: none"> <li>• critical and/or creative thinking skills relevant to the project</li> </ul>
3-4	demonstrate <b>adequate</b> thinking skills	Description of: <ul style="list-style-type: none"> <li>• critical and creative thinking skills appropriate to the project</li> <li>• transfer of some learning from the research that helps to achieve the project’s goal</li> </ul>



5-6	demonstrate <b>substantial</b> thinking skills	Explanation of: <ul style="list-style-type: none"> <li>critical and creative thinking skills appropriate to the project</li> <li>transfer of learning from the research to generate new ideas or solve problems that help to achieve the project's goal</li> </ul>
7-8	demonstrate <b>excellent</b> thinking skills	Analysis and evaluation of: <ul style="list-style-type: none"> <li>critical and creative thinking skills appropriate to the project</li> <li>transfer of learning from the research to generate new ideas or solve problems that help to achieve the project's goal</li> </ul>

### Strand iii: demonstrate communication and social skills

- **Required structure:** see for details page 17
- **People relevant to the project:** including school staff (project coordinator, supervisor, librarian) and specialists in the community
- **Appropriate modes of communication:** tools that are most appropriate for the audience and help communicate the message in a structured manner.

Level	Strand descriptor	Task-specific clarification
1-2	demonstrate <b>limited</b> communication and social skills	Outline of: <ul style="list-style-type: none"> <li>limited or irrelevant interaction with people involved in the project</li> <li>little collaboration with those relevant to the project (if appropriate to the project).</li> </ul> A report that lacks clarity and coherence and/or does not follow the required structure
3-4	<b>demonstrate adequate</b> communication and social skills	Description of: <ul style="list-style-type: none"> <li>interaction with some people relevant to the project</li> <li>working effectively with others (if appropriate to the project).</li> </ul> A report that is occasionally clear and coherent and that partially follows the required structure
5-6	<b>demonstrate substantial</b> communication and social skills	Explanation of: <ul style="list-style-type: none"> <li>effective interaction with those relevant to the project using appropriate modes of communication</li> <li>working effectively with others (if appropriate to the project).</li> </ul> A report that is mostly clear and coherent and that follows the required structure
7-8	<b>demonstrate excellent</b> communication and social skills	Analysis and evaluation of: <ul style="list-style-type: none"> <li>valuable ongoing essential interaction with those relevant to the project using a variety of appropriate modes of communication</li> <li>working effectively with others (if appropriate to the project)</li> </ul> A report that is consistently clear, coherent and effectively (or creatively) follows the required structure

## CRITERION D – REFLECTING

### Strand i: evaluate the quality of the product/outcome against their criteria

Level	Strand descriptor	Task-specific clarification
1-2	present a <b>limited</b> evaluation of the quality of the product/outcome against his or her criteria	The evaluation <b>outlines</b> the quality of the product/outcome against some of the stated criteria
3-4	present a <b>basic</b> evaluation of the quality of the product/outcome against his or her criteria	The evaluation <b>describes</b> the quality of the product/outcome against some of the stated criteria
5-6	present a <b>substantial</b> evaluation of the quality of the product/outcome against his or her criteria	The evaluation <b>explains</b> the quality of the product/outcome against most of the stated criteria.
7-8	present an <b>excellent</b> evaluation of the quality of the product/outcome against his or her criteria	The evaluation <b>analyses</b> the quality of the product/outcome against all the stated criteria.

### Strand ii: reflect on how completing the project has extended their knowledge and understanding of the topic and the global context

Level	Strand descriptor	Task-specific clarification
1-2	present <b>limited</b> reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection <b>states</b> at least one way the student has extended his or her knowledge and understanding of the topic and/or the global context, with no examples
3-4	present <b>adequate</b> reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection <b>outlines</b> ways in which the student has extended his or her knowledge and understanding of the topic and the global context, using some examples
5-6	present <b>substantial</b> reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection <b>explains</b> how the student has extended his or her knowledge and understanding of the topic and the global context, using specific and well-chosen examples
7-8	present <b>excellent</b> reflection on how completing the project has extended their knowledge and understanding of the topic/inquiry-and the global context	The reflection <b>evaluates</b> how the student has extended his or her knowledge and understanding of the topic and the global context, using meaningful examples, detailed descriptions and insightful explanations

### Strand iii: reflect on their development as IB learners through the project

- **IB learners:** The IB learner profile describes the attributes valued by IB learners and the aspirations of the IB community

Level	Strand descriptor	Task specific clarification
1-2	present <b>limited</b> reflection on his or her development as an IB learner through the project	The reflection that <b>states</b> at least one way the student has developed as an IB learner without using examples
3-4	present <b>adequate</b> reflection on his or her development as an IB learner through the project	The reflection <b>outlines</b> ways the student has developed as an IB learner using some examples
5-6	present <b>substantial</b> reflection on his or her development as an IB learner through the project	The reflection <b>explains</b> how the student has developed as an IB learner using specific, well-chosen examples
7-8	present <b>excellent</b> reflection on his or her development as an IB learner through the project	The reflection <b>evaluates</b> the student's development as an IB learner using appropriate examples, detailed descriptions and insightful explanations

## **BIBLIOGRAPHY**

Further Guidance on MYP Projects, IB (2014)

Personal Project Guide, IBO 2014

MYP Personal Project Manual, Chinese International School

Personal Handbook, WISS

Project Guide, International School of Hague

## APPENDICES

### APPENDIX 1: SUMMARY OF REPORT CONTENTS

Please put a tick on areas you have finished

Cover/Title page: Name Title of Personal Project Word Count School Name Year	<input type="checkbox"/>
Table of Contents	<input type="checkbox"/>
Academic Honesty form	<input type="checkbox"/>
Defining the goal of the project and an explicit focus on the chosen Global Contexts and providing an outline of the Project Criteria	<input type="checkbox"/>
Description of the information selection process, including how the research information was applied in the project.	<input type="checkbox"/>
An evaluation of how the goal was achieved against the declared criteria for success and a reflection on how the project has extended your knowledge and understanding of the topic and chosen Global Context.	<input type="checkbox"/>
Conclusion, where you reflect on the impact of your project, and on new perspectives that could be considered.	<input type="checkbox"/>
Bibliography (using Harvard referencing style)	<input type="checkbox"/>
Appendices (10 A4 size process journal extracts addressing the ATL skills)	<input type="checkbox"/>
A photo of my final product included, if appropriate	<input type="checkbox"/>
Not more than 3500 words	<input type="checkbox"/>
Pages numbered	<input type="checkbox"/>
At least two friends have proof-read my report	<input type="checkbox"/>
Font for text consistent throughout at size 12. Font for headings may be larger	<input type="checkbox"/>
Report uploaded on Managebac	<input type="checkbox"/>

## APPENDIX 2: SELF EVALUATION

Your Name \_\_\_\_\_

Title of Personal Project \_\_\_\_\_

Criteria	Understanding all aspects of a criterion	MY SCORE				
		0	1-2	3-4	5-6	7-8
<b>Criterion A: Investigating</b>	<ul style="list-style-type: none"> <li>• I have a clear and challenging goal.</li> <li>• I have justified one Global Context as a context for the project.</li> <li>• I have identified prior learning and subject-specific knowledge relevant to the project.</li> <li>• I have demonstrated research skills.</li> </ul>					
<b>Criterion B: Planning</b>	<ul style="list-style-type: none"> <li>• I created criteria that will be used to evaluate the project's outcome/product.</li> <li>• I have identified and explained a topic based on personal interest.</li> <li>• I have outlined a plan with evidence of development process of the project.</li> <li>• I have shown time-management and self-management skills.</li> </ul>					
<b>Criterion C: Taking Action</b>	<ul style="list-style-type: none"> <li>• I have created a product/outcome against my own goal, global context and criteria for success.</li> <li>• I have demonstrated thinking skills (creative and critical thinking skills).</li> <li>• I have demonstrated evidence of communication and social skills.</li> </ul>					
<b>Criterion D: Reflecting</b>	<ul style="list-style-type: none"> <li>• I have evaluated the quality of my product/outcome against my set criteria for success.</li> <li>• I have reflected on how completing the project has extended my knowledge and understanding of the topic <b>and</b> the focus Global Context</li> <li>• I have reflected on how I have developed as a learner by completing the project.</li> </ul>					
	<b>Total score</b>					

### APPENDIX 3: PERSONAL PROJECT ACADEMIC HONESTY FORM

Student Name									
Student number									
School name									
School number									
Supervisor name									
<p><b>Student:</b> 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><b>Supervisor:</b> 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>									
	<b>Date</b>	<b>Main points discussed</b>				<b>Signature/initials</b>			
<b>Meeting 1</b>						Student:   Supervisor:			
<b>Meeting 2</b>						Student:   Supervisor:			
<b>Meeting 3</b>						Student:   Supervisor:			
<b>Supervisor comment</b>									
<p><b>Student declaration</b> 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). <b>Supervisor declaration</b> I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.</p>									
<b>Student's signature</b>						Date			
<b>Supervisor's signature</b>						Date			

## APPENDIX 4: PERSONAL PROJECT EXHIBITION

### Presenting the Product/Outcome

You now need to think carefully about how you should present your project. You must always consider your presentation from other people's perspectives. The nature of the presentation will vary depending on the type of Personal Project. However, all Personal Projects must include a Process Journal, Product/Outcome and a Report.

Remember that if you have decided to explore a particular issue for your Personal Project (e.g. Poverty in my City), your structured writing will include a description of your goal, how you selected the information and its application. It must also include a reflection of what you learnt. In that case, the piece of writing will be much longer than the presentation of a creative product or an event, for example. If you have worked on a creative product such as a dance, piece of art or engaged in a particular activity (e.g.

Fund Raising) you must include photos of the work/story board/video/etc. as appropriate.

Once the project is complete, you will have an opportunity to present it to a group of International School Moshi students, teachers and community members. You will have about 15 minutes to present your project.

In addition to working on the final stages of your project, think about the following:

- What would be the best way to share your project?
- Would you facilitate a discussion during the presentation?
- Do you want people to read a part of your project? Which part?
- Would you ask your audience some questions before you show the —product/outcome? What information would you give them before?
- How will your audience participate during the presentation?

### Planning the Final Exhibition

1) What is the form of your personal project?

- Visual art or object
- Performance
- Research paper
- Video/ computer-related
- Event that has already occurred
- Other (describe) \_\_\_\_\_

2) About how much time would it take someone to review your project *without* any explanation from you?

3) How could you present your project so that people will understand your goals and your achievement?

**You need to rehearse this presentation with your supervisor on the day you turn in your project.**

### During the Presentation

Below you will find some guidelines for your presentation:

- State your name, topic and purpose.
- Explain why you chose this topic.
- Describe your goal, and explain how you achieved your purpose.
- Discuss which Global Context you used and how it is connected to your topic.
- Discuss the primary and secondary sources used to gain information.
- Discuss the impact gained from the Personal Project experience. How was it meaningful to you? Explain.

- Describe any obstacles you experienced during the process and how you resolved them.
- Discuss what you learned from your research, and explain whether the results were different or the same as you expected.
- State what additional information you would like to learn about this topic.
- As you reflect on the process, what would you do differently next time?
- What advice would you give a fellow student who is interested in this or a similar topic?
- Be prepared with a visual of your project. It can be a brief video clip (if you made a movie), or pictures scanned into a PowerPoint, etc.
- Ask your MYP Design teacher for help, if needed.

4) What additional materials do you need to prepare just for the presentation (E.g. copies of a 1-page summary of findings; copies of a few of the poems you put into your book of poetry)?

5) What equipment/materials will you need in exhibiting your Personal Project?

- |                          |                            |                          |                    |
|--------------------------|----------------------------|--------------------------|--------------------|
| <input type="checkbox"/> | T.V & VCR                  | <input type="checkbox"/> | Overhead projector |
| <input type="checkbox"/> | Computer and LCD projector | <input type="checkbox"/> | CD/ tape player    |

6) What equipment do you need to bring/ get from your advisor or supervisor?

- Masking tape     Markers     Pencils/ pens     other

7) Give your Project a descriptive or creative title (E.g. —Do we know our human rights? ; —How to improve your ping-pong gamell)

#### Useful Ideas

- Always assume that the people who will look at your Personal Project know little or nothing about the topic.
- Use drawings and pictures only when necessary, for example, if they add to the clarity of the Personal Project.
- Access to a computer at different stages of the development of the project would be very helpful as you write your personal project, making it easier to edit a draft version and produce a neat, easy-to-read product. In any case, your final structured writing should be typewritten or word-processed, where possible.
- Have a look at the examples of Personal Projects that other students have done if available and see how they have presented their ideas.

Discuss the final structure you propose to use with your supervisor before you start to work on it. You could also perhaps ask other students for their opinions. Remember, however, that your Personal Project is your piece of work.



## APPENDIX 5: TIPS ON HOW TO DO PERSONAL PROJECT

- Choose a topic you are passionate about.
- Choose a challenging goal that can be achieved in the time allowed.
- Read the guide and follow the instructions. Highlight the most important information.
- Focus on a Global Context before you decide on a goal and keep the Global Context in mind throughout the project.
- Meet your supervisor as often as possible.
- Ask your supervisor for meetings; your supervisor is not expected to chase you.
- Talk to your supervisor a lot and listen to and follow the advice given.
- Set your own deadlines.
- Use your Journal to record everything. It will make writing the report easier.
- Start working on your project straight away.
- Use the summer to get a head start.
- Draw up a detailed plan and keep to it.
- Do a lot of research before you start to work on product/outcome.
- Work a few hours a week on the project.
- Set yourself a Personal Project Day in each week.
- Take advantage of homework free days and holidays to get the work done.
- Don't procrastinate.
- Meet the deadlines, including the deadlines for drafts.
- Finish before the deadline.
- Ensure you have a backup to what you have written. Computers do crash!
- If you choose an essay, it must be separate from your report.
- Create something you can be proud of.

## APPENDIX 6: FREQUENTLY ASKED QUESTIONS (F.A.Q)

### 1. What is the Personal Project?

It is a significant piece of work produced over an extended period- about one year. It is a product of your own initiative and must reflect your experience of the MYP- especially the Global Contexts. This is your opportunity to undertake something truly personal and creative.

### 2. When do I begin the Personal Project?

You begin your Personal Project in M1 when you start the Middle Years Program! This is because that is when you begin to learn about the Global Contexts and ATL skills

- (i) The skills that you learn in all of your subjects from M1 to grade M5 will be used for your Personal Project.
- (ii) When you reach the middle of grade M4, you will begin working on the actual project, which is to be completed in M5.

### 3. How do I choose my Personal Project?

Look at the Global Contexts. Which one inspires you the most? Which one asks questions that you find interesting? What are your hobbies, talents, interests, dreams, loves and passions? These are the two most important groups of questions that you need to answer to begin choosing a Personal Project. You will be given guidance in making a final decision by your supervisor.

### 4. Who helps me with my Personal Project?

There are three groups of people who will help you with your personal project:

- The Personal Project/MYP Coordinator: He will give you all of the information that you need and the Guide that you must follow. He will also help you to find a suitable supervisor.
- Your Personal Project supervisor: This person will meet with you at regular intervals and will help you make decisions about your project. Your supervisor will also give you guidelines about keeping focused. You may ask your supervisor for help when you are struggling for ideas or experience difficulties.
- Your family and friends: you will need a lot of support and encouragement to work alone for a year and your family and friends will help you to keep on target.

### 5. When do I do my Personal Project?

You should work on your project in your free time and your holidays. You should plan this carefully so that you may take advantage of research opportunities presented by traveling to other countries if possible. Your project should not destroy your social life!

### 6. Why is the Personal Project useful to me?

- (i) You may never have another opportunity of exploring something that is as much fun as this. Remember- it is what is of interest to YOU!
- (ii) You may discover skills and talents that you did not think you possessed.
- (iii) You may realize what you would like to choose for your career.
- (iv) You may realize what you would never ever like to have as a career!
- (v) The skills used in working on this project for over a year will help you with your IB Diploma work where you have to work on many assignments with limited supervision. This includes the compulsory Extended Essay and Theory of Knowledge.

### **7. In which language do I write my Personal Project?**

You may write your Personal Project in one of the following languages because we have teachers who teach these languages:

- English
- French

Where possible you should choose your best language.

### **8. How important are the Global Contexts to the Personal Project?**

*The Global Contexts are the HEART of your Personal Project.*

### **9. Which skills will I use for the Personal Project?**

- Applying the whole Design Cycle process from MYP Design
- Reflecting in the Process Journal/ Developmental Workbook from the Arts and Technology
- Researching and referencing methods from Humanities and other subjects
- Essay writing from Language subjects
- Bibliography writing from all subjects
- Using graphs, maps, photographs and tables from Mathematics, Sciences and Humanities
- Using initiative and showing responsibility to your own learning process and showing self-motivation from Sciences, the Arts and Physical Education

## APPENDIX 7: THE APPROACHES TO LEARNING SKILLS

ATL SKILL	STUDENT LEARNING EXPECTATIONS
<b>Communication</b>	<p><b>Communication</b> – Students should be able to exchange thoughts, messages and information effectively through interaction. It also involves reading, writing and using language to gather and communicate information.</p>
<b>Social</b>	<p><b>Collaboration</b> – Students should be able to work effectively with others. This may include practicing empathy, helping others to succeed, listen actively to other perspectives and ideas, encourage others to contribute, etc.</p>
<b>Self-Management</b>	<p><b>Organization</b> – Students should be able to manage time and tasks effectively. Student should be able to meet deadlines, keep and use a process journal, select and use technology effectively, etc.</p> <p><b>Affective</b> – Students should be able to manage their state of mind. Qualities of being affective include <i>mindfulness, perseverance, emotional engagement, self-motivation</i> and <i>resilience</i>.</p> <p><b>Reflection</b> – Students should be able to (re)consider the process of learning; choosing and using ATL skills. Is there any new understanding of content, ATL, learner profile, etc., that the student gained during the process?</p> <p>– It includes self-awareness which seeks out positive criticism and reflecting on areas of perceived limitation It includes self-evaluation which intends to keep PP Process Journals or Portfolios and reflecting on different stages of the learning process</p>
<b>Research</b>	<p><b>Information Literacy</b> – Students should be able to find, interpret, judge and create information. Includes researching from a variety of sources using a range of technologies, identifying primary and secondary sources, selecting, evaluating and organizing information, referencing by creation of in-text citations and bibliography according to recognized conventions and respect of intellectual property rights.</p>
	<p><b>Media Literacy</b> – It addresses how students should interact with media to use and create ideas and information. They should be able to locate, organize, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks). They should also be able to make informed choices about personal viewing experiences.</p>
<b>Thinking</b>	<p><b>Critical Thinking</b> – Students should be able to analyze and evaluate issues and ideas. They should be able to identify obstacles and challenges, interpret data, gather and organize relevant information to formulate an argument, draw reasonable conclusions and generalizations.</p> <p><b>Creative Thinking</b> – Students should be able to use skills and knowledge in multiple contexts. They should use brainstorming and visual diagrams to generate new ideas and inquiries, practise flexible thinking – develop multiple opposing, contradictory and complementary arguments, apply existing knowledge to generate new ideas, products or processes, design improvements to existing machines, media and technologies.</p> <p><b>Transfer</b> – Students should be able to use skills and knowledge in multiple contexts. They should develop understanding, apply skills and knowledge across subjects to create products or solutions, in unfamiliar situations, transfer current knowledge to learning of new technologies.</p>

## APPENDIX 8: GLOSSARY OF TERMS

<b>Glossary of terms</b>	<b>MYP definitions</b>
<b>Bibliography</b>	An alphabetical list of every source used to research the project
<b>Criteria</b>	Specific elements the personal project product/outcome must meet to be a quality outcome, as defined by the student
<b>List of references</b>	An alphabetical list of only those sources that are cited in the project presentation or report
<b>Outcome</b>	The end result of the student's personal project, used particularly where the project has resulted in a non-tangible result or result that has various aspects to it, for example, an awareness-raising campaign
<b>Process journal</b>	A generic term to refer to the documentation that students develop during the process of completing the MYP project
<b>Product</b>	The end result of the student's personal project used particularly where the project has resulted in a tangible artifact such as a sculpture, film, story or model
<b>Report</b>	A spoken or written account of something that one has observed, heard, done or investigated, which aims to inform, as clearly and succinctly as possible