

CHECKLIST -PLANNING: Stage 1- Investigating your goal and product

Things to do Name of Student_____	Check when done and recorded into your process journal	Supervisor initials	Name of Supervisor_____ SUPERVISOR NOTES
Brainstorming a topic in your process journal			
Getting your parent signature on page 3 of the packet			Supervisors: please check for a parent signature on page 3 of the packet.
Starting your process journal (4 entries for Stage 1 Planning) <ul style="list-style-type: none"> Justifying in your process journal why this goal is important and why you selected that goal over others you could have chosen. Reflect on what ATL skills have you practiced so far? Reflect on the success criteria 			Supervisors: please check to see students have started creating journals to be sure you see evidence of ATL skills
Submit Proposal to Supervisor			Supervisors: please review proposals and offer guidance when necessary.
Research Planning Worksheet (on page 5) is thorough and includes the following <ul style="list-style-type: none"> Gather several different versions/types of examples of goals/products that are similar to your ideas that you can learn from Various types of sources Evaluated your sources for reliability and validity Investigating the process to create your goal Investigating what would make your goal a success 			Supervisors: please see that the attached "Research Planning worksheet" is complete and discuss their sources. Provide ideas for additional sources and encourage them to evaluate and record sources in their journals. There are 7 Tasks in this package. Supervisors should ensure that all tasks are completed on this package and for each task, students have journal entries and evidence of ATL skills.
Contact your supervisor and scheduling your first meeting			Supervisors: Use the Academic Honesty Sheet to track each meeting with your students.

This is due **Sept 19th** to your **SEMINAR** teacher

The Process Journal

The process journal is where you record your learning process and any skills you used while working toward your goal. When you write your final report, you will refer to your journals as evidence of your process. If you keep detailed notes on your process, then the report will be easier to write at the end. Some ideas for things to put into the process journal might include:

- Lists of ideas/brainstorms/notes and any other piece of the process
- Photographs
- Screen shots
- Interview notes with anyone who helped you, including your supervisor
- Notes from various sources (like a documentary you watched, book you read, etc.)
- Examples of other similar goals or products where you gathered ideas
- Drawings or sketches
- Quotes that inspired your goal/product
- Anything else that contributed to your process

- **Anything you put in your process journal should include a reflection on your use of the ATL skills. See below for ideas on what to write about:**

AtL skill	Examples from your process journal
Social Skills	<ul style="list-style-type: none"> • How did you delegate responsibility, build consensus and make fair decisions? (if in a group) • How did you listen to many perspectives or pieces of advice? • How did you negotiate with others? • How did you take responsibility for your actions • How did you build relationships?
Communication skills	<ul style="list-style-type: none"> • How did you communicate with a variety of audiences • How did you interpret and use non-verbal communication • How did you include intercultural understandings? • How did you use a variety of forms of writing or speaking?
Thinking skills	<ul style="list-style-type: none"> • How did you forecast possibilities and troubleshoot problems? • Develop opposing arguments? • Create original ideas and make unexpected connections • Design new improvements or solutions • Consider multiple alternatives • Make connections between various subject groups and disciplines
Research skills	<ul style="list-style-type: none"> • How did you collect, record and verify your information? • How did you evaluate and select information? • How did you understand and use technology systems effectively • Use a variety of sources and media networks? • Compare, contrast and draw connections between many sources?
Self-Management skills	<ul style="list-style-type: none"> • How did you keep an organized and logical system for recording your progress? • Set goals that were both challenging and realistic? • Bring necessary materials and supplies? • Plan strategies and plans to prepare for success and minimize obstacles • Meet deadlines? Persevere over obstacles? Reduce stress? • How did you motivate yourself to get it done? • How did you reflect on your learning and reflect on your mistakes to learn from them?

WHAT IS THE PERSONAL PROJECT?

Sophomore Parents,

The final component of the IB MYP program is the Personal Project at the end of the 10th grade year. The project is designed to be a culminating task to showcase your ability to learn on your own and utilize the skills you've been learning and practicing as an IBMYP student. Please sign below after reading the expectations and then feel free to attend our IB Parent 101 Nights for more information about MYP!

I am aware of the requirements of the Personal Project and how to contact the IB MYP Coordinator, Zeynep Evenson, (zeynep.evenson@washoeschools.net or extension 37181) if I have questions. I have discussed my student's project choices and offered my support and feedback.

Parent Signature _____ date _____

Upon completion, students earn OFF CAMPUS PASS and IB MYP Certificate

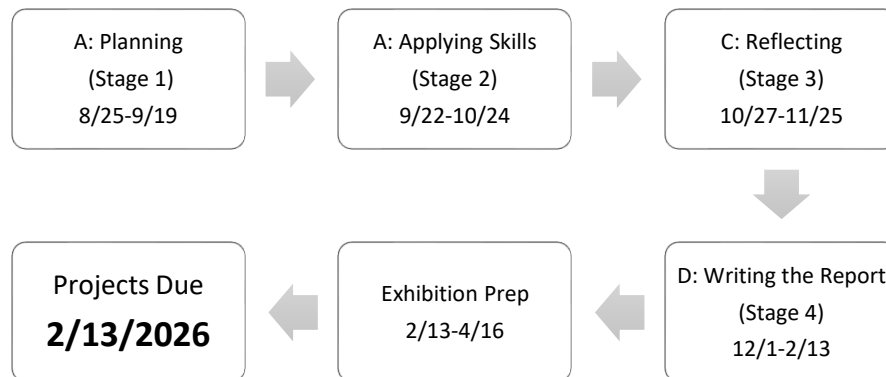
1. CREATING SOMETHING PERSONAL

This project asks you to create a product, outcome or event that is personal *for you*, represents *your* goals, and is appropriately challenging *for you*! This could really be almost anything! But it should show you dedicated about 25 hours of your sophomore year in producing something that was a personal challenge.

- Build my own skateboard
- Learn to decorate cakes
- Start a campus fitness group
- Turn my poetry into music
- Research my family tree

2. FOR WHAT PURPOSE?

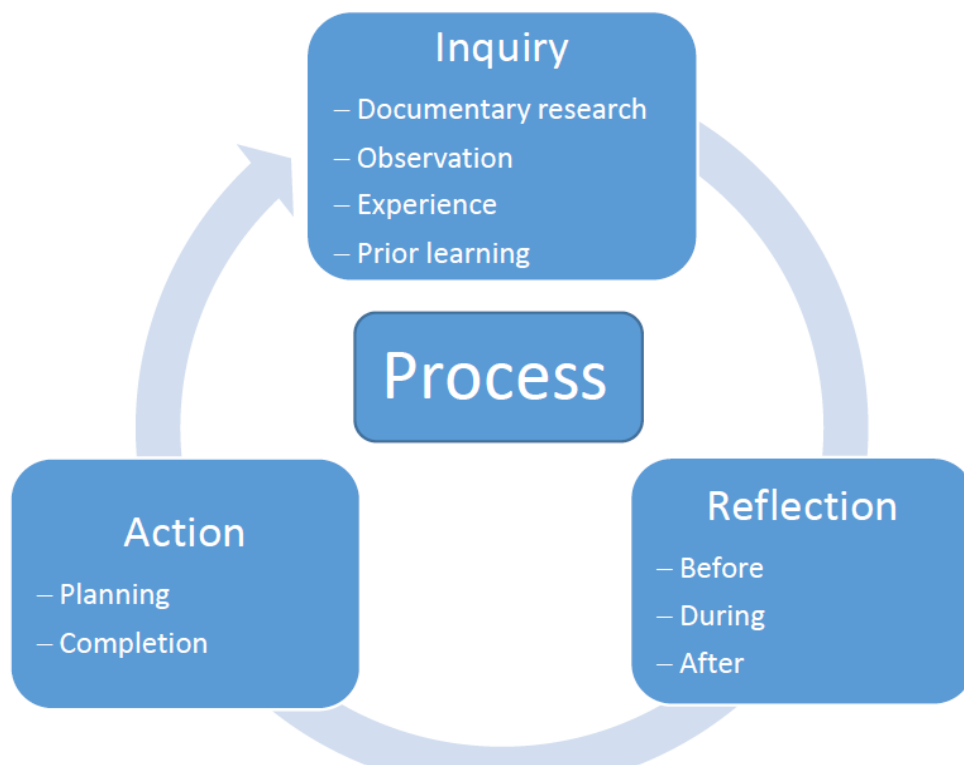
- Challenging yourself
- Inquiring about how to solve problems from your own life
- Practice planning long term goals
- Justifying and communicating your goals
- Practicing IB skills like investigating, communicating, collaborating, planning and organizing



What is turned in on February 13th? (Exhibition will be held 4/16/2026)

- **The written report** on your process. Your report will include the following:
The completed Product/Outcome: In your report, you need to have evidence of your finished product/outcome (pictures need to be inserted into your report, the actual product will need to be presented/ showcased during the exhibition in April)
- **Bibliography** of your sources
- **Academic Honesty form** summarizing at least 3 meetings with your supervisor

PERSONAL PROJECT PROCESS



BRAINSTORMING

TASK 1: Brainstorm ideas for your goal by completing the following tasks. Enter your ideas in the form of diagrams, charts, tables or just write down your answers to the following questions in your Process Journal.

Personal Project Brainstorming

TASK1. PART 1. This sheet will help you to think about some ideas for a personal project goal. Complete the following boxes by responding to the questions.

Describe two hobbies or interests you have.

1.


2.

Select one interest or hobby. What do you think would be a good **GOAL** based on this interest?

What type of **PROJECT** would it be?

PLAN: Create a list of steps you think you need to take to create a project that will achieve your goal.

PERSONAL PROJECT BRAINSTORMING:
TASK 1. PART 2 : Answer the following questions.

<p>My Current Activities Currently, the things I am involved in or do at school, with clubs or social groups are...</p>	<p>Personal Enjoyment and Relaxation Currently, the things I enjoy doing for relaxation or fun are...</p>	<p>What Matters? Currently the things that matter most to me are...</p> 
<p>Important Issues and Matters to People My Age Currently, the things I think people my age are concerned about are...</p>	<p>Important Issues and Matters to the World Currently, the things I think people around the world are concerned about are...</p>	

TASK 1. PART 3: Explore Your Topic!

The topic I will investigate for my Personal Project is _____

I have chosen this topic because _____

Currently, for my final product,
I am thinking about creating/writing _____

TASK 2:

“What can I do for my Personal Project?”

The Personal Project is a learning experience—one that you conceive, design, create, and carry out all by yourself.

1. Keep it real! Avoid projects based on “simulations” or “mock-ups” (such as: “I will write a manual on how to play guitar and pretend somebody reads it...instead, actually teach somebody to play the guitar).
2. Be original—be unique! It is a **PERSONAL** project. Do something that starts with your talents.
3. Get busy planning. For example, if your goal was to help other people learn to play the guitar, your product might be an instructional video.
 - Identify different guitar teaching strategies
 - Locate sources of information to base lessons on
 - Locate sources of information to base lessons on
 - Organize lessons in chronological order and prepare details
 - Video lessons demonstrating different guitar techniques
 - Edit
 - Post on website. At least two months before due date.
 - Prepare feedback or survey to give to your students
 - Review feedback to see how useful this was to teach people to play the guitar. Do this at least one month before the due date.

Journal Entry 1: Goal and Product

Answer the following questions in your journal. Make sure you write the date for the entry.

1. What do you hope to learn by completing your project? How does the product you chose align with your learning goal?
2. What makes your learning goal a highly challenging one?
3. How do your personal interests impact your goal?
4. What type of relevant prior knowledge do you have that might impact your project?
5. What kind of research will you be doing in connection with your topic?
6. What are you hoping to learn as a result of your research?

Journal Entry 2: Action Plan

Answer the following questions in your journal. Make sure you write the date for the entry.

1. Explain the research that you have done so far. Write a paragraph explaining your goal and action plan that you will implement next, based on the research you have done so far. List the materials you will need and the amount of time you anticipate it will take to reach your goal. Reflect on your performance so far. What has made you proud? What do you need to work harder on? What will be a challenge moving forward?

I will need the following materials, tools, gadgets:

I believe it will take _____ days/weeks/months to reach achieve my goal.

I am most proud of the following skills that I have at the time being:

I need to work on the following skills:

2. Make a list of steps you would need to take to achieve this (note that this can change as you move forward, and it is fine to make some adjustments later).

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Continue to add as many steps as you need to achieve your goal.

Journal Entry 3: Success Criteria

Answer the following questions in your journal. Make sure you write the date for the entry.

1. Knowing what you want to accomplish is a crucial step to achieving your goal. You must define realistic criteria to measure the quality of your product. Complete the following sentence starters below to develop your initial success criteria. For example, if you were holding a fundraising event, one success criterion might be, "My fundraiser (this might be the product) will be a success if I raise \$200."

2. My project will be a success if

3. My project will be a success if

4. My project will be a success if

As you do more research on your topic, you may end up changing your Success Criteria.

5. Explain why you selected these success criteria.

TASK 3: First look at the sample topics below and understand how they relate to the SMART goals on the left. Discuss and ask your supervisor questions if you aren't clear about the SMART goal chart. Next provide your smart goals for the topic that you have chosen and fill in the chart on page 13.

SET SMART GOALS!			
S	Specific----		
	Be very clear about what exactly do you want to accomplish?		
M	Measurable---		
	How will we measure this as successful? How will I know?		
A	Achievable—		
	Is it appropriately challenging for you to learn something from the process?		
R	Relevant and Recorded---		
	Is this goal relevant to my life and the world I live in?		
T	Time-Bound---		
	Is it realistic in the time frame or do you need to revise		
Topic (very big idea you start with)	Goal with Details (see above SMART GOALS)	Inquiry Question (s) What do I need to investigate to be successful?	My product or outcome (should take about 20hours to create)
Fighting prejudice	Create a short play to raise awareness of the impact of prejudice on individuals It must be 20 minutes play appropriate for ages 11years There must be a tool to evaluate the play such as a questionnaire	Q: How do I engage 5 th graders to think critically about a serious topic? Q: What are some appropriate examples of prejudice to use with 5 th graders	The play—may take more than 20 hours...perhaps only a 5–10-minute skit?

For Example,



SMART Goal:

Specific

Measurable

Attainable

Relevant

Time-Bound

ATL SKILLS: SELF-MANAGEMENT SKILLS

ORGANIZATION: MANAGING TIME AND TASKS EFFECTIVELY

Skills-related objective

- Set goals that are challenging and realistic

TASK 4: Students present what their project is about by filling in the information below.

Choose a research topic that you want to explore.	
What will your learning goal be? (To inform, to raise awareness, to develop a skill, etc)	
Describe how your learning goal is linked to your personal interests.	
What will your product be?	
What impact will your project have on you or on your learning?	Rationale:

TASK 5: COMPLETE THE FOLLOWING SELF ASSESSMENTS TO FIND OUT MORE ABOUT YOUR ATL SKILLS

SELF-MANAGEMENT: ATL Skills Self-Assessment

Level it up! Take responsibility for your learning. What level are you?

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

		Novice/ Beginning	Learner/ developing	Practitioner/ using	Expert/ Sharing
III. Organization skills	Managing time and tasks effectively				
Inquiry focus: How can students demonstrate organization skills?	Plan short and long term assignments; meet deadlines				
	Create plans to prepare for summative assessments (examinations and performances)				
	Keep and use a weekly planner for assignments				
	Set goals that challenging and realistic				
	Plan strategies and take action to achieve personal and academic goals				
	Bring necessary equipment and supplies to class				
	Keep an organized and logical system of information files/notebooks				
	Use appropriate strategies for organizing complex information				
	Understand and use sensory learning preferences (learning styles)				
	Select and use technology effectively and productively				
IV. Affective skills	Managing state of mind				
How can students manage their own state of mind?	Mindfulness				
	Practice focus and concentration				
	Practice strategies to develop mental quiet				
	Practice strategies to overcome distractions				
	Perseverance				
	Demonstrate persistence and perseverance				
	Practice delaying gratification				
	Emotional Management				
	Practice strategies to overcome impulsiveness and anger				

RESEARCH: ATL Skills Self-Assessment

Level it up! Take responsibility for your learning. What level are you?

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

		Novice/ Beginning	Learner/ developing	Practitioner/ using	Expert/ Sharing
VI. Information Literacy	Finding, interpreting, judging and creating information				
Inquiry focus: How can students demonstrate information literacy?	Collect, record and verify data				
	Access information to be informed and inform others				
	Make connections between various sources of information				
	Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information				
	Use memory techniques to develop long term memory				
	Present information in a variety of formats and platforms				
	Collect and analyse data to identify solutions and/or make informed decisions				
	Process data and report results				
	Evaluate and select information sources and digital tools based on their appropriateness to specific tasks				
	Understand and use technology systems				
	Use critical literacy skills to analyze and interpret media communications				

Journal Entry 4: Reflect on your ATL Skills Self-Assessment results in your journal. What can you improve, what are you already good at? How can you improve on any ATL skills that you may be a novice?

TASK 6: Research Planning Worksheet (can be saved as a journal entry)

Instructions: Start your research about the things that you need to do or learn or inquire for your project. You may not use all of these types of sources, but fill in the boxes for the ones you do find sources for NOW.

Audio-visuals (documentary, film, videos, radio, Photos)	Bibliography Information	Evaluation of the source notes in your process journal (see back)
Interviews with experts	Bibliography Information	Evaluation of the source (see back)
Surveys or Statistics	Bibliography Information	Evaluation of the source (see back)
Experiments, Case studies	Bibliography Information (if necessary)	Evaluation of the source (see back)
Web-based Articles/websites	Bibliography Information	Evaluation of the source (see back)
Current Issues/News Sources Sources that apply your topic to your global context—why significant to today's world?	Bibliography Information	Evaluation of the source (see back)
Online Database Articles	Bibliography Information	Evaluation of the source (see back)
Books	Bibliography information	Evaluation of the source (see back)

TASK 7: Evaluate your sources following the guidelines below. Ask and answer the questions on the left margin for each one of your resources in your Process Journal. (Process Journal Entry #2 idea)

Origin (Who created?)	4	Written/Published by a well-known reputable organization. Many professionals contributed to creating this source. Date reflects most current research or data.
	3	Author/Publisher is highly professional in this field of study. Author is from or backed by a well-trusted organization. Data is less current
	2	Author/Publisher is knowledgeable/reputable, Bases the source on his/her own experiences as well as others'.
	1	Author/Publisher is stated but is unknown credentials. Source is posted in a well-known or editable media
	0	Does not meet any of the above. Source is immediately eliminated.

Purpose (Why created?)	4	Created for research or educational purposes by experts for experts. Uses technical or academic language for informing other experts on the subject. Balanced perspectives (more than one side of an issue or more than one viewpoint shared). Analysis from many different angles. More detailed information than just a summary or basic source.
	3	Created to inform or instruct others, even those who aren't experts on the subject. Fairly balanced viewpoint although the source may be slightly more persuasive or passionate regarding a specific perspective or topic.
	2	Created to inform but is very broad information and summarizes as an overview for those who are not experts AND/OR created to give only one perspective on an issue or one single idea regarding a topic but is still very informative and factual regarding that perspective using expert opinions and research based arguments.
	1	Created to entertain OR to persuade possibly using emotion or fallacies in reasoning. Arguments do not reference any research but do provide insight into a specific perspective
	0	Does not meet any of the above. Source is immediately eliminated.

TOTAL SCORE

10-12=Excellent

8-9=Good

6-7=Average

4-5=Somewhat useful (not a lot of these should be used in your bibliography)

Below 4=probably not a useable source

Value/Limitations (How helpful to my topic)	4	Highly professional, convincing, and credible source which is highly relevant to my goal. Essential to my understanding of my goal/product. Without this source, I will not be able to write my report or create my project. The source will help me connect my goal to the real-world global context that I have chosen and connects to my academic learning
	3	This source is convincing with reasonable detail and is very relevant to my goal/product. This source is very useful to me by connecting my academic learning to my real-world global context
	2	This source is not essential but is possibly valuable to me later, although I'm not sure how significant it is until I get further in the planning of my goal

	1	If I didn't include this information, it wouldn't radically change my goal or product, but it is interesting information, should I have room in my report to include it?
	0	Does not meet any of the above. Source is immediately eliminated.

TASK 8: Have your parents read and understand the following information regarding the Personal Project. You will return the signed copy to your Supervisor.

Personal Project Parent Information Sheet

Student Name _____ ID Number _____

1. Goal: _____
2. Product: _____
3. Why is this goal appropriately challenging for me? What do I hope to learn? How did I come up with this goal?

4. What product/event or outcome will I create to demonstrate this learning?

5. What community resources and school resources are available to me to help?

6. What research do I still need to conduct in order to know how to make this goal a success?

7. How will I know that I've succeeded in this goal? (If I were to give myself an A...what specific things would qualify)

8. What are the steps I need to take to reach this goal?

9. If you are working in a group, what are the names of the other group members and what are their specific goals? How do their goals work with yours? Be sure everyone has a separate report, separate product and separate goals/journals that are different. The goals of a group are related but still separate entities to be acceptable. Your reports cannot be verbatim or else they won't be accepted. You will be able to showcase your project in April showcase together but everything else leading up to that point needs to be completely individualized and your report needs to be from each person's perspective and has to focus on their own process, role, research and evidence. In your report, you need to explain your partner's role and vs. yours.

10. I am aware of the requirements of the Personal Project and have access to the student information packet. I understand I need to meet with my supervisor 3 times, and it is my responsibility to reschedule if I should miss a meeting. I understand plagiarism and I will be diligent in citing my sources. If I need additional support, I can contact the IB MYP coordinator, Mrs. Evenson via email zeynep.evenson@washoeschools.net or in the IB office next to the career center.

Student signature _____ Date _____

11. I have discussed my student's project choices and offered my support and feedback. I understand that the project is a requirement of the MYP Certificate and several components of the project (journals, bibliography, checklists, etc.) may be assignment grades for some of my child's teachers. The requirements of the project are posted on www.woostercolts.com for my information. If I have questions, I can contact the IB MYP Coordinator zeynep.evenson@washoeschools.net

Parent Signature _____ Date _____

Personal Project Plan (Proposal)

Project Title			
Student		Date/Duration of Project	

Goal: Formulate a statement that clearly shows your goal, based on your personal interests.	
What is the purpose of the goal? What do you hope to achieve?	
Product/outcome: What product/outcome will you create in response to the goal, global context, and criteria?	
Product:	
Criteria: Which criteria will ensure my product/outcome is of excellent quality? How will I evaluate it?	

Research: What do you have to research? Be specific and show how you will collect all the information you need.	Media:	Surveys:
	Interviews:	Observations & Experiences:
Process Journal: How will you record the significant findings and development of the process? Specify type of format.		
Report: How will you report it? What are the minimum requirements for this written report?		