Middle Years Program

MYP PERSONAL PROJECT

OVER THE RAINBOW INTERNATIONAL SCHOOL

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1. What is the Personal Project?

It is a project where students pursue and inquiry on their personal interests further, resulting in a product or outcome. The project is student-centered and age-appropriate, and it enables the student to engage in practical explorations through a cycle of inquiry, action, and reflection.

The personal project is developed during year 5 of the Middle Years Program. During this period of time, students will demonstrate a consolidation of their learning in the MYP, the responsibility of completing their project as well as the need to reflect on their learning.

Students who successfully complete the personal project are eligible for the MYP course results. The personal project is a requirement for awarding the IB MYP certificate.

The personal project has a **principled action.** This means that students make individual choices that extend MYP learning beyond their classes.

a. What is Principled Action?
- To develop an area of personal interest beyond the subject-specific curriculum.
- To share their new understanding with others.
- To change their behavior in response to their learning and to recognize that they are able to make a difference through the decisions they make and the things they do.
- To record and reflect along with the project on how this has impacted their attitudes and behavior, questions, actions, and decisions.

2. Aims of the MYP projects

- Participate in a sustained, self-directed inquiry 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.

a. What are the Global Contexts?

Global Contexts direct learning towards an independent and shared inquiry into our common humanity and shared guardianship of the planet.

The Global Context chosen by the student provides a context for inquiry and research for the project. Students choose **only one** Global Context to define their goal.
There are 6 Global Contexts in which the projects can develop meaningful explorations.

- ***Identities and relationships.*** 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.

Project examples:
- ❖ Keeping culinary traditions, a book compelling grandma recipes or a video series cooking family recipes.
- ❖ The importance of yoga and mindfulness in our physical and mental health. Essay or video series.

- ***Orientation in space and time.*** 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.

Project examples:
- ❖ Family migration, a personal family history. Video, presentation.
- ❖ Multicultural Luxembourg, exploring the background of my neighborhood.

- ***Personal and cultural expression.*** Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Project examples:
- ❖ Video games like a form of cultural expression. Creating a video game.
- ❖ Cultural and self-expression through dance. Performance.
- ❖ Poetry and feelings. Creating a poetry book.
- ***Scientific and technical innovation.*** 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.

Project examples:
- ❖ My own house, my tree house.
- ❖ Make and design my own skies.

- ***Globalization and sustainability.*** 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.

Project examples:

❖ The role of the developing countries in protecting the tropical rainforest; a collection of slides.
❖ The struggle for water in developing countries; an awareness campaign.

- ***Fairness and development.*** Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Project examples:

❖ Asylum seekers and their right to live like us; a painting.
❖ Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade.

The choice of the Global Context will significantly shift the perspective of the MYP project.

Figure 3
Visualizing the project objectives
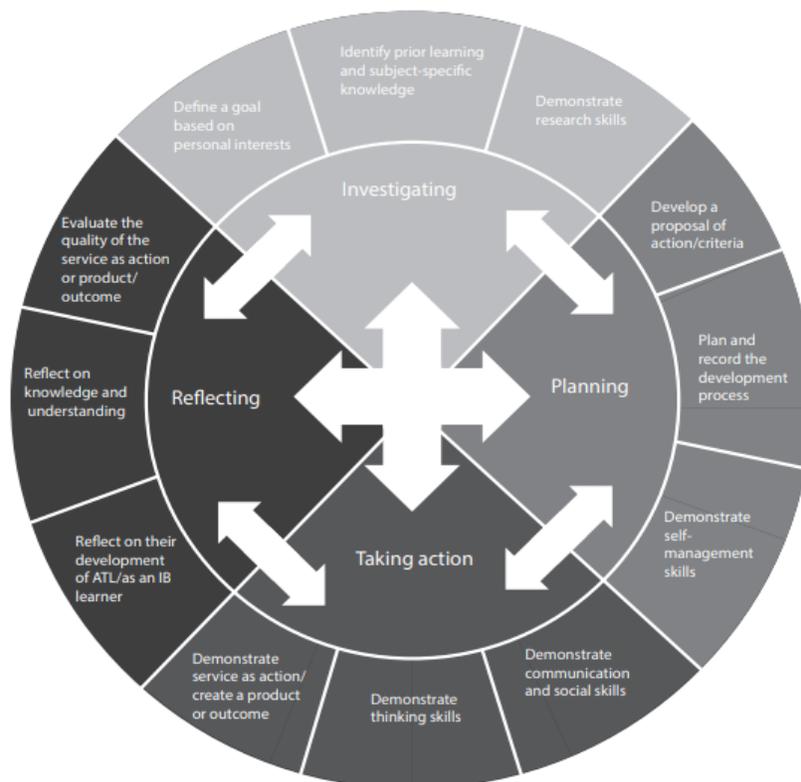
The visualization in figure 3 shows that the four objectives for both the community project and the personal project—investigating, planning, taking action and reflecting—form a cyclical and interactive approach to inquiry and should be addressed as such. The four objectives will be demonstrated holistically in the process, the product and the report or presentation of the project.

3. Personal Project Objectives

Students process journal, report, exhibition and product or outcome must demonstrate the following objectives:

Objective A: Investigating

   i. Define a clear goal and global context for the project, based on personal interests.
   ii. Identify prior learning and subject-specific knowledge relevant to the project.
   iii. Demonstrate research skills.

Objective B: Planning

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

Objective C: Taking action.

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

Objective D: Reflecting

   i. Evaluate the quality of the product/outcome against the criteria.
   ii. Reflect on how completing the project has extended your knowledge and understanding of the topic and the global context.
   iii. Reflect on your development as IB learners through the project.

Students' Personal Project will be evaluated with an equally weighted assessment of these four objectives which correspond to the assessment criteria.
All the strands are also assessed.

4. How is the personal project structured?

Students are asked to focus on a topic that will lead them to their final product or outcome and identify a goal. They will be able to consult with peers, friends, family, and teachers, but the ownership remains in the student, and he or she must have the capacity to complete the project without relying on others.

Students need to document the process (their thinking, the research and the development of their first ideas and later work) in a journal. It can be written, visual, audio or a combination of these, and it **may** include both paper and electronic format. S/he is responsible for producing evidence of addressing the four objectives to demonstrate achievement at the highest level of the criteria, they will need to select a minimum of 10 extracts to represent the key developments of the project.
Students will need to show the supervisor evidence of their process documented in their journals.

Students will demonstrate how they have met the objectives through their presentation or report at the end of the project. They will be expected to communicate clearly, accurately and appropriately, utilizing communication, organization, and reflection as ATL skills.

Throughout the school year 5, students will meet weekly with the supervisor to keep track of the work they are doing. Although throughout the course there will be three / four individual meetings with the supervisor where the student must have prepared certain documentation that will be requested in advance, together they will check the evolution of their personal project, it will be discussed what has been done, what remains to be done as well as the search for solutions to possible questions, and which steps need be followed before the next individual meeting.

At the end of the school year, students will present their Personal Project in a showcase, where they will have the opportunity to share with the school community their final product or outcome and how they have achieved their goal.

5. Personal Project Calendar

This is an approximate calendar of work that students will need to complete each month.

October	**Investigation.** Taking an inventory of student interests. Gather information related to their interest and their final goal.
November	-Finalize the project goal. -Process Journal. -Research with works cited.
December	-Develop the Action Plan. -Process Journal. -Research with works cited.
January	-Implementing the Action Plan. -Process Journal. -Drafting the project report.
February	-Implementing the Action Plan. -Process Journal. -Drafting the project report.
March	-Reflection[1] on the Action Plan. It is the moment for any change. -Process Journal. -¿Do we need changes in the project report?
April	-Finishing the Action Plan. -Process Journal. -Revision of the project report.
May	-Submitting the project report. -Preparing the showcase.
June	-Showcase

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[1] The process of reflection takes place along the whole project. This will be the moment to reflect on their project and to check if they need to improve or change anything, before submitting it. In the end, there will be another moment to reflect about all the work done during the year.

6. Personal project assessment criteria

Criterion A: Investigating

Maximum: 8

In the personal project, students should be able to:

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

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

  iii. demonstrate research skills.

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

Criterion B: Planning

Maximum: 8
In the personal project, students should be able to:

        i. develop criteria for the product/outcome
        ii. plan and record the development process of the project
        iii. demonstrate self-management skills.

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

Criterion C: Taking action

Maximum: 8

In the personal project, students should be able to:

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

    ii. demonstrate thinking skills i

    ii. demonstrate communication and social skills.

Achievement level	Level descriptor
0	The student **does not** achieve a standard described by any of the descriptors below.
1–2	The student: i. creates a **limited** product/outcome in response to the goal, global context and criteria ii. demonstrates **limited** thinking skills iii. demonstrates **limited** communication and social skills.
3-4	The student: i. creates a **basic** product/outcome in response to the goal, global context and criteria ii. demonstrates **adequate** thinking skills iii. demonstrates **adequate** communication and social skills
5-6	The student: i. creates a **substantial** product/outcome in response to the goal, global context and criteria ii. demonstrates **substantial** thinking skills iii. demonstrates **substantial** communication and social skills.
7-8	The student: i. creates an **excellent** product/outcome in response to the goal, global context and criteria ii. demonstrates **excellent** thinking skills iii. demonstrates **excellent** communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the personal project, students should be able to:

    i. evaluate the quality of the product/success of the outcome against their criteria

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

    iii. reflect on their development as IB learners through the project.

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

7. Standardization of the Personal Project

The Personal Project will be standardized. What does this mean? That the project will be graded by the supervisor and two other teachers individually. However, they will meet to discuss the students final grade. This way we make sure that the final grade is objective, appropriate and standardized.

8. Bibliography

"10 steps to successful MYP personal projects - international…" https://www.ibo.org/globalassets/digital-toolkit/brochures/10-steps-to-successful-myp-personal-projects-en.pdf.

"IB Projects Guide." http://os-mgubec.eu/userfiles/Dokumenti/IB_Projects_Guide.pdf

9. Annex

We can find examples of Personal Projects in this webpage and videos:

- https://sites.google.com/site/gfhsmyppersonalproject/example-projects
- Canadian International School. LINK
- UNIS Hanoi newspaper. LINK