CHOITHRAM INTERNATIONAL

MIDDLE YEARS PROGRAMME

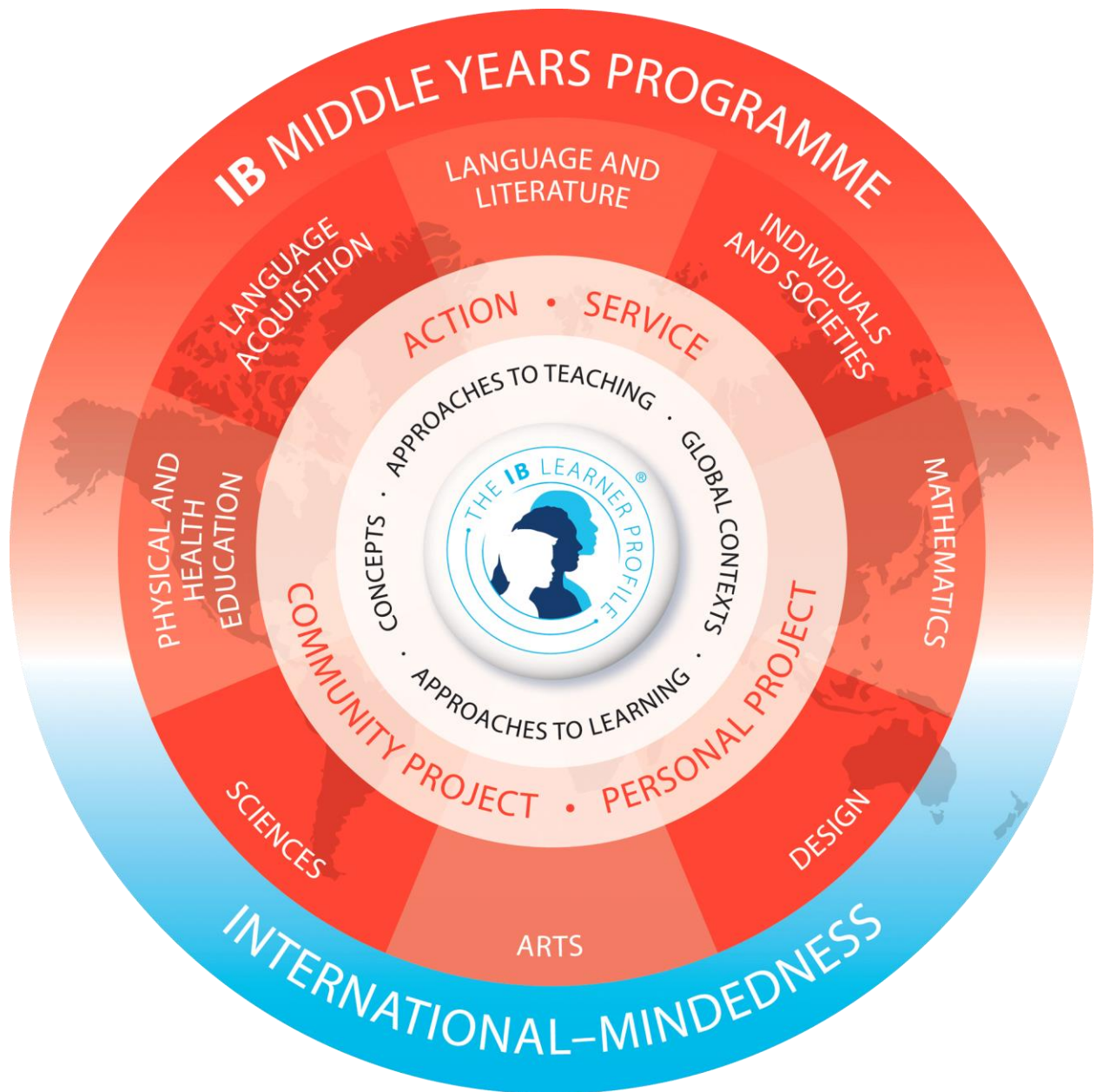**Personal Project Handbook 2023-24**

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[1] https://www.ibo.org/globalassets/new-structure/icons-and-logos/images/myp-eassessment-2284x400-en.png

Programme Model

The image shows the IB Middle Years Programme model. The outer ring reads "IB MIDDLE YEARS PROGRAMME" and "INTERNATIONAL–MINDEDNESS". The subject groups shown include: LANGUAGE AND LITERATURE, INDIVIDUALS AND SOCIETIES, MATHEMATICS, DESIGN, ARTS, SCIENCES, PHYSICAL AND HEALTH EDUCATION, LANGUAGE ACQUISITION. The inner rings include: ACTION, SERVICE, APPROACHES TO TEACHING, GLOBAL CONTEXTS, APPROACHES TO LEARNING, CONCEPTS, COMMUNITY PROJECT, PERSONAL PROJECT, and at the center THE IB LEARNER PROFILE.

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IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Choithram International Mission Statement

Choithram International, through its holistic education, aims to nurture lifelong learners, who will become responsible, compassionate and open-minded individuals keen on accepting the differences in the world and striving to create a global community grounded in ethics and values.

Choithram International Vision Statement

To be a centre of academic excellence and nurture young learners into resilient optimistic and responsible citizens of the world.

IB Learner Profile

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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[3] https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf

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What is Personal Project – An overview

The Personal Project is a mandatory activity culminating in the IB Middle Years Programme. It gives an opportunity to students to produce creative and PERSONAL work while demonstrating the skills they have acquired through their years in the IB Middle Years Programme. The Personal Project is an independent research and/or investigation that germinates from a student's choice such as a research report, a website, an original play script or short story, an awareness programme, any innovative object useful for society, any art work, a music album, a building of a piece of furniture, a novel, a documentary, etc.

Both the IB mission statement and the IB learner profile attributes are at the heart of MYP projects, that allow students to apply knowledge, skills, attitudes and interests through authentic inquiries, and enable students to put into action their learnings from the Programme in meaningful contexts.

Maximum duration of doing any personal project can be for six months. The school prepares a timeline for managing it. Students follow the same while preparing their own action plan. Majority of the project work is expected to be done during MYP year 5.

MYP Personal Projects are required because:

MYP projects provide students important opportunities to carry out independent inquiry into ideas and areas of personal interest and aptitude.

Through inquiry, action and reflection, they can practice and improve their ATL skills.

Through the personal project the students also demonstrate their working behaviors and academic honesty.

MYP projects help students to develop the attributes of the IB learner profile.

Personal projects foster their development as independent, lifelong learners.

Though personal projects are personal, these can be extended for service to the community too.

The acquired knowledge and experiences can be extended to a future career / project.

The school registers all MYP 5 students for IB validated moderation of the personal project.

The school submits records of MYP personal projects criteria level totals for IB moderation in accordance with programme documentation.

The personal project is assessed by the school and moderated by the IB.

Students who complete the project get an IB-validated personal project certificate as evidence that they have met the objectives of the project.

Nature of the Personal Project

MYP projects are age-appropriate and student-centred. They enable students to take up a cycle of inquiry, action and reflection through practical explorations. MYP projects facilitate students' in depth learning and help to develop the attributes of the IB learner profile. It provides students with an opportunity to demonstrate Approaches to Learning (ATL) skills developed over the course of MYP. The Project fosters the development of independent, lifelong learners. The personal project provides an opportunity for Year 5 students to pursue age-appropriate exploration into an area of personal interest.

As per IB requirement, if the schools continue MYP up to year 3 or 4, they conduct the community project and if the schools continue MYP up to year 5, they need to conduct the personal project. However, there is an option that schools offering an MYP programme in years 3, 4 and 5 may conduct both the community project and the personal project.

MYP at Choithram International includes year 5, thus, here all of the MYP 5 students complete the personal project and the school registers all MYP year 5 students for IB-validated moderation of the personal project.

Students analyse their interest, decide a learning and product goal, choose how to achieve their goal, and create their own success criteria for the product. Through the personal projects the students produce a truly personal and often creative product. Also, they demonstrate a consolidation of their learning in the MYP.

Personal Project is personal because:

Students think of their personal interest, prior learning, existing knowledge and explore an idea that further motivates and interests them.
Students demonstrate the ATL skills they have developed throughout MYP years.
Students also reflect on the impact of their personal project on themselves.
Students themselves plan how to achieve the goal they have set.
Students create their own success criteria for their product.
Allocation of supervisor and coordination of the project-
The school considers following areas when organizing the personal project-
• the number of supervisors required as per the number of MYP 5 students
• training of supervisors after selection
• informing and orienting students about the Personal Project
 • orienting and informing parents of the objectives and characteristics of the project

• preparation of feasible timelines for supervisors and students
• allocation and scheduling of time for supervisors to meet the students individually or in groups
• documentation for managing the progress of the project

• availability of library and/or information and communication technology resources required for the project
• authentic internal standardization of the project
• showcasing the project at its conclusion, through the Personal Project Exhibition.

The school has a systematic structure to ensure coordination of the school that is shown below: Coordinators prepare a personal project timeline for the new session → The school conducts PP Orientation for MYP Year 4 students → The school conducts PP Orientation for the parents of MYP Year 4 students → PP coordinator provides an opportunity to the students for providing their choice of PP topic and supervisor → PP coordinator allots a supervisor to each of the students, while doing so we try to provide supervisor as per student's choice/area of interest → personal project timeline is shared with the school community → Intimations are given through email for the official meetings → an excel sheet is shared with the supervisors for keeping record of students' progress and outcome of student-supervisor meetings → a session for report writing is conducted for the students → PP exhibition is held for which the school invites the school community including students of MYP junior classes and parents → students' personal projects are assessed by the supervisors → Teacher 2 is assigned for internal standardization of the PP assessment → final levels are uploaded on the IB portal for moderation of the personal projects.

System of briefing personal project

The school conducts separate orientation sessions to explain the nature and importance of personal projects for MYP 4 students, parents of MYP 4, and for supervisors. The supporting material and guiding resources are shared with the school community through drive and email.

The role of the supervisor

The purpose of the supervisor is to support the student during the personal project. Each student has his or her own supervisor.

The supervisors provide guidance to students for the process and completion of the project.

This includes:
• to ensure that the chosen MYP project topic satisfies appropriate legal and ethical standards mentioned by IB
• to provide guidelines of requirements for the MYP project
• to provide the timetable with deadlines prepared by PP coordinator for the school
• to provide and explain the assessment criteria for the project
• to advice on how to keep evidence of the process in process journal
• to emphasize the importance of personal analysis and reflection
• to provide formative feedback during the student- supervisor meetings
• to ensure that students has followed requirements for academic integrity
• to confirm the authenticity of the work submitted by commenting on academic honesty form

• to assess the MYP project using the criteria descriptors provided in the MYP personal project guide
• to participate in the standardization of the assessment process
• to provide personal project teacher assessed totals to the MYP coordinator to enter in the International Baccalaureate Information System (IBIS).

Supervisors support students throughout the journey of their personal project. The frequency of meetings between students and their supervisor may change according to the requirement of the project, the topic, students' ability or the stages of the project.

The role of the student

To complete a personal project, **students must undertake independent, interest and aptitude based learning**. They are expected to spend a minimum of **25 hours over a span of approximately six months** on their personal project. This time spans the entire process, including meetings with their supervisor.
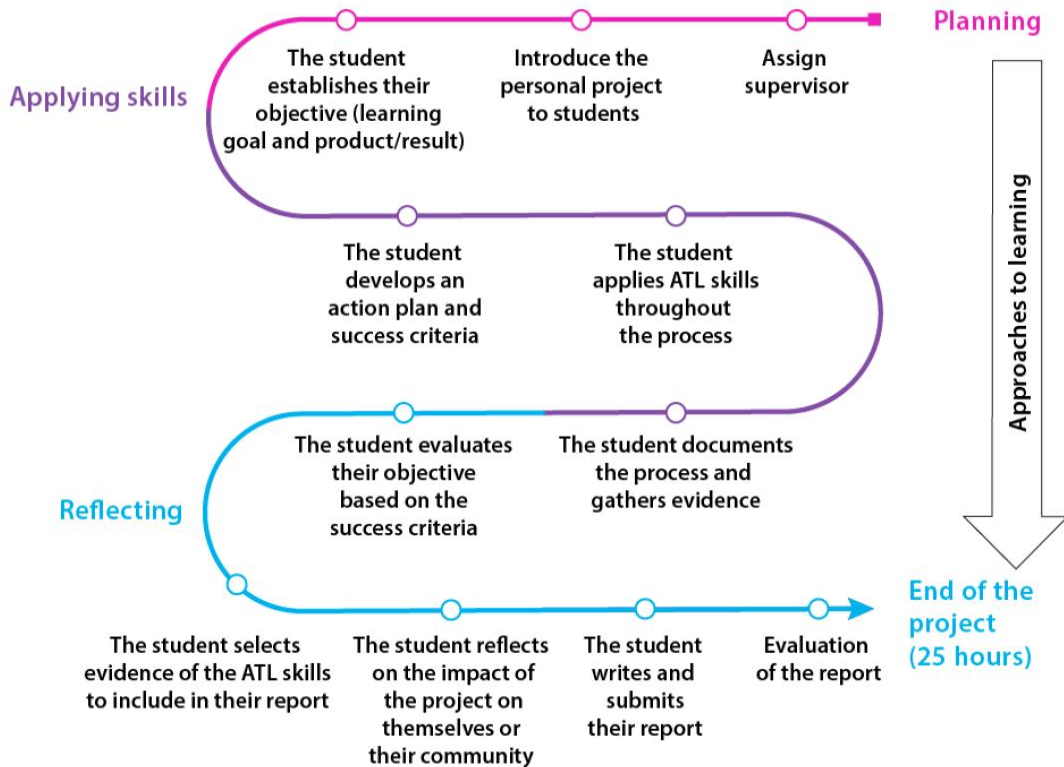
Through the personal project, students:

❖ investigate and explore an interest that is meaningful personally (intellectual curiosity; connection with family; socio cultural or geographical relevance; individual aptitude or passion; etc)
❖ be self directed learners by taking ownership of their own learning through a self-directed inquiry
❖ transfer and apply skills to pursue a learning goal and creation of a product
❖ pursue, recognize and evidence their personal growth and development.

Students must specifically:
● **devise** a **goal**, an **action plan** and formulate **success criteria**
● **apply their ATL skills** throughout the process of the project
● **gather evidence** of their **application of** ATL skills throughout the personal project
● **evaluate** the project based on the self-created success criteria
● **select authentic** evidences to add to the **report**
● **reflect** on the **impact of the project on self and others**
● **write** a **report to document the Project and its journey**.

To complete the personal project, students must follow the following steps.

Planning

Applying skills

- The student establishes their objective (learning goal and product/result)
- Introduce the personal project to students
- Assign supervisor

- The student develops an action plan and success criteria
- The student applies ATL skills throughout the process

Reflecting

- The student evaluates their objective based on the success criteria
- The student documents the process and gathers evidence

- The student selects evidence of the ATL skills to include in their report
- The student reflects on the impact of the project on themselves or their community
- The student writes and submits their report
- Evaluation of the report

Approaches to learning

End of the project (25 hours)

[4]

The role of the community

Community within the school as well as community beyond the school has a big role in personal projects. In the journey of personal projects, students need support from the community. The school appoints a personal project coordinator, and involves all MYP teachers in supervising personal projects. One supervisor is assigned for each of the students.

The library, media or resource centre is a key resource for students, and the involvement of the librarian or resource specialist is also required in the process of completing the project. The librarian or resource specialist can assist students with research skills. The resource coordinator assists the students in accessing required resources. Also, they can help with locating and sourcing resources. The resource coordinator can also assist in some other areas such as referencing and completing bibliographies.

The students can approach any expert from the community for assistance in the personal project product. To extend their learning the students can even join any course which is helpful for making their product. The specialists may facilitate access to research and evidence, provide information to extend skills and knowledge, and model good practice, however, the expert/specialist can not assess the project. The student must follow the school's policy of academic integrity.

Parents role is very important because:

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[4] (Teacher support materials; MYP personal project Handbook for students and supervisors)

Students need their mental and physical support in managing the personal project.

- Parents need to facilitate access to research and evidence, provide information to extend skills and knowledge, and model good practice.
- Parents need to guide and support the students throughout the process.
- If required, parents may provide expert guidance to their ward with the help of any expert of the chosen field from the community.
- Parents need to ensure that their ward maintains a process journal and follows academic honesty.

Aims of Personal Project

The aims state what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.
The personal project is an opportunity for students to:
• *inquire*
◦ explore an interest that is personally meaningful
◦ take ownership of their learning by undertaking a self-directed inquiry
• *act*
◦ transfer and apply skills in pursuit of a learning goal and the creation of a product
• *reflect*
◦ recognize and evidence personal growth and development.

Objectives

The personal project has 3 objectives:

i. Planning
ii. Applying skills
iii. Reflecting

► Objective A: Planning

Students should be able to:

i. state a learning goal for the project and explain how a personal interest led to that goal

ii. state an intended product and develop appropriate success criteria for the product

iii. present a clear, detailed plan for achieving the product and its associated success criteria.

► Objective B: Applying skills

Students should be able to:

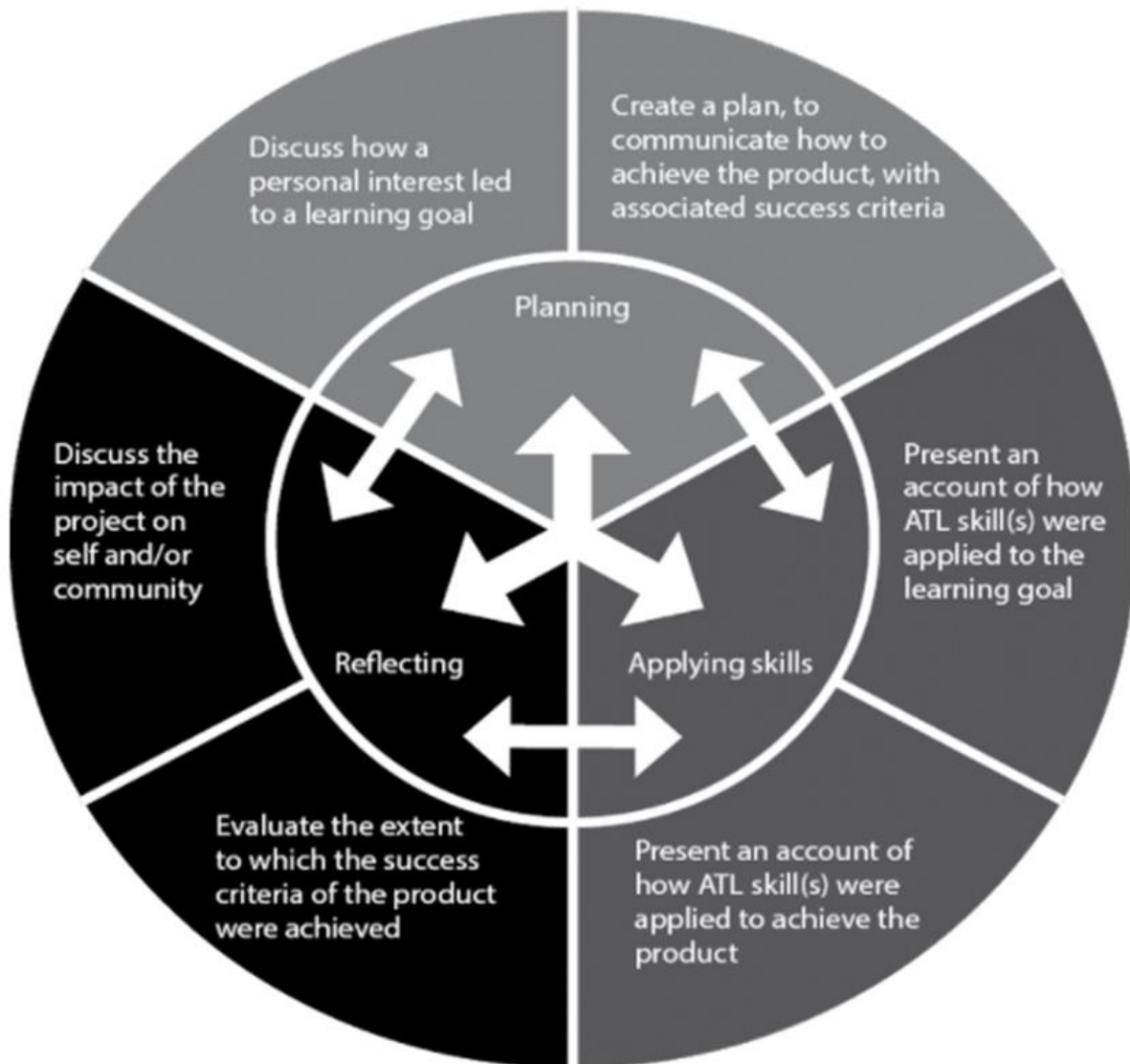i. explain how the ATL skill(s) was/were applied to help achieve their learning goal

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

   ► **Objective C: Reflecting**

Students should be able to:

 i. explain the impact of the project on themselves or their learning

 ii. evaluate the product based on the success criteria.

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[5] MYP Personal Project Guide, February 2021, (updated May 2022).

Timeline for completion of the project

PP Orientation for parents of MYP Year 4 students. Understanding parents' responsibility and need to support in PP	Saturday, April 1st, 2023
PP Orientation for MYP Year 4 students Understanding 'what is personal project, use of process journal, requirements of personal project' etc.	Wednesday, April 5th 2023
Allotment of supervisors.	Monday, April 10th, 2023
First Official Student-supervisor meeting: Discuss selection of the PP goal, discuss your plan as per the requirements for completing the personal project with respect to the chosen goal. Describe connection of the learning goal with personal interest. (Save evidence in process journal) Research Process initiation.	Wednesday, 12th April, 2023
Students would continue research work, select, evaluate and acknowledge information (Keep record in process journal), create a table (with rubrics) to describe specifications (criteria) of the product, prepare rubrics (for each of the criteria of product) for evaluation of the product. Referring to the school's PP timeline, prepare an action plan by 10th July, 2023.	During vacations – May and June month
Student-supervisor meeting - Students would discuss the intended product, its criteria and rubrics with the supervisor and show the progress of personal project including research work done during vacations. Discuss plan for product creation, share action plan.	Wednesday, 12th July 2023
Work in progress- Creation of product, conducting required surveys, organizing process journal	12th July to 26th 2023
Show the progress, process journal to the supervisor. The process journal, goal with respect to specifications for the product to be checked by the supervisor.	Wednesday, 26th July 2023

Show the PP product to the supervisor. Product quality with respect to specifications for the product to be checked by the supervisor.	Wednesday, 9th August, 2023
Report writing session by PP Coordinator	Wednesday, 13th September, 2023
Student-Supervisor Meeting (Report Writing-Criterion A); Guidance about report writing by the supervisors, "Work-in-progress" session Show findings, discuss the progress, show records of the evidence/process journal. Continue working on product/outcome in case any changes are suggested by the supervisor. Initiating the report writing process.	Wednesday, 27th September, 2023
Student-Supervisor Meeting (Report Writing-Criterion B) Guidance about report writing by the supervisors, "Work-in-progress" session Show findings, discuss the progress, show report for criterion A, discuss/ guiding report writing for criterion B	Wednesday, 4th October, 2023
Evaluation of product using the rubrics, peer review, audience review (if applicable), self-evaluation of product. Prepare the first draft of the report (complete report).	4th TO 11th October, 2023
Showing the PP report and getting feedback from the supervisor. Making changes as per self-evaluation and the suggestions by supervisor / feedback by friends or family.	Wednesday, 11th October, 2023
Submission of final process journal, product and report after incorporating changes as suggested.	Wednesday, 18th October, 2023
Personal Project Exhibition	Saturday, 2nd December 2023
Add evidence from the exhibition and peer group's evaluation in the report. Final submission of PP report, Process Journal & Product to respective supervisors.	Monday, 6th December, 2023

Evidence of the process

Gathering evidence for the project
Students are expected to collect and keep evidence of their complete project journey in an organized manner. This would help them to demonstrate how they developed ATL skills and will prove their academic honesty. Students can use different techniques for gathering evidence of any activity carried out during the project.
Students are responsible for producing evidence that shows they have fulfilled the personal project's objectives. Students are free to develop their own ways of gathering evidence and they can use any media of their choice, which can be written, visual, audio, digital or a combination of these.

Possible evidence as mentioned by IB in MYP Personal Project Guide are:
● visual thinking diagrams (mind maps)
● bulleted lists
● charts
● short paragraphs
● notes
● timelines, action plans
● annotated illustrations
● annotated research
● artifacts from inspirational visits to museums, performances, galleries
● pictures, photographs, sketches
● up to 30 seconds of visual or audio material
● screenshots of a blog or website
● self- and peer-assessment feedback.

Defining the project

The reason behind a personal project being called personal is a chance to learn something new and create something that we care about. Students can choose their own topic based on what makes them curious or passionate. Inspiration for the same can be drawn from what a student have learned in the MYP, such as
• a global issue that matters
• a service activity that the students want to continue
 • a unit of enquiry that the student wants to explore more.

The students can also pick a topic based on their hobbies or interests outside school, or try something new. The personal project has two parts:

· a learning goal (what the students want to learn)
· a product (what the students want to make).

If the need arises the project can be changed along the way. The students can start their project with either the learning goal or the product. Different products can show the same learning goal, and different learning goals can lead to the same product.

Below are **some questions as per guide** to think on which can help students define their projects.
● What have you always wanted to do?
● What do you do in your free time?
● What would you like to do in your free time?
● What IB learner profile attribute best describes you?
● What IB learner profile attribute would you like to develop?
● Which global context interests you the most?
● Which interdisciplinary or design project interested you the most?
● Which experience of service as action did you find the most satisfying?
● What problem within your community most affects you?
● Which is your favourite academic discipline?
● Which research project would you like to develop?

An example of starting with a learning goal to guide the creation of the product

In order to learn about fitness, I could …
→ create a series of workout videos
→ write a research essay about fitness for teenagers
→ train for a half-marathon

By creating a series of workout videos, I could learn more about …
→ filming and editing videos
→ how to structure an effective workout
→ how to motivate people during a workout

[6]

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[6] MYP Personal Project Guide, February 2021, (updated May 2022).

Success criteria

The **success criteria**[7], developed by the student, measure the degree of excellence to which the **product** aspires or the terms under which the product can be judged to have been successful.

❖ The success criteria must be testable, measurable and observable.
❖ The success criteria must evaluate the product.
❖ The success criteria must evaluate the impact on the student or the community.

Below are ideas of specific product features that may help students establish success criteria to evaluate the quality of their products.

Product form:	Product content:
- technique or material used - number of pages - length - resource people - visual aspects - colours - size - text type.	- strand - target audience - organization - quality of the language - result achieved.

Action plan

Students need to prepare their own action plan for achieving their short term and long term goals for the chosen product. They should also mention whether they could achieve the targets within a reasonable time frame and using their affective skills they may bounce back by revising their learning goal and/or product accordingly.

Based on research, students should also develop success criteria for their product and determine the necessary steps or actions that will be required to meet the planned criteria. This will also help to explain whether or not the goal was achieved in the report.

Similarly, students may need to carry out research for achieving their learning goal, which could be included as part of their action plan.

Applying the ATL skills

To explore the learning goal and achieve the product, students must work through different steps using various Approaches To Learning skills.

Below are some **ideas provided in IB guide**[8] of how to do this.

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[7] MYP Personal Project Guide, February 2021, (updated May 2022).
[8] MYP Personal Project Guide, February 2021, (updated May 2022).

● Planning resources (financial, human and material) and constraints
● Producing drafts, sketches, prototypes, plans, etc
● Choosing information, techniques and materials based on the research
● Testing techniques and materials
● Compiling a list of purchases
● Predicting other possibilities
● Planning the documents to produce (survey, letter, poster, visual aids, etc)
● Preparing meetings (interviews, surveys, presentations, resource people, etc)
● Practising a presentation
● Creating
● Regularly assessing their work to see if the product helps achieve the learning goal; this could be a self-assessment or an assessment by another person
● Making necessary improvements
● Presenting the product

Which ATL skills will be useful for your project?
● Review the ATL guide.
● Define the specific skills for each category (communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer) that you will need.
● Identify how you will gather your evidence.

Reflecting

In the personal project, it is expected of the students that they will be able to explain the impact of the project on themselves or their learning and to evaluate the product based on the success criteria.

Below are ideas to help students assess the impact of their projects.

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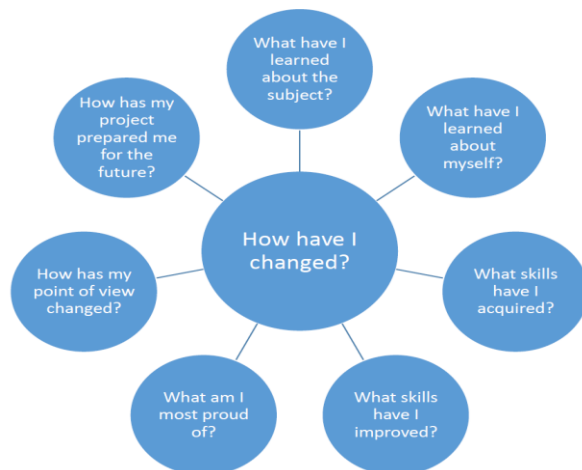
[9] Teacher support materials; MYP personal project Handbook for students and supervisors

Evaluating the product

After completing the project students should present their product in front of audiences and provide the rubrics for each of the the success criteria, created by them, to the audiences for evaluating their product. This evaluation forms the basis for explaining the success and impact of the project.

Below are ideas to help students evaluate their products based on their chosen success criteria.
● To what extent did I complete my product based on the success criteria?
● How can I demonstrate that I completed my product based on my success criteria?
● What are my project's strengths?
● What could I have done differently to make my product better reflect my success criteria?

Creating the Personal Project Report[10]

Students may submit their report in written or recorded format, or a combination of the two. The table below shows the maximum length of students' submissions.

1. To ensure that the written part of the report is clearly legible, each page must have a minimum:

• 11-point font size

• 2 cm margins.

2. Evidence presented in images must be clearly visible at the size submitted.

3. Audio and video must be recorded and submitted in real time.

4. Visual aids may be used to support spoken reports. However, evidence and examples presented in the visual aids should be submitted as documents. Visual aids presented only in video format will not be considered for assessment.

5. The bibliography is uploaded separately and is not included in the page limit.

6. The title page is not needed; if included it will count towards the page limit.

The report should be presented in identifiable sections following the MYP personal project objectives—

planning, applying skills, and reflecting, as shown in table 9, "MYP Personal Project Guide; Published February 2021". The report must include evidence for all the strands of all criteria.

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[10] MYP Personal Project Guide, February 2021, (updated May 2022).

Bibliography:

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