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Baccalaureate

MYP Personal Project

An Introduction

What is the Personal Project?



The Personal Project is a student-driven project, that happens in the last year of the MYP (10th grade). Students choose a topic to explore through learning a new skill/knowledge and creating a product/outcome. Through the project students demonstrate and strengthen their Approaches to Learning (ATL Skills).

The Personal Project is the culminating project of the MYP - a great way to celebrate students learning journey through the MYP!

Nature of the Personal Project



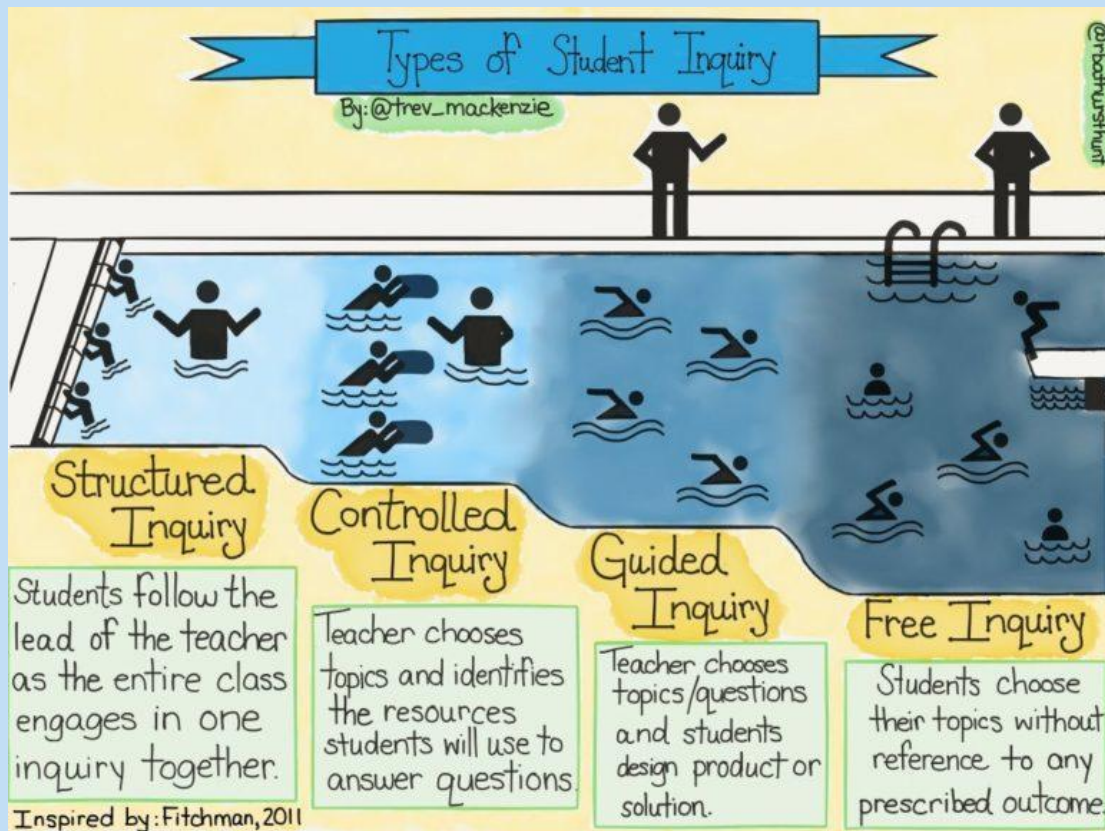
Motivation: Students explore an area that motivates and interests them.

Agency: Students set their own goal and choose how to achieve it. Students create their own articulation of what success will look like.

Lifelong Learning: Students demonstrate and develop ATL skills. Students reflect on the impact that the personal project has had on themselves and/or their community.

*The project should **challenge** students to develop as a learner!*





While all MYP students are familiar with inquiry based learning, with their units following structured, controlled and guided inquiry, the personal project is a chance to experience **free inquiry**.

The Aims of the Project



Just like all MYP units, the project allows students to **inquire, act, and reflect!**

- **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



Objective A: Planning

- state a **learning goal** for the project and explain how a **personal interest** led to that goal
- state an intended **product** and develop appropriate **success criteria** for the product
- present a clear, detailed **plan** for achieving the product and its associated success criteria.

Objective B: Applying skills

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

Objective C: Reflecting

- explain the **impact** of the project on themselves or their learning
- **evaluate the product** based on the **success criteria**.

This is how the project is graded and how the report will be structured! Note that it follows the model of **inquiry - act - reflect!**

Two Main Focuses

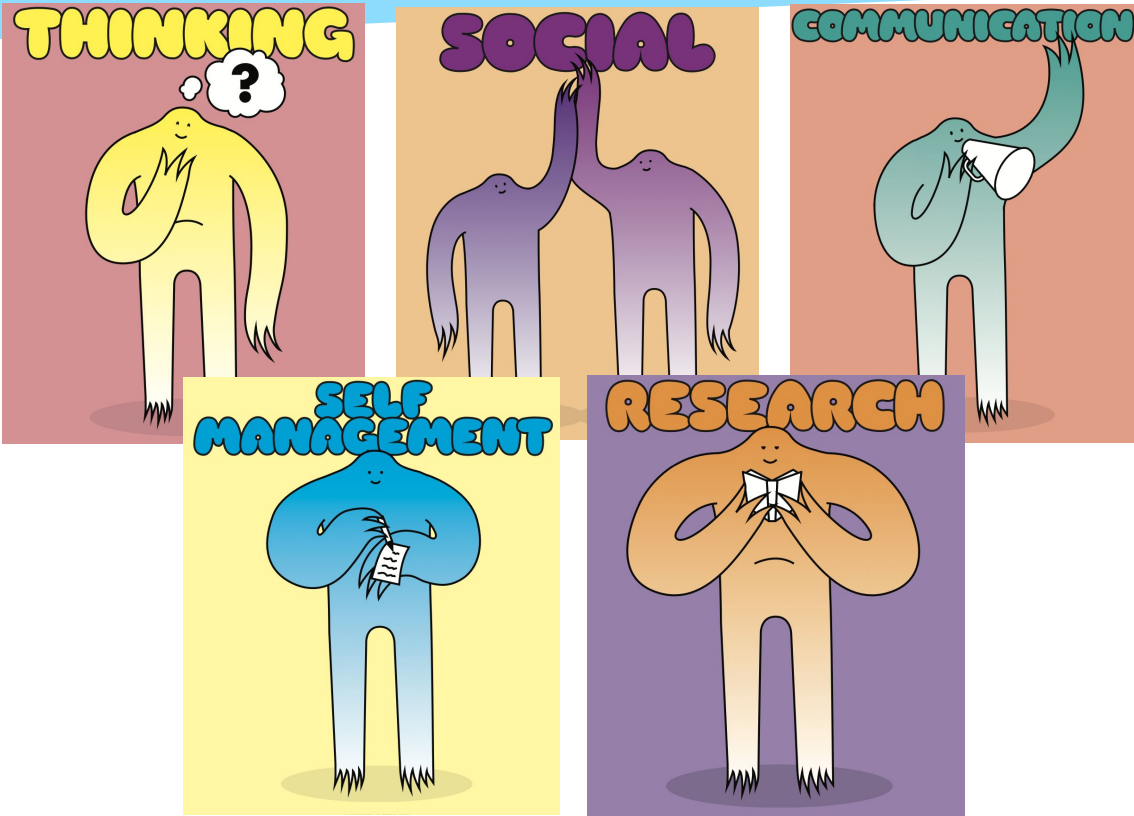


Students focus on a **learning goal** and a **product** they will make to demonstrate the success of the learning goal.



<u>Learning Goal</u>	<u>Product</u>
Learn Japanese	Create a children's book with Japanese and English
Develop my cooking skills and learn about Bosnian food	Create a YouTube channel where I cook Bosnian food and explain the culture significance of each dish
Understand homelessness in my community and take action to support the homeless community	The organisation of an event where students prepare donation boxes for the local homeless centre

Other Elements



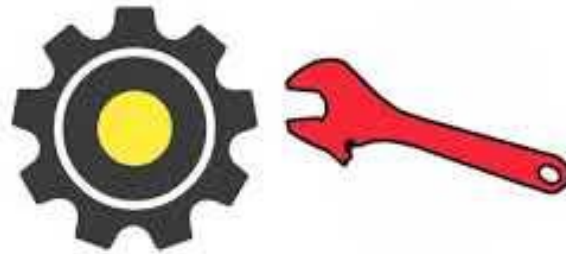
The other elements of the Personal Project include:

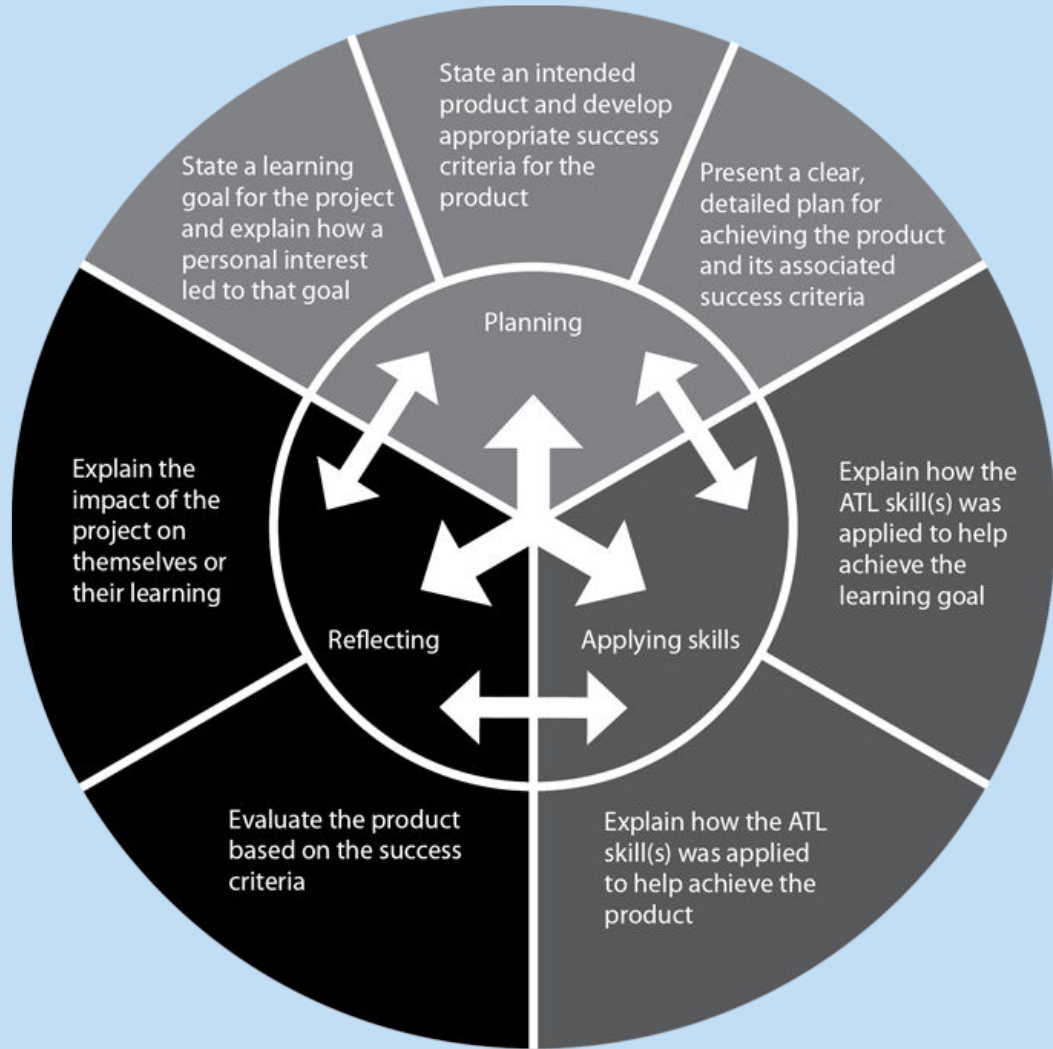
- Creating an **action plan**
- Creating **success criteria**
- Reflecting on the use of **Approaches to Learning (ATLs)**
- Evaluating product using the **success criteria**

What are ATLs?



ATL Skills
are like tools





Visualizing the Learning Goals

Who helps the students?



Coordinator: The Coordinator is in charge of the organization of the personal project. Their role includes providing clear expectations, communicating your school's timeline, and assigning supervisors.

Supervisor: Supervisors will work one on one with a student. They will meet throughout the process to give the student support, will check they are acting with academic integrity, and will provide students feedback for the first draft.

Librarians/The Library: The librarians will be able to support students with research skills, finding useful resources, citations, and writing a bibliography.

The Community: Students might also use experts inside and out of school. Students might use these experts for feedback or interviews.

The Personal Project is ***student driven*** - but this does not mean students can't use these people to collaborate with and learn from!



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The Report



At the end of the project students create a reflective report. Throughout the report they share evidence of their learning.

The report might be written or spoken or a combination. The report can take a variety of formats, but must address all strands of all three objectives.

