Personal Project:

The personal project is a mandatory project in year five (grade 10) of the Middle Years Programme. This culminating example of inquiry reflects a student's ability to initiate, manage and direct their own learning. It is an opportunity for students to explore a topic of interest, to develop approaches to learning skills and to create something uniquely personal.

The Personal Project is composed of five parts:
1. Investigating
2. Planning
3. Taking Action
4. Reflecting
5. Demonstrating

The Personal Project is:
- Completed over an extended period of time
- An original piece of work that allows for personal voice and choice
- An opportunity to better understand the approaches to learning
- A demonstration of the inquiry skills and disciplinary knowledge gained over the Middle Years Programme
- An opportunity to reflect on learning and critical thought

Things to consider over the summer:

Topic:

The personal nature of the project is important; the project should be based on a topic that motivates and interests the student.

Global Context:

The project must be guided by one of the following global contexts.

Identities and relationships *Who am I? Who are we?*	Scientific and technical innovation *How do we understand the worlds in which we live?*
Students will explore the following areas: identity; beliefs and values; personal, physical, mental, social, and spiritual heath; human relationships; and what it means to be human.	Students will explore the following areas: 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; and how humans adapt environments to their needs.
Orientation in space and time *What is the meaning of 'when' and 'where'?*	**Globalization and sustainability** *How is everything connected?*
Students will explore the following areas: 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.	Students will explore the following: 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.
Personal and cultural expression *What is the nature and purpose of creative expression?*	**Fairness and development** *What are the consequences of our common humanity?*
Students will explore the following areas: 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.	Students will explore the following: 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.

Product and Timeline:

The Product demonstrates what has been investigated and created. Students are expected to showcase what they have produced or achieved as their Personal Project goal. This could be a written work, a model, an electronic article, a piece of artwork, or it might be visual evidence of the product such as a video recording or photographs.

It is important to be realistic about the Personal Project. Some projects may be too ambitious, require overly complex procedures or take up too much time, while others are too simplistic and require limited critical thinking skills. Think about the timeline for creating your product and when would be an appropriate time to start the creation process.

Goal Setting:

In order to set an appropriately challenging goal, you need to be aware of your strengths and weaknesses. You need to set a project goal that will push your limits, but that you can complete independently.

Here are some examples of challenging vs. highly challenging personal project goals:

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.