

The student’s individual strengths and weaknesses need to be considered alongside his or her specific interests and prior knowledge. While collaboration with others will form part of the project, the project must be the student’s own; he or she must have the capacity to complete the project without relying solely on the help of others. The student may involve teachers and other appropriate adults as resources, but students must complete the project independently.

Table 15 illustrates some examples of less and more challenging personal project goals.

Student’s prior knowledge and/or skill level	Less challenging goal	More challenging goal	Student’s justification of what makes the project’s goal “highly-challenging”
Basic digital photography skills (self-taught), fascination with landscape art, commitment to environmental justice	Document photography skills in a personal portfolio	Mount a digital photography exhibition of local landscapes impacted by climate change	<ul style="list-style-type: none"> • The student includes 10 photographs displayed on digital monitors at high resolution. • Photographs for the exhibition are selected in a collaborative process that involves students, parents and at least one professional photographer. • Some photographs must be taken with one or more filters (new technique). • Each photograph has a research-based/scientifically accurate and documented connection to climate change.
Basic understanding of web design and personal nutrition	Design and build a website to raise awareness about child obesity for the school community	Design and build a website that engages teenagers with research-based content, presented with professional quality aesthetics	<ul style="list-style-type: none"> • The website reaches its intended audience (the student develops and implements a plan to make the website available and known to teenagers in the school community and measures the number of unique visitors). • The student records page views, internal click rates and shares as engagement analytics. • The student carries out a user interface survey, which shows that 80% would recommend the website to a friend. • The website is reviewed by a design teacher/professional web developer for layout, functionality. • Research-based content is supported by primary sources such as a certified nutritionist.

Student's prior knowledge and/or skill level	Less challenging goal	More challenging goal	Student's justification of what makes the project's goal "highly-challenging"
Two MYP years of visual arts completed	Create an impressionist watercolour painting	Create a painting in the style of Mary Cassatt to serve as a teaching resource that demonstrates design principles, colour composition and brushstroke techniques	<ul style="list-style-type: none"> • The design brief is approved by the school art teacher. • The student demonstrates at least three design principles (balance, contrast, movement). • The student demonstrates Impressionist subject matter, composition, use of light, brush strokes, social context and emotive quality. • The student develops museum quality short explanations of the Impressionist style that can be mounted with the painting.
No experience of horticulture or gardening	Plant a family garden for organic vegetables	Design, prepare and plant an organic vegetable garden from which to harvest produce for three vegan dishes	<ul style="list-style-type: none"> • The garden design and budget take into account local climate, soil and local plants, and are justified and approved by parents. • The student researches the main principles of the local/global impact of organic horticulture, including interviews with members of local gardening communities or government experts. • The student plans, prepares and serves vegan dishes to a taste panel with a menu that includes nutritional information about the meal.

Student's prior knowledge and/or skill level	Less challenging goal	More challenging goal	Student's justification of what makes the project's goal "highly-challenging"
<p>Study of MYP media and a digital design product completed for the MYP year 4 courses, planning a career in film, competent videographer, basic familiarity with video editing software</p>	<p>Capture and edit an interview from a local family that documents their experience as immigrants</p>	<p>Create a 5-minute mini-documentary to show to school community or school website investigating the social inclusion of local immigrant communities</p>	<ul style="list-style-type: none"> • The student researches issues in social inclusion, including first-hand reports from local immigrants. • The student develops multiple possible storylines. • The student produces consistent audio that is easily intelligible in a large meeting. • The student uses film techniques to create an emotional response that strengthens informational content. • The student connects local stories with current global challenges. • The student is an ethically responsible filmmaker (considering privacy and legal status of participants, showing respect for difference, using correct tone of reporting) and secures necessary releases. • The student screens the documentary in the school community, a local government forum, or shares it with an advocacy group.
<p>Three years in friendly basketball league and completion of a practice partial ePortfolio on fitness in MYP physical and health education year 4</p>	<p>Make an off-season fitness plan for basketball league members</p>	<p>Use the available technology to make individualized plans for five members of the basketball league that increase three measures of physical fitness by at least 10% over a three-month period</p>	<ul style="list-style-type: none"> • The student finds reliable sports and exercise science information. • The student works with local sports and medical experts to choose appropriate measures of fitness. • The student recruits, trains, motivates, monitors and celebrates growth in fitness of squad members. • The student develops individual goals based on accurate and reliable measurements.

Table 15
Less and more challenging MYP personal project goals

Identifying the global context for the project

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. In most cases other global contexts may inform the project or offer other perspectives, but the focus on one context will present opportunities that emerge through (self-imposed) limitations and give a specific focus to the project.

Table 16 shows some examples of the use of each global context for an MYP personal project.

Global context	Examples of personal projects
<p>Identities and relationships</p> <p>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.</p>	<ul style="list-style-type: none"> • Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying • How online identities impact offline relationships; a research essay • Keeping culinary traditions; a video series following family recipes with historical relevance • The effect of mass media on teenage identity; a short film
<p>Orientation in space and time</p> <p>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.</p>	<ul style="list-style-type: none"> • The Euclidean space perspective of the universe; a 3D model • Explorers in search of a new world; immigration over the ages through visual texts • The Mayflower and the dream of religious freedom; a personal family history • Charting a family history through archives and a representational statue
<p>Personal and cultural expression</p> <p>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.</p>	<ul style="list-style-type: none"> • Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture • The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers • Culture and self-expression through dance at the local community arts centre; a performance

Global context	Examples of personal projects
<p>Scientific and technical innovation</p> <p>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.</p>	<ul style="list-style-type: none"> • Nano fibres build stronger bikes; a prototype bike with nano fibres • What’s the matter with the anti-matter?; an informational talk • Why are genetics and genomics important to my health?; a media presentation • Can stem cells replace organ transplants?; an investigative report
<p>Globalization and sustainability</p> <p>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.</p>	<ul style="list-style-type: none"> • The struggle for water in developing countries; an awareness campaign • The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation • Education as the tool to change the future of Peru; a workshop for adults • The role of the developing countries in protecting the tropical rain forest; a collection of slides
<p>Fairness and development</p> <p>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.</p>	<ul style="list-style-type: none"> • Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade • Open-market economies and their role in fair trade; a talk for students • Exploring the intersections of race and inequality; a radio broadcast • Asylum seekers and their right to live like us; a painting

Table 16
Global contexts and MYP projects

The global context helps the student engage in a cycle of inquiry and a process that leads him or her from academic knowledge to thoughtful, principled action.

Creating criteria for the product/outcome

As part of the goal, students must determine a final product/outcome of their project. The product/outcome might be an original work of art, a model, a business plan, a campaign, a blueprint or architectural drawing, an essay, a course of study, a debate, a film or some other work.

Students must define realistic criteria to measure the quality of the project’s final outcome or product. Working with their supervisor, students decide what constitutes a high-quality product/outcome. Some appropriate tools for setting standards and assessing quality include checklists or rubrics. Students document the criteria in their process journal and use them to assess the final outcome or product.

For example, the goal may be to design a personal fitness programme to prepare for a half-marathon. The project is aiming to increase fitness through a training schedule, with the outcome of demonstrating increased fitness by successfully running a half-marathon. The criteria might include a proposed running schedule with interim projected running times, and the final running time the student hopes to achieve in the half-marathon. The outcome might be documented through a fitness chart, diary entries, running times and a series of photos of the actual marathon.

Usually, students will not be able to define the criteria until they have spent some time researching the goal, and criteria should only be determined once students have a clear understanding of what they want to achieve and the proposed product/outcome of their project.