

# Project Planning Sheet

FOR THE LEARNER

MY PROJECT TOPIC

MY NAME

STARTED

FINISHED

WHAT YOUR PROJECT NEEDS TO INCLUDE

**Background information**

Where did this start? How did it develop? Write it like an introduction — set the scene before diving in.

**Main text — in your own words**

Minimum one page, written by you. Read enough to understand the topic properly before you write anything. No copy-paste.

**Facts & figures**

Find some data connected to your topic. A graph, a chart, a list of stats — any format counts.

**History / geography connection**

Where in the world does your topic connect? Where did it originate? Follow the thread.

**Art in some form**

Illustration, diagram, map, storyboard — your choice. Knowledge doesn't have to be written to count.

**A summary or presentation**

How will you share what you've learned? Written conclusion, verbal or video presentation, artwork — the format is up to you.

MY NOTES & IDEAS FOR THIS PROJECT

# Project Planning Sheet

## PARENT GUIDE

### THREAD-FOLLOWING PROMPTS

#### HISTORY

Where did this start?

#### GEOGRAPHY

Where in the world does this connect?

#### MATHS / DATA

What can be measured or counted?

#### EXTENSION

Where could this lead next?

### SHOWING AN INTEREST IN THEIR INTEREST

Showing an interest in what interests them is key to valuing a child's curiosity — and it matters just as much when you're their teacher as when you're their parent. Watching documentaries or films around the topic, reading aloud books that tie in somehow, joining in the art tasks: showing them you're interested too validates both their interest and the journey of learning they're on.

### ON PRESENTING THE WORK

When the project is finished, ask your learner to present it — to you, to family, to a home-ed group. The act of explaining something to someone else requires them to know it more thoroughly than the written project alone demands. Start with a question you know they can answer confidently. Let them feel competent before you push further. A learner who ends a presentation feeling like they knew their subject is one who approaches the next project with more confidence.

### MY NOTES ON THIS PROJECT

WHAT SURPRISED ME ABOUT HOW THEY APPROACHED THIS?

WHAT RABBIT HOLE DID THEY FOLLOW – AND WHAT DID YOU LEARN ABOUT HOW THEY THINK?

WHAT WOULD I DO DIFFERENTLY NEXT TIME?

# Our Project Agreement

PRINT & KEEP

*This is a project agreement, not a legal document — though it is extremely official.*

LEARNER'S NAME

PROJECT TOPIC

WHAT SPARKED THIS INTEREST?

AIMING TO FINISH BY

HOW WILL THE PROJECT BE  
PRESENTED?

## WHAT THIS PROJECT WILL INCLUDE

- |   |   |
|---|---|
| <input type="checkbox"/> Background information — history and origins | <input type="checkbox"/> Facts and figures in some form       |
| <input type="checkbox"/> Main text — at least one page, own words     | <input type="checkbox"/> Art, illustration or diagram         |
| <input type="checkbox"/> A history or geography connection            | <input type="checkbox"/> A summary or presentation at the end |

## WE BOTH AGREE TO

**Learner:** I'm going to do this properly.

The learner will follow this interest properly — reading, researching, making, writing. Not just the fun bits.

The learner will present the finished project, even if that feels a bit scary.

**Home Educator:** I'll support wherever this goes.

The home educator will take this interest seriously and help find resources.

The home educator will follow the learner's lead on where the project goes.

LEARNER SIGNATURE

HOME EDUCATOR SIGNATURE

DATE