Student Handbook for the

Middle Years Programme

Personal Project

2015-2016

Student Name_______________________________________

Email Address_______________________________________
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### Personal Project Key Dates - 2015-2016 School Year

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| 29 September – 9 October | Students meet with MYP Coordinator through NSL Government / US History classes to begin process. Students complete the following tasks:  
  - Submit a proposal  
  - Join a Google Classroom  
  - Learn about Personal Project Supervisors and how they will help you. |
| 9 October          | Personal Project Proposals Due (through website)                      |
| 6 October          | Parent informational meeting – Review timeline, expectations and goal of the projects as well as supervisory meeting schedule and how parents can support the process. |
| 21 October         | First supervisory meeting – Review your proposal with your supervisor and make a plan for action in the next three weeks. |
| 28 October         | First Checkpoint (Page 10) – Revised goal checked in first period classes |
| 6 November         | Students’ Reflection 1 due on ManageBac                               |
| 18 November        | Second supervisory meeting                                           |
| 24 November        | Second Checkpoint (Pages 11-14) – Source evaluation sheets checked in second period |
| 4 December         | Students’ Meeting Reflection 2 due on ManageBac                       |
| 14 December        | Third supervisory meeting                                            |
| 21 December        | Third Checkpoint (Pages 15-16) – Revised goal, specifications and to-do list |
| 8 January          | Students’ Meeting Reflection 3 due on ManageBac                       |
| 29 January         | Fourth supervisory meeting – Final product / goal / outcome should be complete |
| 5 February         | Fourth Checkpoint (Page 19) – Assessing the success of your goal      |
| 5 February         | Students’ Meeting Reflection 4 due on ManageBac                       |
| 26-28 January      | Meetings with students to discuss the final reporting of the project. Classes TBD. |
| 18 February        | Fifth (final) supervisory meeting                                     |
| 20 February        | Projects due. Final reports due on Turnitin.com                      |

Each of the five supervisory meetings will be built into the school schedule. See the schedule on the following page for further explanation.
## Personal Project Supervisory Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7:45 a.m. – 8:30 a.m.</td>
<td>45 minutes</td>
</tr>
<tr>
<td>2</td>
<td>8:35 a.m. – 9:20 a.m.</td>
<td>45 minutes</td>
</tr>
<tr>
<td>3</td>
<td>9:25 a.m. – 10:10 a.m.</td>
<td>45 minutes</td>
</tr>
<tr>
<td>4</td>
<td>10:15 a.m. – 11:00 a.m.</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

**At 11:00** all 10th graders are dismissed to make their way to the gym for Personal Project Supervisory Meetings. All supervisory staff who are not assigned to 4th period should make their way to the gym at this time as well.

<table>
<thead>
<tr>
<th>Announcements</th>
<th>Time</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11:00 a.m. – 11:10 a.m.</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

**At 11:10** all remaining supervisory staff join students in the gym, main office or guidance office. Students meet with supervisors, discuss current progress and are then dismissed to lunch by their supervisor. Supervisors record their feedback on sheets located at each table.

<table>
<thead>
<tr>
<th>Lunch</th>
<th>Time</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11:10 a.m. – 11:30 a.m. – Personal Project Supervisory</td>
<td>50 minutes</td>
</tr>
<tr>
<td></td>
<td>11:30 a.m. – 12:05 a.m. – Lunch for 10th graders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11:10 a.m. – 12:00 p.m. – Lunch for 9th, 11th and 12th</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>12:05 p.m. – 12:50 p.m.</td>
<td>45 minutes</td>
</tr>
<tr>
<td>6</td>
<td>12:55 p.m. – 1:40 p.m.</td>
<td>45 minutes</td>
</tr>
<tr>
<td>7</td>
<td>1:45 p.m. – 2:30 p.m.</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>
### Personal Project Timeline: What to do and when

<table>
<thead>
<tr>
<th>May</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorm topics of interest and propose a project.</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish and use a process journal to record your thoughts, research findings and ideas about the project. This journal can be a traditional notebook or digital one, such as an ongoing Word document or a LiveBinder.</td>
<td>Conduct background research on your topic, recording your ideas in your process journal and tracking your sources on Noodletools, EasyBib or using the “Referencing” tools in Word or GoogleDocs.</td>
<td>Do ongoing research to help you achieve your goal. Record your sources of information using your chosen citation platform. This research should be more specific and directed than your background research.</td>
<td>Meet regularly with your project supervisor. Meetings are held during an extended lunch period each month.</td>
<td>Complete Personal Project Checkpoints (included in this booklet and checked through your classes) and Reflections (topics included here and submitted on ManageBac).</td>
<td>Work towards completing your final product or outcome by the time you return from winter break. This will leave you time to complete the report.</td>
<td>Production of the project report and choosing the process journal extracts.</td>
</tr>
</tbody>
</table>
The Process Journal

The process journal is a generic term used to refer to the documentation that students develop. Your process journal will have three parts:

- **Ongoing records of your work** – This is the collection of all of the informal records of what you are doing for your project.
- **Checkpoint assignments** – These are five specific tasks (included in this booklet) that are associated with the project and are required for all students.
- **Reflections** – These are four written reflections (included in this booklet) that you complete after your scheduled meetings with your supervisor. They are uploaded to ManageBac.

Let’s go over what might be included in each of these elements of the process journal.

**Ongoing records of your work**

First, you should choose a recording format that works for you, where you can record the following:

- **Work completed this week** – this section should detail all aspects of work completed on the personal project this week.
- **Resources consulted** – you can record bibliographical details in this section. You should also record details of any conversations with sources, such as your In-School Supervisor Meeting, relating to the project.
- **Challenges/difficulties faced** – you should detail obstacles and indicate how you did or intend to deal with them.
- **Evaluation of the progress** – this section should contain reference to your initial goal and indicate if you are achieving it. You may also identify any areas that need improvement at this stage.

When deciding how to structure the records of your work, it’s a good idea to consider how you work as a student. Do you like to write things down? Are you more likely to use a digital format than a handwritten one? Do you like to learn how to use new online tools? Consider the following formats:

**Handwritten**

- A sketchbook – great for artistic projects
- A small pocket-sized notebook – good if you want to record ideas on the go
- A spiral notebook - available in the MYP office if you need one

**Digital**

- A GoogleDrive document or folder – use your Chromebook login
- A YouTube channel – if you like to record videos or spoken reflections
- A LiveBinder ([www.livebinder.com](http://www.livebinder.com)) - an online “three-ring binder” that you create with tabs and sections.
- A flickr site – for photographs of your work
- A Dropbox or uploaded files on ManageBac
The Process Journal

What should you include?

Process journals can be written, visual or digital. What form it takes is totally up to you. The important thing is that you use it regularly and keep track of your thinking. Process journal entries might include:

- visual thinking diagrams
- bulleted lists / notes
- charts
- short paragraphs
- surveys (completed and not)
- annotated research/bibliography
- self and peer assessment feedback
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website

Checkpoints and Reflections

In addition to the ongoing record of your work on the project, you will have a series of more structured tasks called “Checkpoints” that are required for all students. These checkpoints are designed to help keep you on track, and to make sure that you are documenting your process so you can report out on it in the end.

There are also structured reflections, which you complete throughout the process and upload on ManageBac so that your supervisor can see them. These reflections are designed to help you keep a structured record of your progress and they essentially form the rough draft of your project report. They work like this:

- Prior to your meeting with your supervisor – Take notes on the pre-meeting reflection questions
- During the meeting with your supervisor – Discuss your progress (using the questions as a guide) and take notes on your discussion.
- After the meeting with your supervisor – Write your reflection on ManageBac and your supervisor will approve it.

How do these work together?

The three components of the process journal (recording your work, completing checkpoints and writing reflections) help to keep you on track throughout this long-term project. The more thorough you are in the recording of your work, the easier it will be to show that you have met the objectives of the project.

<table>
<thead>
<tr>
<th>Record of your work</th>
<th>Checkpoints</th>
<th>Reflections</th>
</tr>
</thead>
</table>
| Notes, records, recordings, sketches and / or plans (see examples above). This is the part of your process journal that you should keeping right away, especially if you’re planning to work on it over summer. | Four assignments:  
- Revised goal (Oct)  
- Three source evaluations and preliminary source list (Nov)  
- Goal reflection and to-do list (Dec)  
- Evaluating your product (Jan) | One written reflection each month (October-February).  
- Reflections draw upon the content of your meetings.  
- Questions for each reflection are included here (Appendix D) |
| Maintained throughout the process, shared with your supervisor. | Checked for completion in your content-area classes once a month. | Completed on ManageBac after your supervisory meetings, and approved by supervisor. |
The Process Journal

The term “Process Journal” refers to all three of these components taken together. Ultimately, you will select up to 10 extracts from this process journal that will be assessed along with your final product in order to show evidence of your ability to engage with the Personal Project process.

<table>
<thead>
<tr>
<th>The process journal is …</th>
<th>The process journal isn’t …</th>
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<tbody>
<tr>
<td>• begun at the very start of the process and used throughout the process</td>
<td>• used on a daily basis (unless this is useful for the student)</td>
</tr>
<tr>
<td>• a place for planning</td>
<td>• written up after the process has been completed</td>
</tr>
<tr>
<td>• a place for recording interactions with sources, for example, teachers, supervisors, external contributors</td>
<td>• additional work on top of the project; it is part of and supports the project</td>
</tr>
<tr>
<td>• a place for storing useful information—quotes, pictures, ideas</td>
<td>• a diary with detailed writing about what was done</td>
</tr>
<tr>
<td>• a means of exploring ideas</td>
<td>• a static document with only one format.</td>
</tr>
<tr>
<td>• a place for reflection on stages of the project</td>
<td>• a place for evaluating work completed a place for reflecting on learning</td>
</tr>
<tr>
<td>• a place for evaluating work completed a place for reflecting on learning</td>
<td>• devised by the student in a format that suits his or her needs</td>
</tr>
<tr>
<td>• devised by the student in a format that suits his or her needs</td>
<td>• useful for the student when receiving feedback</td>
</tr>
<tr>
<td>• useful for the student when receiving feedback</td>
<td>• used by the student to produce the project report.</td>
</tr>
<tr>
<td>• used by the student to produce the project report.</td>
<td>• used on a daily basis (unless this is useful for the student)</td>
</tr>
<tr>
<td></td>
<td>• written up after the process has been completed</td>
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<tr>
<td></td>
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<td></td>
<td>• a diary with detailed writing about what was done</td>
</tr>
<tr>
<td></td>
<td>• a static document with only one format.</td>
</tr>
</tbody>
</table>
Tips for Communicating with your Project Supervisor

Outside of the scheduled supervisory meetings each month, you will need to communicate with your supervisor regarding the progress of your project. Learning to communicate clearly and appropriately with your Project Supervisor is an important part of the Personal Project process. Effective communicators:

- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers

Take note of the following tips to help you best communicate your ideas to your supervisor:

1) **Always identify yourself and your supervisor in your email correspondence** – Address your supervisor formally and sign your email with your full name and email address so that your supervisor can contact you. *(See example)*

2) **Be specific about your questions or needs, OR ask to schedule a time to meet with them to discuss more complex issues** – Try to be as clear as possible about the questions you have and when you might need the answer to this question. *(See example)*

3) **Do your work** – Before consulting your supervisor, see if you can find the answer to your questions on your own.

4) **Don’t procrastinate** – Supervisors are always more receptive to questions that come up BEFORE the last possible minute. They’re busy people and they appreciate it when you take the time to think ahead.

---

Dear Ms. Clarkson,

Thank you for meeting with me on Tuesday to discuss my project. After our meeting, I was thinking about how I could include more research on my topic in my final product.

Because I think I want to create a Prezi, I’m not quite sure how I should cite my materials. Could I schedule a time when I can meet with you sometime next week?

Thanks for your time!

Sincerely,

Jane Q. Student

Jqs2001@gmail.com
Investigating: Setting a goal and conducting background research

The goals for students in the initial stages of the project are to:

i. define a clear goal and global context for the project, based on personal interests
ii. identify prior learning and subject-specific knowledge relevant to the project
iii. demonstrate research skills.

Much of the work that goes into defining your goal and identifying your prior knowledge happens in the process of writing your proposal. Since writing that proposal, your goal may have changed, so it’s a good idea to remind yourself of what you’re doing and why you’re doing it.

**Checkpoint 1: Refining your goal**

When you wrote your proposal, you considered the ABCD of goal-setting. In order for your project to be successful, the goal of your project needs to be:

**Assessable**
- How will you be able to measure whether or not you accomplished your goal?
- Is your goal specific enough to be able to measure?

**Believable**
- Is your project realistic? Can you accomplish your goal in the time you have available?
- Do you have control over the factors required to make your project work or are you overly dependent on others?

**Challenging**
- Why is the goal worthy of nine months of your time?
- If it’s not, how could it be extended so that it would provide a greater challenge?

**Desirable**
- Is the goal of your project really important to you?
- Why is it important? What is the personal connection?

As you work on the project, you will need to revise your goal in order to reflect your changing thinking about your work. It’s important that you have a personal connection to your topic, which should be evident in your process journal.

Write your revised goal below. This will be checked for completion in during **first period on October 28th. If you do not have a first period class, you should bring your handbook to Ms. Clarkson in room 200.**
CheckPoint 2: Demonstrating Research Skills

Research in the Personal Project is an ongoing process starting with a broad topic and narrowing your focus to a specific range of ideas. Research in the process might include:

- Conducting interviews with experts
- Consulting multimedia sources
- Testing hypotheses and surveying audiences
- Searching databases
- Reading print-media sources
- Identifying visual sources of inspiration

As you’re working on research, it’s a good idea to consider how trustworthy your sources are and to identify the sources of bias in the information you find. Consider using the framework below to help you as you work. For each source on which you rely for critical information, consider the four elements below.

You should identify three sources of information and complete these evaluations by November 24th. These will be checked for completion in second period. If you do not have a second period, you should bring your source evaluations to Ms. Clarkson in room 200. You may fill these out by hand on the following pages or download digital versions on the website or from the Google Classroom.

Use the example below to assist you.

<table>
<thead>
<tr>
<th>Source title: Health Benefits of Bike Sharing Depend on Age, Gender</th>
<th>Author: Lucas Laursen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authority</strong></td>
<td><strong>Accuracy</strong></td>
</tr>
<tr>
<td>Who is responsible for the information? Who has written the information and can you check their qualifications? Is the information from an expert?</td>
<td>Is the information precise; can it be proven and verified? Is the information correct? Can you check the accuracy of information through links, footnotes or bibliography?</td>
</tr>
<tr>
<td>Although this is an article in a magazine and not the original source of the research that’s been done on the topic itself, this seems like a reliable source. The author has written a number of articles for the magazine and Scientific American is a well-known publication.</td>
<td>This article is a summary of several researchers’ work on the health benefits of bike sharing. The article links to the original studies that it references so that readers can look into this information as well.</td>
</tr>
<tr>
<td><strong>Currency</strong></td>
<td><strong>Bias</strong></td>
</tr>
<tr>
<td>When was the information published? How has our understanding of the topic changed since the publication of this source?</td>
<td>What is the primary purpose of the source? What kinds of knowledge does the author rely on? What reasons might the author have to distort information or facts?</td>
</tr>
<tr>
<td>This article was published in March 2014 and draws upon research that was done in 2010 and 2011, so it’s probably accurate and fairly current.</td>
<td>Because this article is really about summarizing research, the author doesn’t have a reason to distort the information. In addition, he cites counterarguments to the ideas in the research, so he seems to be trying to tell both sides of the story.</td>
</tr>
</tbody>
</table>
### Investigating: Setting a goal and conducting background research

<table>
<thead>
<tr>
<th>Source title:</th>
<th>Author:</th>
</tr>
</thead>
<tbody>
<tr>
<td>URL or location:</td>
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</table>

You can download this template as a Word document on the school website’s Personal Project page.

*Adapted from the MYP Personal Projects Teacher Support Material (2014)*
Investigating: Setting a goal and conducting background research

<table>
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<tr>
<th>Source title:</th>
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<tbody>
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### Investigating: Setting a goal and conducting background research

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<tr>
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<th>Author:</th>
</tr>
</thead>
<tbody>
<tr>
<td>URL or location:</td>
<td></td>
</tr>
</tbody>
</table>

#### Authority
- Who is responsible for the information? Who has written the information and can you check their qualifications? Is the information from an expert?

#### Accuracy
- Is the information precise; can it be proven and verified?
- Is the information correct? Can you check the accuracy of information through links, footnotes or bibliography?

#### Currency
- When was the information published? How has our understanding of the topic changed since the publication of this source?

#### Bias
- What is the primary purpose of the source? What kinds of knowledge does the author rely on? What reasons might the author have to distort information or facts?

You can download this template as a Word document on the school website’s Personal Project page.

*Adapted from the MYP Personal Projects Teacher Support Material (2014)*
As you are planning your project you need to:

i. develop criteria for the product/outcome
ii. plan and record the development process of the project
iii. demonstrate self-management skills.

**Checkpoint 3: Developing criteria for your product/outcome**

Clear criteria for the product or outcome of your project are necessary to help you make decisions about what to do next. These criteria help you to know how you need to adjust your actions in order to meet your goal. For example:

<table>
<thead>
<tr>
<th>Goal: To create a well-designed wallet that utilizes recycled materials.</th>
<th>Criterion 1 – The wallet must be made of materials that are recycled from other uses and are commonly available.</th>
<th>Criterion 2 – The wallet must ensure that contents don’t fall out when placed in a pocket or handbag.</th>
<th>Criterion 3 – From a group of five users, three will rate the wallet as “desirable” in terms of its appearance, usefulness and likelihood of use (based on a survey)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal: To improve my preparedness for soccer season in terms of speed, agility and cardiovascular fitness.</td>
<td>Criterion 1 – I will research and create a six-week speed workout plan that will help me to reduce my 100 meter time from ___ to ___.</td>
<td>Criterion 2 – I will improve my dribbling ability by practicing two different agility drills for six weeks. In the first, third and sixth week, I will videotape myself and compare my reaction.</td>
<td>Criterion 3 – I will develop a comprehensive cardio plan and keep a food journal. I will time myself over one mile and reduce my time from ___ to ____ over ten weeks.</td>
</tr>
</tbody>
</table>

*Notice that the first of these projects is product-oriented, but the second is outcome-oriented. In both cases, the criteria work in similar ways.*

You should write down your goal and specifications below and then create a To-do List on the following page. These will be checked for completion in third period on December 21. If you do not have a third period, you should bring your assignment to Ms. Clarkson in room 200. You may fill these out by hand or download digital versions on the website or from the Google Classroom.

**Goal:**

Now use the to-do list on the following page to help you map out your plan to meet these criteria.
Planning: Getting a plan and following through

### TO DO LIST

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>DUE DATE</th>
<th>WHAT</th>
<th>WHO</th>
<th>IN PROGRESS</th>
<th>DONE</th>
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</tbody>
</table>
After making plans and doing research, you then need to:

i. create a product/outcome in response to the goal, global context and criteria
ii. demonstrate thinking skills
iii. demonstrate communication and social skills.

Now that you have a goal and a plan for your project, it’s a good idea to consider how the Global Contexts can help you to add depth of study to your project. As a reminder, the Global Contexts are listed below.

<table>
<thead>
<tr>
<th>Identities and Relationships</th>
<th>Orientation in Space and Time</th>
<th>Personal and Cultural Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who am I? Who are we?</td>
<td>What is the meaning of “where” and “when”?</td>
<td>What is the nature and purpose of creative expression?</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scientific and Technical Innovation</th>
<th>Fairness and Development</th>
<th>Globalization and Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do we understand the world in which we live?</td>
<td>How is everything connected?</td>
<td>What are the consequences of our common humanity?</td>
</tr>
<tr>
<td>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</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

From within your chosen Global Context, choose one element of the description that best fits your goal. This should help you to focus your efforts towards achieving your goal.
Critical and Creative Thinking in your Personal Project

As you are working on your project, jot down some examples of times when you are using critical and creative thinking skills. Be as specific as you can. If you’re looking for some specific examples of using these skills, review the Approaches to Learning Skills pages (Appendix E).

<table>
<thead>
<tr>
<th>Critical thinking skills</th>
<th>Creative thinking skills</th>
<th>Transfer skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How can I think critically?</strong></td>
<td>Analysing and evaluating issues and ideas</td>
<td><strong>How can I transfer skills and knowledge across disciplines and subject groups?</strong></td>
</tr>
<tr>
<td><strong>How can I think creatively?</strong></td>
<td>Generating novel ideas and considering new perspectives</td>
<td>Using skills and knowledge in multiple contexts</td>
</tr>
</tbody>
</table>

*Student Handbook for the Personal Project (2015-2016)*
Reflecting: Assessing your own actions

After creating your final product or outcome, you then need to assess your actions to:

i. evaluate the quality of the product/outcome against your criteria
ii. reflect on how completing the project has extended your knowledge and understanding of the topic and the global context
iii. reflect on your development as IB learners through the project.

Checkpoint 4: Goal and Criteria Reflection

Use the graphic organizer below to help assess your project based on your criteria for success. This will be checked for completion in fifth period on February 5th. If you do not have a fifth period, you should bring your source goal and specifications to Ms. Clarkson in room 200. You may fill this out by hand or download digital versions on the website or from the Google Classroom.

<table>
<thead>
<tr>
<th>Goal: In this project I intended to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the columns below, define the criteria for your own success. In order to achieve my goal, I would need to...</td>
</tr>
<tr>
<td>Criterion 1 -</td>
</tr>
<tr>
<td>Criterion 2 -</td>
</tr>
<tr>
<td>Criterion 3 -</td>
</tr>
</tbody>
</table>

Plans for future action: If you have not met these criteria, how do you plan to do so? If the criteria themselves are in line with your goal, how do you need to change them and / or make them more easily assessable?
Appendix A: Aims and Objectives of the Personal Project

Aims

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 aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

Objectives

A: Investigating

In the personal project, students should:

i. define a clear goal and global context for the project, based on personal interests
ii. identify prior learning and subject-specific knowledge relevant to the project
iii. demonstrate research skills.

B: Planning

In the personal project, students should:

i. develop criteria for the product/outcome
ii. plan and record the development process of the project
iii. demonstrate self-management skills.

C: Taking Action

In the personal project, students should:

i. create a product/outcome in response to the goal, global context and criteria
ii. demonstrate thinking skills
iii. demonstrate communication and social skills.

D: Reflecting

In the personal project, students should:

i. evaluate the quality of the product/outcome against their criteria
ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
iii. reflect on their development as IB learners through the project.
### Appendix B: Personal Project Assessment Criteria

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Descriptor</th>
<th>Achievement Level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student is able to: i. state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrate limited research skills.</td>
<td>1–2</td>
<td>The student is able to: i. develop limited criteria for the product/outcome ii. present a limited or partial plan and record of the development process of the project iii. demonstrate limited self-management skills.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student is able to: i. outline a basic and appropriate goal and context for the project, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills.</td>
<td>3–4</td>
<td>The student is able to: i. develop adequate criteria for the product/outcome ii. present an adequate plan and record of the development process of the project iii. demonstrate adequate self-management skills.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student is able to: i. define a clear and challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills.</td>
<td>5–6</td>
<td>The student is able to: i. develop substantial and appropriate criteria for the product/outcome ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student is able to: i. define a clear and highly challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills.</td>
<td>7–8</td>
<td>The student is able to: i. develop rigorous criteria for the product/outcome ii. present a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills.</td>
</tr>
<tr>
<td>Achievement Level</td>
<td>Descriptor</td>
<td>Achievement Level</td>
<td>Descriptor</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2              | The student is able to:  
  i. create a limited product/outcome in response to the goal, global context and criteria  
  ii. demonstrate limited thinking skills  
  iii. demonstrate limited communication and social skills. | 1–2 | The student is able to:  
  i. present a limited evaluation of the quality of the product/outcome against his or her criteria  
  ii. present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context  
  iii. present limited reflection on his or her development as an IB learner through the project. |
| 3–4              | The student is able to:  
  i. create a basic product/outcome in response to the goal, global context and criteria  
  ii. demonstrate adequate thinking skills  
  iii. demonstrate adequate communication and social skills. | 3–4 | The student is able to:  
  i. present a basic evaluation of the quality of the product/outcome against his or her criteria  
  ii. present adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context  
  iii. present adequate reflection on his or her development as an IB learner through the project. |
| 5–6              | The student is able to:  
  i. create a substantial product/outcome in response to the goal, global context and criteria  
  ii. demonstrate substantial thinking skills  
  iii. demonstrate substantial communication and social skills. | 5–6 | The student is able to:  
  i. present a substantial evaluation of the quality of the product/outcome against his or her criteria  
  ii. present substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context  
  iii. present substantial reflection on his or her development as an IB learner through the project. |
| 7–8              | The student is able to:  
  i. create an excellent product/outcome in response to the goal, global context and criteria  
  ii. demonstrate excellent thinking skills  
  iii. demonstrate excellent communication and social skills. | 7–8 | The student is able to:  
  i. present an excellent evaluation of the quality of the product/outcome against his or her criteria  
  ii. present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context  
  iii. present excellent reflection on his or her development as an IB learner through the project. |
Appendix B: Personal Project Assessment Criteria

Grade Boundaries

The following grade boundaries apply to the project as a whole. The sum of the four criterion scores (see preceding pages) is converted to a 0-7 grade. A grade of three or higher is considered passing.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boundary guidelines</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1–5</td>
<td>Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.</td>
</tr>
<tr>
<td>2</td>
<td>6–9</td>
<td>Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.</td>
</tr>
<tr>
<td>3</td>
<td>10–14</td>
<td>Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.</td>
</tr>
<tr>
<td>4</td>
<td>15–18</td>
<td>Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.</td>
</tr>
<tr>
<td>5</td>
<td>19–23</td>
<td>Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom situations, and, with support, some unfamiliar real-world situations.</td>
</tr>
<tr>
<td>6</td>
<td>24–27</td>
<td>Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.</td>
</tr>
<tr>
<td>7</td>
<td>28–32</td>
<td>Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.</td>
</tr>
</tbody>
</table>
Appendix C: Pre-Meeting Reflection Questions

Prior to each meeting with supervisors, students will need to complete the following reflections. The space at right is there for notetaking during the meetings. After each meeting, you will have a required process journal entry. See Appendix D: Required Process Journals for the writing prompts for each of these journals.

<table>
<thead>
<tr>
<th>Meeting #1</th>
<th>Date - October 21st</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-meeting Reflection</strong></td>
<td><strong>Notes</strong></td>
</tr>
<tr>
<td><em>This will be the only meeting for which you don’t have a pre-meeting reflection. You should be prepared to discuss the following questions based on your proposal.</em></td>
<td>During your conversation with your supervisor, use this space to take notes on ideas or considerations for future action.</td>
</tr>
<tr>
<td>• What is your goal for the project and how do you intend to achieve it?</td>
<td></td>
</tr>
<tr>
<td>• What assistance do you need in order to get started?</td>
<td></td>
</tr>
<tr>
<td>• Why are you interested in this topic and how will you pursue those interests?</td>
<td></td>
</tr>
<tr>
<td>• Does your proposal need revision in order to allow you to complete this project within the timeframe (by the end of January)?</td>
<td></td>
</tr>
</tbody>
</table>

Don’t forget! Your revised goal (Checkpoint 1 – Page 10) will be checked for completion in first period on October 28th! Your first reflection will be due on ManageBac on November 6th.
### Meeting #2

#### Date – November 19th

<table>
<thead>
<tr>
<th>Pre-meeting Reflection</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prior to your meeting with your supervisor, make notes below on the following questions.</strong></td>
<td><strong>During your conversation with your supervisor, use this space to take notes on ideas or considerations for future action.</strong></td>
</tr>
<tr>
<td>- What progress have you made over the last month?</td>
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<tr>
<td>- How will you know that you have been successful in achieving your goal?</td>
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<tr>
<td>- How are you recording your ongoing progress in your process journal? <strong>You should show this to your supervisor at each meeting.</strong></td>
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<tr>
<td>- What specific research will you need to conduct in the next several weeks to make progress on your project?</td>
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<tr>
<td>- What sources of information have you consulted so far?</td>
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Don’t forget! Your source evaluations (Checkpoint 2 – Pages 11-14) will be checked for completion in second period on November 24th! Your second reflection will be due on ManageBac on December 4th.
## Appendix C: Pre-Meeting Reflection Questions

### Meeting #3

<table>
<thead>
<tr>
<th>Pre-meeting Reflection</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Prior to your meeting with your supervisor, make notes below on the following questions.</td>
<td>During your conversation with your supervisor, use this space to take notes on ideas or considerations for future action.</td>
</tr>
<tr>
<td>- What progress have you made over the last month?</td>
<td></td>
</tr>
<tr>
<td>- What do you have left to do and what is your plan for completing these tasks?</td>
<td></td>
</tr>
<tr>
<td>- What is your plan for creating your final product or meeting your goal by January 29th?</td>
<td></td>
</tr>
<tr>
<td>- Can you currently assess the success of your project at achieving your goal? If not, what would you need to do in order to do so?</td>
<td></td>
</tr>
<tr>
<td>- How are you using communication and social skills at this point in the process?</td>
<td></td>
</tr>
</tbody>
</table>

Don’t forget! Your revised goal and specifications (Checkpoint 3 – Page 15) will be checked for completion in third period on December 21st! Your third reflection will be due on ManageBac on January 8th.
## Appendix C: Pre-Meeting Reflection Questions

### Meeting #4

<table>
<thead>
<tr>
<th>Pre-meeting Reflection</th>
<th>Date - January 29&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to your meeting with your supervisor, make notes below on the following issues.</td>
<td></td>
</tr>
<tr>
<td>• How did you do with meeting your specifications for success?</td>
<td>Notes</td>
</tr>
<tr>
<td>What evidence do you have that you have met these criteria?</td>
<td></td>
</tr>
<tr>
<td>• What did you learn about your chosen topic and your global context throughout this process?</td>
<td></td>
</tr>
<tr>
<td>• How have you grown as an IB learner throughout this process?</td>
<td></td>
</tr>
<tr>
<td>Which learner profile trait do you think has shown the most growth?</td>
<td></td>
</tr>
<tr>
<td>• Review assessment criteria: identify evidence in your process journal of Investigating, Planning, Taking Action and Reflecting. This will help you to select your journal extracts for grading.</td>
<td></td>
</tr>
</tbody>
</table>

*During your conversation with your supervisor, use this space to take notes on ideas or considerations for future action.*

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Don’t forget! Your reflection on your product and specifications (Checkpoint 4 – Page 19) will be checked for completion in fifth period on February 5<sup>th</sup>! Your final reflection will be due on ManageBac on February 5<sup>th</sup> as well.
### Appendix C: Pre-Meeting Reflection Questions

<table>
<thead>
<tr>
<th>Meeting #5</th>
<th>Date - February 18th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-meeting Reflection</strong></td>
<td><strong>Notes</strong></td>
</tr>
</tbody>
</table>
| Prior to your meeting with your supervisor, make notes below on the following items in preparation for your final report.  
- Review final product / outcome and presentation plans. Make sure that there is evidence that you have achieved your goal according to your specifications.  
- Review research and bibliography, expectations for academic honesty: ask your supervisor if you have questions about this.  
- Make sure that your Academic Honesty forms and project coversheet are complete. Your supervisor should sign off on these today. | During your conversation with your supervisor, use this space to take notes on ideas or considerations for future action. |

---

Don’t forget! Your final reflection on the project is due on February 20th. This will be turned in on Turnitin.com.
Required Reflections

The following reflections are required components of your process journal. These entries are due on ManageBac approximately two weeks after your scheduled meetings with your supervisor. Each journal entry focuses on one or more of the five Approaches to Learning skill categories.

While these skills are at work throughout the Personal Project process, different skills are more important than others at particular times in that process. Keeping up with these journal entries will make the final reporting of the project much easier because you will have already reflected on your developing skills.

These journal entries are also aligned with the different assessment criteria and will be helpful in composing your final reflection on the process. They also align to your pre-meeting questions and reflections.

<table>
<thead>
<tr>
<th>Approaches to Learning Skills in the Personal Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>How we express ourselves to others and for our own purposes.</td>
</tr>
</tbody>
</table>

Reflection # 1: Investigating – Due November 6th

Approaches to Learning Focus – Research skills

Now that you have had a chance to speak with your supervisor and review your proposal, answer the following questions in a 10-12 sentence paragraph that you will post on ManageBac.

- What specific tools will you use to keep yourself organized throughout the project? How will you keep track of your materials and what format will you use to maintain your process journal? Keep in mind that you will need to share this informal process journal with your supervisor at your next meeting on November 6th.
- What resources do you plan to consult in the process? Think beyond conventional sources of research, and consider how you might be helped by experts in your subject area, mentors, parents, friends and community members.
- How do you plan to build on your prior knowledge in this project? How will you use what you already know and build on it.
Reflection # 2: Planning – Due December 4\textsuperscript{th}

Approaches to Learning Focus – Organization, Time management and Self-management skills

In your second reflection, you will need to address the following questions. This journal entry should be 10-12 sentences in length. It needs to be completed in ManageBac by December 4\textsuperscript{th}.

- Now that you have had some time to work through your ideas on the project, restate your goal and specifications for success in as clear a way possible. Focus on how you will measure the success of this project using those specifications.
- What actions do you need to take to make progress on this project over the next three weeks? How much time will it take you to complete these tasks, and when do you plan to complete them?
- How are you keeping yourself organized and balanced through this important part of the process? How are you keeping track of the work you’re doing?
- Create a timeline for yourself that lays out the most important steps in your process and identifies specific actions you will take that will help you to achieve your goal. Use the template on page 16 of this packet to help you. \textit{You do not need to include this to-do list in the journal you submit to ManageBac, but may do so if you want.}

Reflection # 3: Taking Action – January 8\textsuperscript{th}

Approaches to Learning Focus – Thinking, communication and social skills

In your third reflection, you will need to address the following questions. This journal entry should be 10-12 sentences in length. It should be posted on ManageBac by January 8\textsuperscript{th}.

- Consider your final product or outcome: what will it look like? How will it be evident in this final product that you have met your goal? How will you make this product unique to you and your ideas about the topic?
- As you are working on the final product, you often rely on the talents of others or the advice of experts as you work. Identify the two people who have been most helpful to you up to this point in the process and consider how they have helped to shape your project.
- How have you used critical and creative thinking skills throughout this process? Refer to the organizer on page 18 and the Approaches to Learning skills that appear in Appendix E (immediately following these pages). How are you using these skills as you work towards completion of your final product?
Reflection # 4: Reflecting – February 5th

Approaches to Learning Focus – Communication and Affective skills

In your final reflection, you will need to address the following questions. This journal entry should be 10-12 sentences in length. It should be posted on ManageBac by February 5th.

- Assess yourself on how you are managing your time, as well as your own state of mind. How are you approaching and overcoming the challenges that the project has presented you?
- How have you grown as a communicator throughout this project? Identify two specific times when you used particular communication skills to achieve your goals and explain how you have done so.
- Choose two of the IB learner profile traits below and explain how you have grown in this area over the course of the project. Be focused and specific in your response.

Below is a screenshot of the screen in ManageBac where you should enter your journals.
### Communication skills

**How can I communicate through interaction?**
- Exchanging thoughts, messages and information effectively through interaction
  - Give and receive meaningful feedback
  - Use intercultural understanding to interpret communication
  - Use a variety of speaking techniques to communicate with a variety of audiences
  - Use appropriate forms of writing for different purposes and audiences
  - Use a variety of media to communicate with a range of audiences
  - Interpret and use effectively modes of non-verbal communication
  - Negotiate ideas and knowledge with peers and teachers
  - Participate in, and contribute to, digital social media networks
  - Collaborate with peers and experts using a variety of digital environments and media
  - Share ideas with multiple audiences using a variety of digital environments and media

**How can I demonstrate communication through language?**
- Reading, writing and using language to gather and communicate information
  - Read critically and for comprehension
  - Read a variety of sources for information and for pleasure
  - Make inferences and draw conclusions
  - Use and interpret a range of discipline-specific terms and symbols
  - Write for different purposes
  - Understand and use mathematical notation
  - Paraphrase accurately and coherently
  - Preview and skim texts to build understanding
  - Take effective notes in class
  - Make effective summary notes for studying
  - Use a variety of organizers for academic writing tasks
  - Find information for disciplinary and interdisciplinary inquiries, using a variety of media
  - Organize and depict information logically
  - Structure information in summaries, essays and reports

### Organisation skills

**How can I demonstrate organization skills?**
- Managing time and tasks effectively
  - Plan short- and long-term assignments; meet deadlines
  - Create plans to prepare for summative assessments (examinations and performances)
  - Keep and use a weekly planner for assignments
  - Set goals that are challenging and realistic
  - Plan strategies and take action to achieve personal and academic goals
  - Bring necessary equipment and supplies to class
  - Keep an organized and logical system of information files/notebooks
  - Use appropriate strategies for organizing complex information
  - Understand and use sensory learning preferences (learning styles)
  - Select and use technology effectively and productively

**Affective skills**
- Managing state of mind
  - Mindfulness
    - Practise focus and concentration
    - Practise strategies to develop mental focus
    - Practise strategies to overcome distractions
    - Practise being aware of body–mind connections
  - Perseverance
    - Practise persistence and perseverance
    - Practise delaying gratification
  - Emotional management
    - Practise strategies to overcome impulsiveness and anger
    - Practise strategies to prevent and eliminate bullying
    - Practise strategies to reduce stress and anxiety
  - Self-motivation
    - Practise analysing and attributing causes for failure
    - Practise managing self-talk
    - Practise positive thinking
  - Resilience
    - Practise “bouncing back” after adversity, mistakes and failures
    - Practise “failing well”
    - Practise dealing with disappointment and unmet expectations
    - Practise dealing with change

### Collaboration & social skills

**How can I collaborate with others?**
- Working effectively with others
  - Use social media networks appropriately to build and develop relationships
  - Practise empathy
  - Delegate and share responsibility for decision-making
  - Help others to succeed
  - Take responsibility for one’s own actions
  - Manage and resolve conflict and work collaboratively in teams
  - Build consensus
  - Make fair and equitable decisions
  - Listen actively to other perspectives and ideas
  - Negotiate effectively
  - Encourage others to contribute
  - Exercise leadership and take on a variety of roles within groups
  - Give and receive meaningful feedback
  - Advocate for one’s own rights and needs

**Reflection skills**
- (Re)considering the process of learning; choosing and using ATL skills
  - Develop new skills, techniques and strategies for effective learning
  - Identify strengths and weaknesses of personal learning strategies (self-assessment)
  - Demonstrate flexibility in the selection and use of learning strategies
  - Try new ATL skills and evaluate their effectiveness
  - Consider content (What did I learn about? What don’t I understand yet? What questions do I have now?)
  - Consider ATL skills development (What can I already do? How can I share my skills to help peers? What will I work on next?)
  - Consider personal learning strategies (What can I do to become a more efficient and effective learner? How can I become more flexible in my choice of learning strategies? What factors are important for helping me learn well?)
  - Focus on the process of creating by imitating the work of others
  - Consider ethical, cultural and environmental implications
  - Keep a journal to record reflections
research

Information literacy skills

How can I demonstrate information literacy?
Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
- Use memory techniques to develop long-term memory
- Present information in a variety of formats and platforms
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Understand and use technology systems
- Use critical literacy skills to analyse and interpret media communications
- Understand and implement intellectual property rights
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
- Identify primary and secondary sources

Critical thinking skills

How can I think critically?
- Analysing and evaluating issues and ideas
  - Practise observing carefully in order to recognize problems
  - Gather and organize relevant information to formulate an argument
  - Recognize unstated assumptions and bias
  - Interpret data
  - Evaluate evidence and arguments
  - Recognize and evaluate propositions
  - Draw reasonable conclusions and generalizations
  - Test generalizations and conclusions
  - Revise understanding based on new information and evidence
  - Evaluate and manage risk
  - Formulate factual, topical, conceptual and debatable questions
  - Consider ideas from multiple perspectives
  - Develop contrary or opposing arguments
  - Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding
  - Propose and evaluate a variety of solutions
  - Identify obstacles and challenges
  - Use models and simulations to explore complex systems and issues
  - Identify trends and forecast possibilities
  - Troubleshoot systems and applications

Creative thinking skills

How can I think creatively?
- Generating novel ideas and considering new perspectives
  - Use brainstorming and visual diagrams to generate new ideas and inquiries
  - Consider multiple alternatives, including those that might be unlikely or impossible
  - Create novel solutions to authentic problems
  - Make unexpected or unusual connections between objects and/or ideas
  - Design improvements to existing machines, media and technologies
  - Design new machines, media and technologies
  - Make guesses, ask "what if" questions and generate testable hypotheses
  - Apply existing knowledge to generate new ideas, products or processes
  - Create original works and ideas; use existing works and ideas in new ways
  - Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments
  - Practise visible thinking strategies and techniques
  - Generate metaphors and analogies

As IB learners we strive to be...

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 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.

Principled
We act with integrity and honest, 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 foresight 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.

Transfer skills

How can I transfer skills and knowledge across disciplines and subject groups?
- Using skills and knowledge in multiple contexts
  - Use effective learning strategies in subject groups and disciplines
  - Inquire in different contexts to gain a different perspective
  - Compare conceptual understanding across multiple subject groups and disciplines
  - Make connections between subject groups and disciplines
  - Combine knowledge, understanding and skills to create products or solutions
  - Transfer current knowledge to learning of new technologies
  - Change the context of an inquiry to gain different perspectives