BISHOP MACKENZIE INTERNATIONAL SCHOOL

BELIEF   MOTIVATION   INSPIRATION   SUCCESS
BRILLIANT   MEMORIES   INCREDIBLE   STUDENTS

MYP PERSONAL PROJECT

STUDENT GUIDE

2018-2019

STUDENT NAME: _____

TUTOR GROUP: _____ SUPERVISOR: _____

PERSONAL PROJECT SCHEDULE

WEDNESDAY 30TH MAY

STUDENT: Tutor L6

What Is the Personal Project? An introduction and Student Guide
Examples of projects https://issuu.com/cognitaasia/docs/myp_pp_2016_-_2017_issuu

---

PARENTS/GUARDIANS: 6.00pm Upper Hall

What Is the Personal Project? An introduction

WEDNESDAY 6TH JUNE

STUDENT: Tutor L6

DEADLINE: PP Proposal form submitted to Mrs Leaper L6 – Supervisors announced by Friday 8th June

MONDAY 11TH JUNE

STUDENT: All day

Opportunity to start PP: Investigation. It's your responsibility to arrange a meeting with your supervisor at some stage today. They will not chase you!

JUNE/JULY/AUGUST HOLIDAYS

STUDENT: PP work

It's not mandatory to work on the PP over your holidays – totally up to you whether you want a jump start before school gets back but it's your choice! Students who have done well in the past and came back feeling a lot less stressed did start during their holidays. Some students have used their holidays because their project was based on their trip, or they were researching while abroad. You need to carefully think about how to use your time wisely!

AUGUST

STUDENT: Meeting with supervisor

Arrange a meeting with your supervisor to be held before the end of August. Show them your process journal and if you want you can arrange feedback on the following (these are ideas only): action plan, criteria, problems/obstacles encountered, what you've done on your product so far.

SEPTEMBER

STUDENT: Meeting with supervisor

Arrange a meeting with your supervisor to be held before the end of September. Show them your process journal and if you want you can arrange feedback on the following (these are ideas only): action plan, criteria, problems/obstacles encountered, what you've done on your product so far.

OCTOBER
STUDENT: Meeting with supervisor Arrange a meeting with your supervisor to be held before the end of October. Show them your process journal and if you want you can arrange feedback on the following (these are ideas only): action plan, criteria, problems/obstacles encountered, what you've done on your product so far.

MONDAY 5TH NOVEMBER
STUDENT: PP Product/Outcome **DEADLINE:** Your product/outcome is due during Registration. You need to provide evidence to Mrs Leaper (this can be electronic if your product can't be brought in to school)

WEDNESDAY 7TH NOVEMBER
STUDENT: PP Report Writing Workshop A review of report writing requirements and criteria.

WEDNESDAY 14TH NOVEMBER
STUDENT: PP Report Writing Work on Criterion A: Investigating

WEDNESDAY 28TH NOVEMBER
STUDENT: PP Report Writing Work on Criterion B: Planning

WEDNESDAY 16TH JANUARY
STUDENT: PP Report **DEADLINE:** A complete version of your report due including: contents page, report, works cited for report, bibliography for project, and appendices. If you don't hand in a complete version of your report you won't have an opportunity to receive feedback from your supervisor on the parts you left out.....time management skills required here! You've got 2 months to write a draft! Very manageable, but only if you take the initiative ☺

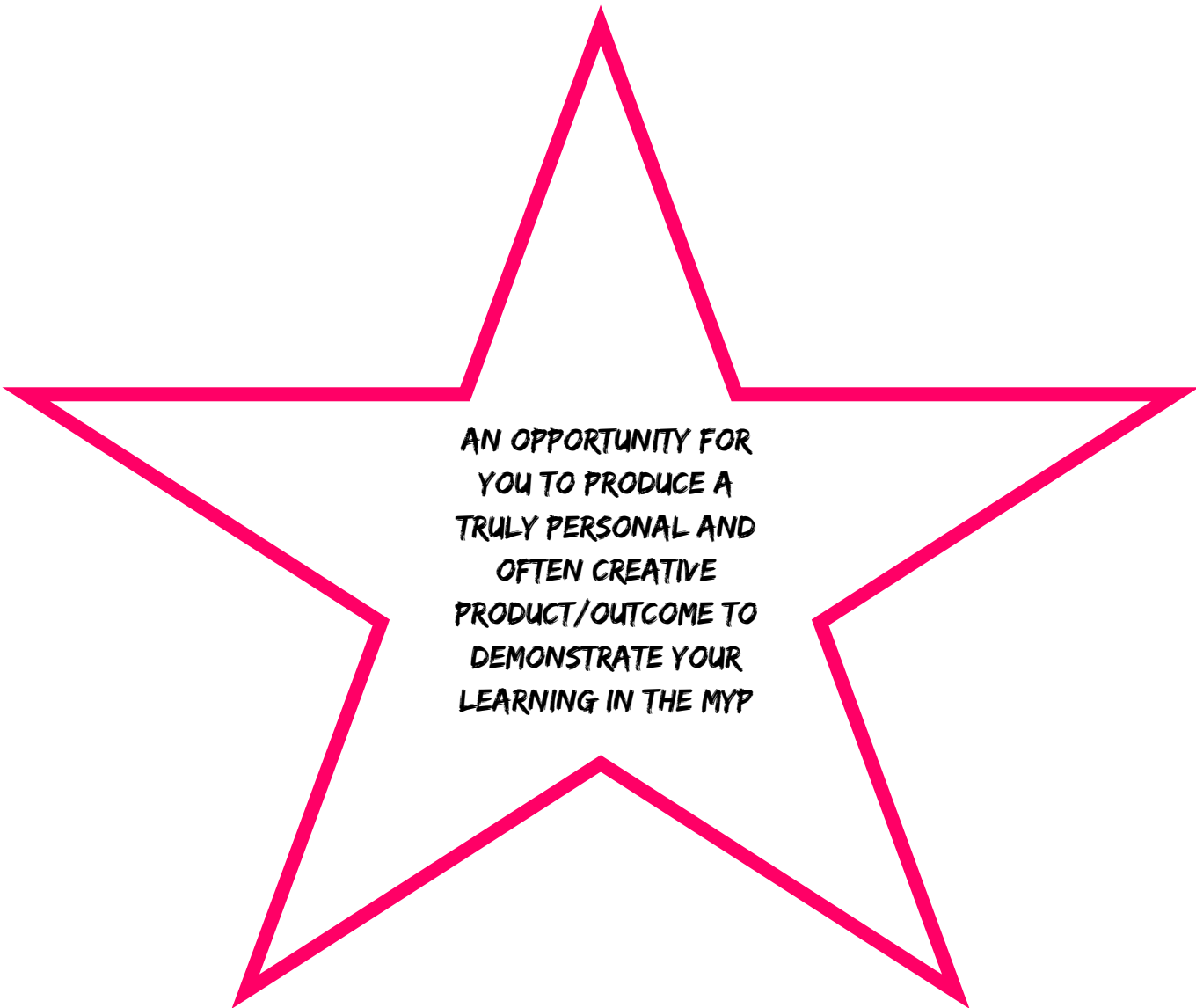| WEEK OF MONDAY 28TH JANUARY |
|---|
| **STUDENT: PP Report Feedback**

Your responsibility to arrange a meeting with your supervisor this week to receive feedback. **Your supervisor will not chase you**. Also, if you want feedback on an additional draft from your supervisor please negotiate this with them. Communicate when your second draft will be ready and ask when they can have that draft back to you, but it cannot be last minute. |

TUESDAY 19TH FEBRUARY
STUDENT: Report
DEADLINE: Your report is due. **HARD COPY** during registration and **SOFT COPY** on MB

TUESDAY 12TH MARCH
STUDENT: Exhibition!
Exhibition opening ceremony @6pm in the hall. Time to celebrate!!

WHAT IS THE PERSONAL PROJECT?

AN OPPORTUNITY FOR YOU TO PRODUCE A TRULY PERSONAL AND OFTEN CREATIVE PRODUCT/OUTCOME TO DEMONSTRATE YOUR LEARNING IN THE MYP

BASICALLY, you choose a **TOPIC** that interests you personally and **ONE** global context that helps you develop your project with a clear and specific focus.

During the PP you will have to:

- Produce a product/outcome
- Investigate, research, plan…
- Use many of the Approaches to Learning (ATL) skills you have learned during your time in the MYP
- Document the process in your process journal
- Write a report with appendices
- Exhibit and celebrate!

WHY DO I HAVE TO COMPLETE THE PERSONAL PROJECT?

YEP, it's an IBO requirement, but that aside, this is a really great experience!! You have free choice to create anything that you're interested in!! You have time and space to pursue your passions! You also learn a lot along the way and can put into practice all those ATL skills you've been developing over the years! So in summary, **THIS IS AN AMAZING OPPORTUNITY! GRAB IT WITH BOTH HANDS AND ENJOY IT!**

WILL ANYONE HELP ME COMPLETE THE PERSONAL PROJECT?

YOU ARE RESPONSIBLE FOR YOUR PROJECT

It is an investigation that you do alone to show your skills as an independent learner.

BUT, you will be assigned a **teacher supervisor**, who will be available during the process to offer you advice and guidance as and when you might need it. Your supervisor can do a number of things to help you, including:

- Advise you on whether or not you are undertaking an achievable project
- Help you to create a schedule for completing the project
- Discuss your global context and topic to ensure they complement each other
- Meet to discuss and review your progress and help with locating resources
- Advise you should any part of the project start to present difficulties
- Advise you on research questions to make sure you are on the right track and using credible sources

YOUR SUPERVISOR IS NOT THERE TO CHASE YOU,

BUT THEY ARE THERE FOR YOU WHEN YOU COMMUNICATE AND REACH OUT TO THEM!

# WHAT EXACTLY DO I HAVE TO CREATE?

1. THE PROCESS JOURNAL

JUST LIKE YOUR ARTS PROCESS JOURNAL ☺

It's your personal record of your progress throughout the project.

It should record all of your ideas, your planning, your discussions, clippings of readings and concepts, diary excerpts, meeting schedules and outcomes with your supervisor, emails, photographs, research notes, interview transcripts – whatever you do that is part of the process should be kept in this document.

> **AS PART OF YOUR REPORT YOU WILL HAVE TO INCLUDE EXTRACTS FROM YOUR JOURNAL**
>
> **SO KEEP IT UP-TO-DATE!**
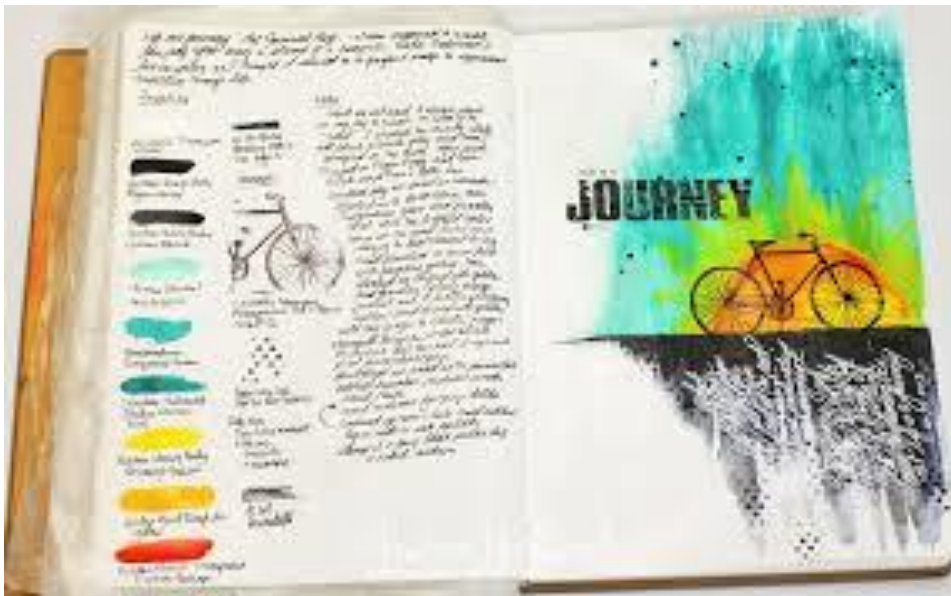
2. THE PRODUCT/OUTCOME

The product you create is how you show other people what you have investigated. Apart from your journal, which will be part of your report and your exhibition display, you need to have some way of showing what you produced or achieved for your goal. This might be the actual product as a model, electronic article, artwork, or it might be visuals of the outcome such as photographs of an event you organized.

3. THE REPORT

Your report summarises the experiences and skills recorded in your process journal. The report can be presented in a range of possible formats including: written, electronic (website, blog, slideshow), oral (podcast, radio broadcast, recorded), visual (film). Your report also includes 10 x A4 pages made up of extracts from your process journal.

WHAT WILL BE ASSESSED?

PERSONAL PROJECT COMPONENT	HOW IS IT ASSESSED?
Product/outcome	As described and portrayed in the report
Process journal	A selection of extracts in appendices of the report
Report	The content of the report assessed using all four criteria

OBJECTIVES
THIS IS WHAT YOU'RE GOING TO ACHIEVE!

OBJECTIVE A: INVESTIGATING

i.   Define a clear goal and context for the project, based on personal interests
ii. Identify prior learning and subject-specific knowledge relevant to the project
iii. Demonstrate research skills

OBJECTIVE B: PLANNING

i.   Develop criteria for the product/outcome
ii. Plan and record the development process of the project
iii. Demonstrate self-management skills

OBJECTIVE C: TAKING ACTION

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

OBJECTIVE D: REFLECTING

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 an IB learner through the project

DON'T FORGET TO CHECK OUT THIS LINK!

SOME GREAT PROJECT IDEAS

https://issuu.com/cognitaasia/docs/myp_pp_2016_-_2017_issuu

THE PROCESS JOURNAL

It can be written, visual, audio or a combination of these, and it may include both paper and electronic formats.

YOU MUST HAVE A PROCESS JOURNAL!

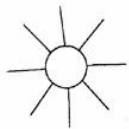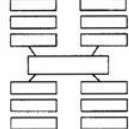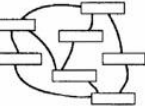| THE PROCESS JOURNAL IS	THE PROCESS JOURNAL IS NOT
• Used throughout the project to document its development • An evolving record of intents, processes, accomplishment • A place to record initial thought and development, brainstorming, possible lines of inquiry and further questions raised • A place for recording interactions with sources, for example teachers, supervisors, external contributors • A place to record selected, annotated and/or edited research • A place for storing useful information, for example quotations, pictures, ideas, photographs • A means of exploring ideas and solutions • A place for evaluating work completed • A place for reflecting on learning • Devised by the student in a format that suits his or her needs • A record of reflections and formative feedback received	• Used on a daily basis (unless this is useful to you) • **Written up after the process has been completed** • Additional work on top of the project; it is part of and supports the project • A diary with detailed writing about what was done…Dear Diary… • A static document with only one format
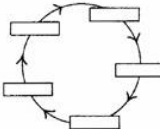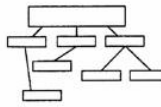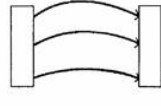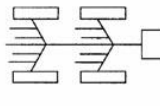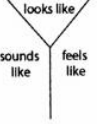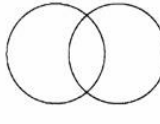
YOUR PROCESS JOURNAL FEATURES IN THE APPENDICES OF YOUR REPORT.

YOU WILL CAREFULLY SELECT 10 X (A4 SINGLE-SIDED) INDIVIDUAL EXTRACTS TO REPRESENT THE KEY DEVELOPMENTS IN YOUR PROJECT.

IN YOUR PROCESS JOURNAL YOU MIGHT HAVE...

Graphic organizers/diagrams
Bulleted lists
Charts
Short paragraphs
Notes
Timelines/action plans
Annotated illustrations
Annotated research
Reflections
Evidence of problem solving
Artifacts from inspirational visits to museums, performances, galleries
Pictures, photographs, sketches
Up to 30 seconds of visual or audio material
Screenshots of a blog or website
Self and peer assessment feedback

KEY PURPOSE OF THE ORGANISER	SAMPLE GRAPHIC ORGANISERS		
Recalling, grouping, classifying, summarising ideas	Spider diagram	Affinity/cluster web	Concept map
Sequencing events, ordering ideas	Cycle circle	Flow chart	Twister
Showing causal links (cause and effect)	Futures wheel	Bridge	Fishbone
Deeper analysis—dissecting an idea into specific components and exploring different attributes	Y chart	T chart	Venn diagram
Planning and decision making or reviewing	Scales	Comic strip	ECG graph

© K Murdoch & J Wilson 2004, *Learning Links*, Curriculum Corporation.

YOUR PROCESS JOURNAL MUST INCLUDE EVIDENCE OF THE FOLLOWING BECAUSE THESE ARE PART OF THE REPORT...

- ☐ Goal and context for the project, based on personal interests
- ☐ Prior learning and subject-specific knowledge relevant to my project
- ☐ Research skills
- ☐ Criteria for product/outcome
- ☐ Plan and development process of project
- ☐ Self-management skills
- ☐ The creation of a product/outcome
- ☐ Thinking skills
- ☐ Communication and social skills
- ☐ Evaluation of product/outcome against criteria
- ☐ Reflection on how completing the project has extended knowledge and understanding of the topic and the global context
- ☐ Reflection on development as an IB learner through my project

IF YOU ARE INTERESTED IN AN E-JOURNAL THEN THIS IS A FANTASTIC APP!

Notability

A multipurpose multimedia journal. Create and organize pages, topics, and sections. Type, write, draw, record, take photos, insert pictures, annotate PDFs, and more.

FROM PAGES 10-35 OF THIS GUIDE, YOU ARE TAKEN THROUGH THE PERSONAL PROJECT PROCESS, STAGE-BY-STAGE.

COMPLETE ALL OF THE ACTIVITIES EITHER IN THIS GUIDE OR IN YOUR PROCESS JOURNAL.

STAGE 1
CRITERION A: INVESTIGATING

WHAT WILL MY TOPIC BE? WHAT AM I INTERESTED IN?

Think about:
- o What activities are/have you been involved in at school? Clubs? Community service? Social groups? What types of things do you enjoy for relaxation/fun/enjoyment? Work experience?
- o What things are important to me? What do I want to do when I grow up? Or in university?
- o What are some important issues or things that matter to people your age?
- o What are some things that people your age are concerned about?
- o What are some of the global issues that people your age are concerned about?

SOME EXAMPLES...INTERIOR/EXTERIOR DESIGN
FITNESS
ART/MUSIC/THEATRE/DANCE
NGOS
CHILDREN AND HOSPITALS
PODCASTS AND SCHOOLS
LANGUAGE
SCUBA DIVING
BUSINESS
RELIGION
TECHNOLOGY
SOCIAL JUSTICE

BRAINSTORM IDEAS IN THE SHAPES BELOW... OR USE THESE IN YOUR PROCESS JOURNAL!
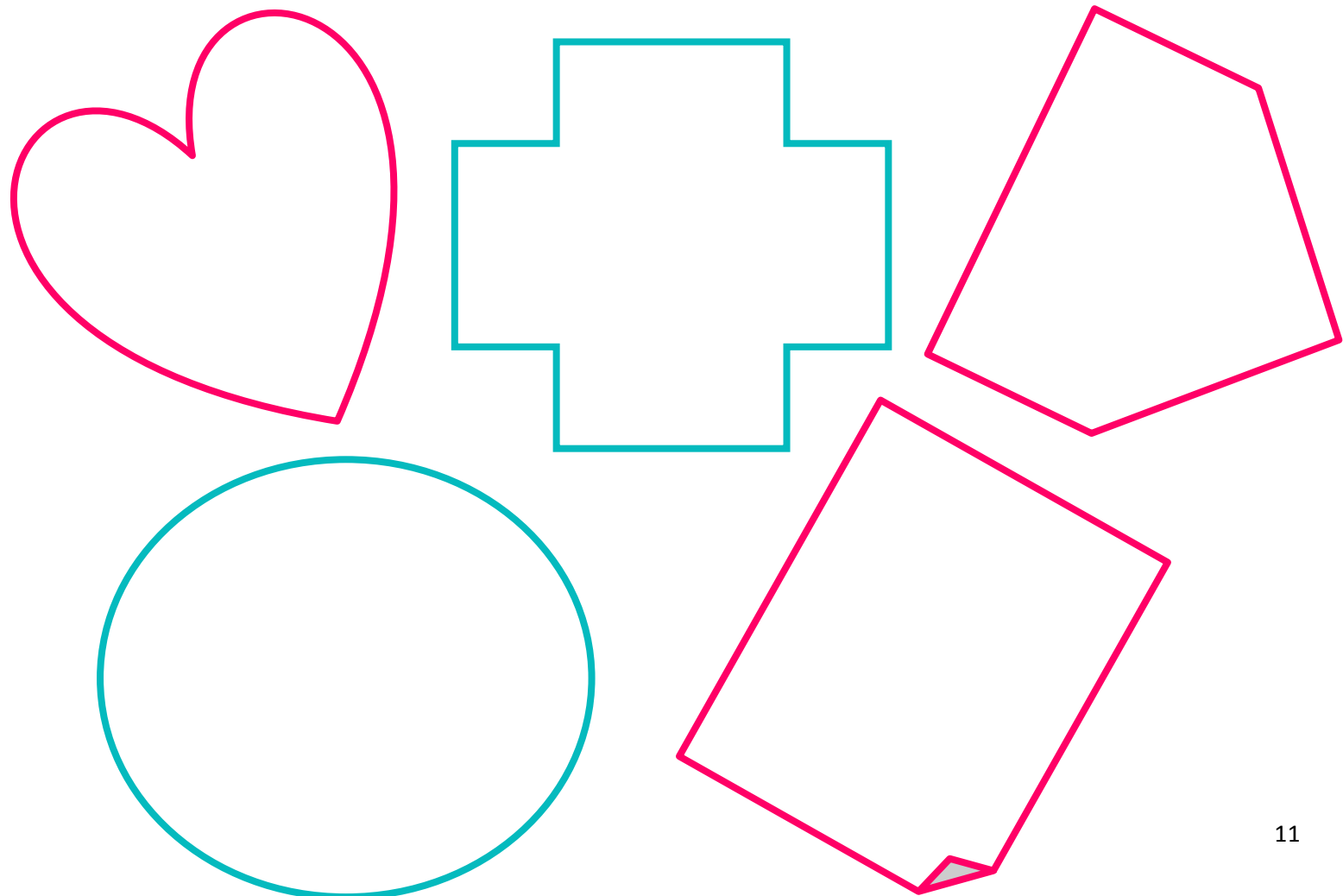
GLOBAL CONTEXTS
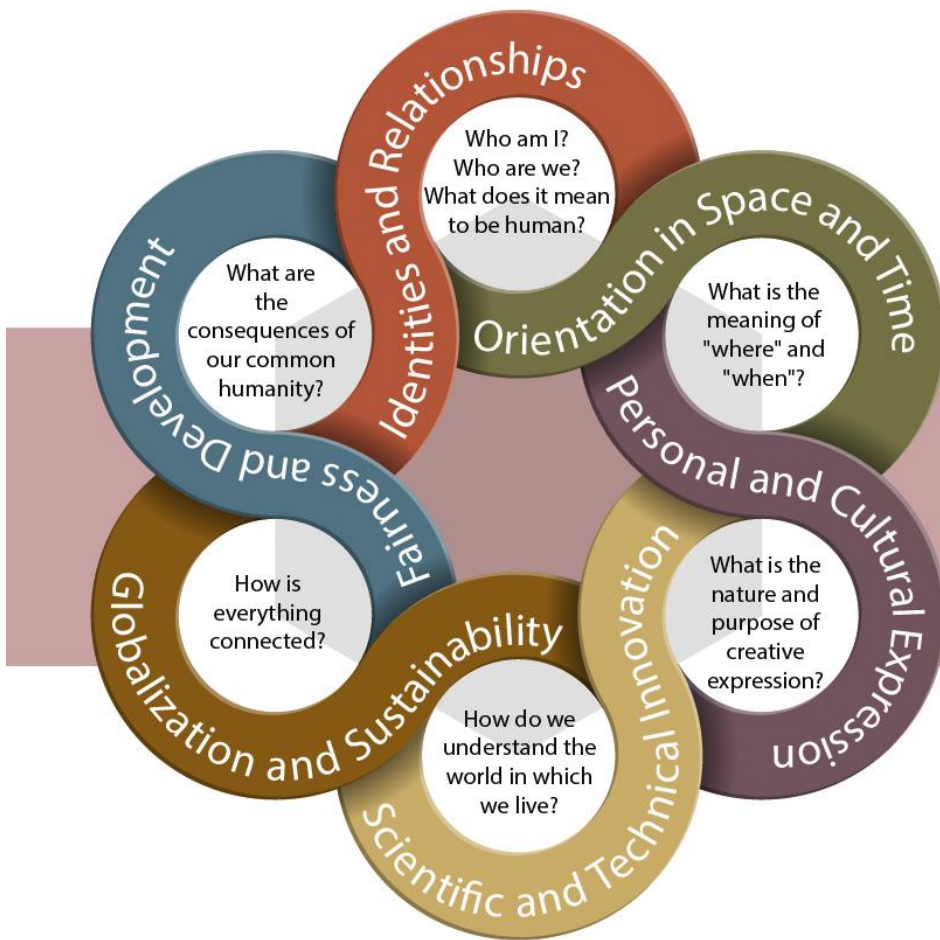
©2015 aekeus@mac.com

IDENTITIES AND RELATIONSHIPS

Please choose **one** of the *EXPLORATIONS* below to focus your project:

- ☐ Identity
- ☐ Beliefs and values
- ☐ Personal, physical, mental, social, and/or spiritual health
- ☐ Human relationships including families, friends, communities, and/or cultures
- ☐ What it means to be human

Examples of projects

- 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

ORIENTATION IN SPACE AND TIME

Please choose **one** of the **EXPLORATIONS** below to focus your project:

- ☐ Personal histories
- ☐ Home 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

- Explorers in search of a new world: immigration over the ages through visual texts
- Personal history: charting a family history through archives and a representational statue

PERSONAL AND CULTURAL EXPRESSION

Please choose **one** of the **EXPLORATIONS** below to focus your project:

- ☐ The ways in which we discover and express ideas, feelings, nature, culture, beliefs and/or values
- ☐ The ways in which we reflect on, extend and enjoy our creativity
- ☐ Our appreciation of the aesthetic

- 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 dance performance

SCIENTIFIC AND TECHNICAL INNOVATION

Please choose **one** of the **EXPLORATIONS** below to focus your project:

- ☐ 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

- The importance of genetics and genomics to my health: a media presentation
- Stem cells replacing organ transplants: an investigative report

GLOBALIZATION AND SUSTAINABILITY

Please choose **one** of the **EXPLORATIONS** below to focus your project:

- ☐ 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
- The struggle for water in developing countries: an awareness campaign
- Education as the tool to change the future of Malawi: a workshop for teenagers
- The role of NGOs in developing countries: a collection of slides

FAIRNESS AND DEVELOPMENT

Please choose one of the explorations below to focus your project:

- ☐ 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.

- Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade
- Exploring race and inequality: a podcast
- Asylum seekers and their right to live like us: a painting or play

THINK ABOUT THE GLOBAL CONTEXT AS A LENS.

IT'S THE WAY FOR YOU TO FOCUS YOUR TOPIC, GOAL AND PRODUCT/OUTCOME

MY TOPIC IS...

MY GLOBAL CONTEXT IS...

MY EXPLORATION IS...

NOW WHAT'S YOUR GOAL? WHAT DO YOU WANT TO ACHIEVE?

TOPIC	GOAL
Fitness	TO... participate in the Cape Maclear Triathlon and finish in under 2 hours
Music	TO... produce a hip-hop album where I create my own compositions and lyrics
NGO	TO...volunteer at an NGO and then develop a campaign to promote it to students at BMIS
Children and hospitals	TO...plan and deliver an entertainment program for children in Kamuzu Hospital, Lilongwe
Language	TO...learn conversational Chichewa
SCUBA diving	TO...complete my PADI diving course and start a Project Aware campaign
Design	TO...design a functional and flexible outdoor learning space for Secondary School students at BMIS

You need to make sure that **YOUR GOAL IS _HIGHLY CHALLENGING_**. This is an expectation set out in the criteria!

MY GOAL IS TO...

THIS GOAL IS HIGHLY CHALLENGING BECAUSE...
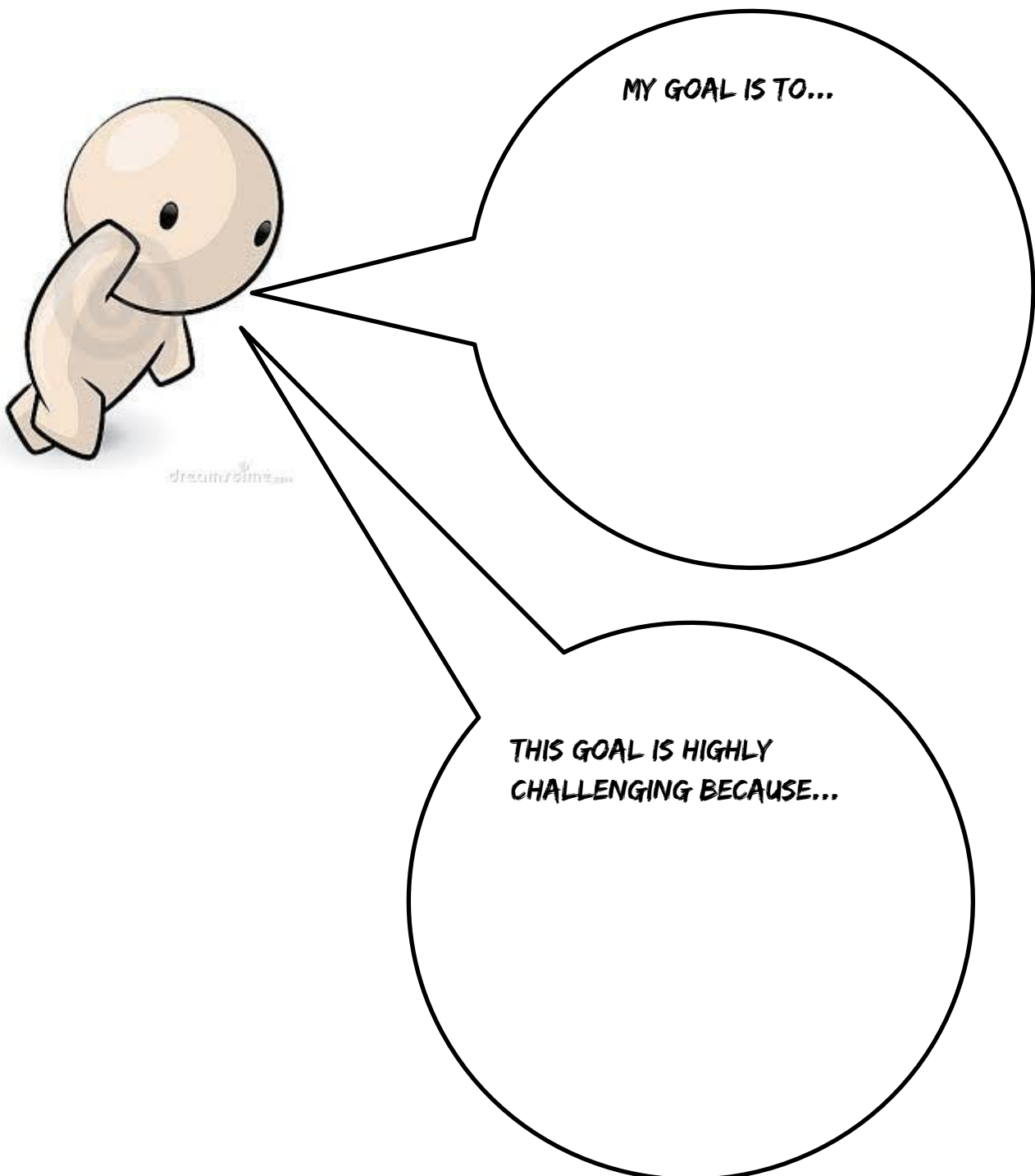
You must also determine a final product/outcome
This might be:

- original work of art
- model, a business plan
- campaign
- blueprint or architectural drawing
- essay
- debate
- film
- play
- dance
- song
- speech
- fund-raising event
- photography
- statistical data
- website
- animation
- poetry, short stories
- book/pamphlet

MY PRODUCT/OUTCOME WILL BE...

SERVICE AS ACTION... SOMETHING TO THINK ABOUT...

In Year 11 you have to complete a 12 week project as part of your Service as Action requirements. It's possible that your Personal Project may be counted as this 12 week project, if you have a service focus. If you think that your Personal Project could be considered a 'service', please see Mr Karakashian; he will need to authorize this. Please be aware that you will still have to upload the learning outcomes, evidence, reflections etc. onto ManageBac, which is an expectation for all Service activities.
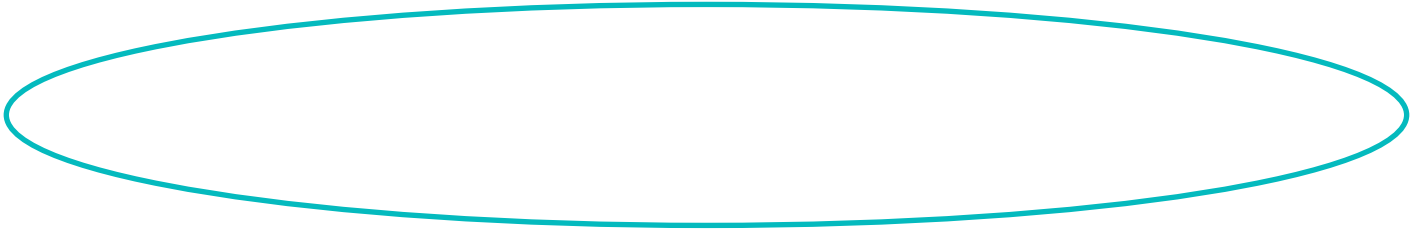
PERSONAL PROJECT PROPOSAL FORM
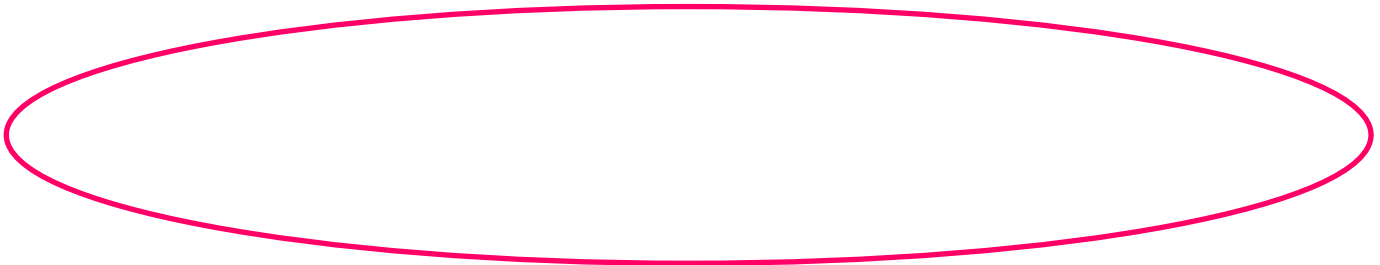
DUE WEDNESDAY 6TH JUNE TO MRS LEAPER

NAME: _____ TUTOR GROUP: _____
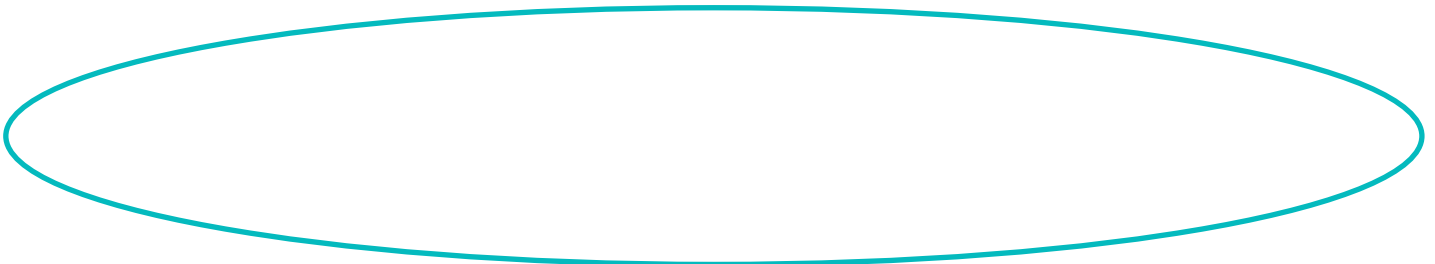
MY GLOBAL CONTEXT IS…
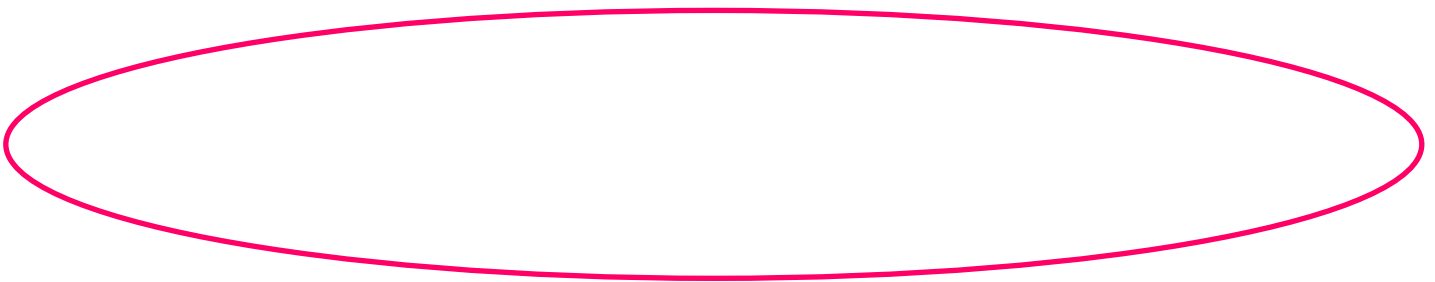
MY EXPLORATION IS…
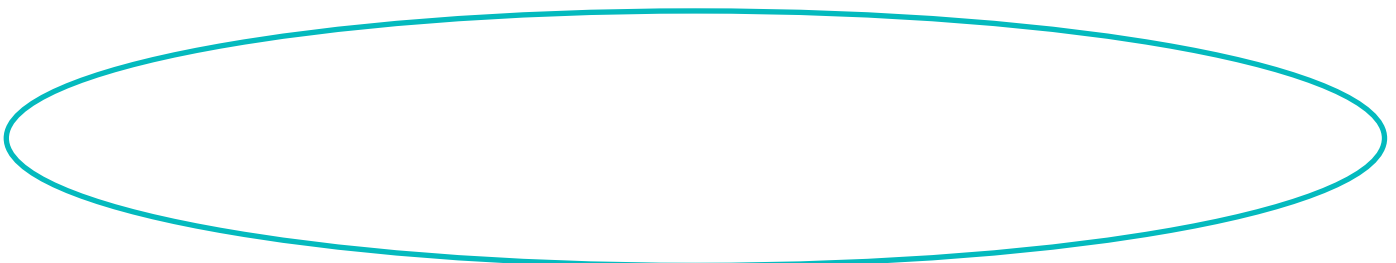
MY TOPIC IS…BECAUSE…

MY GOAL IS…

MY PRODUCT/OUTCOME IS…

MAKING SENSE OF THIS SO FAR...NOTE TAKING PAGE
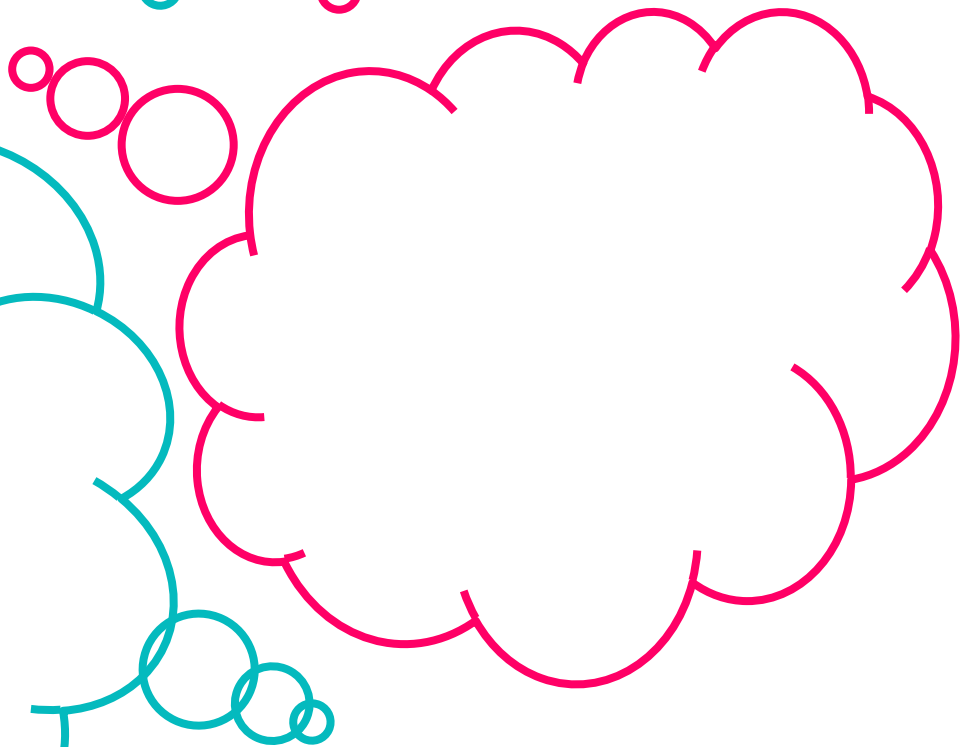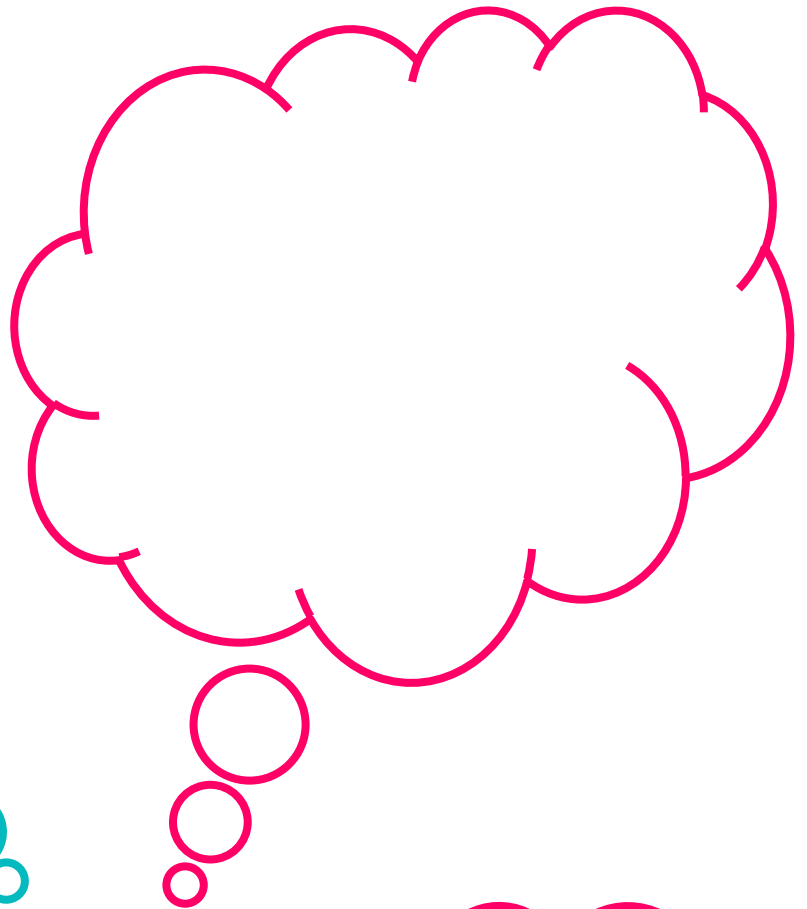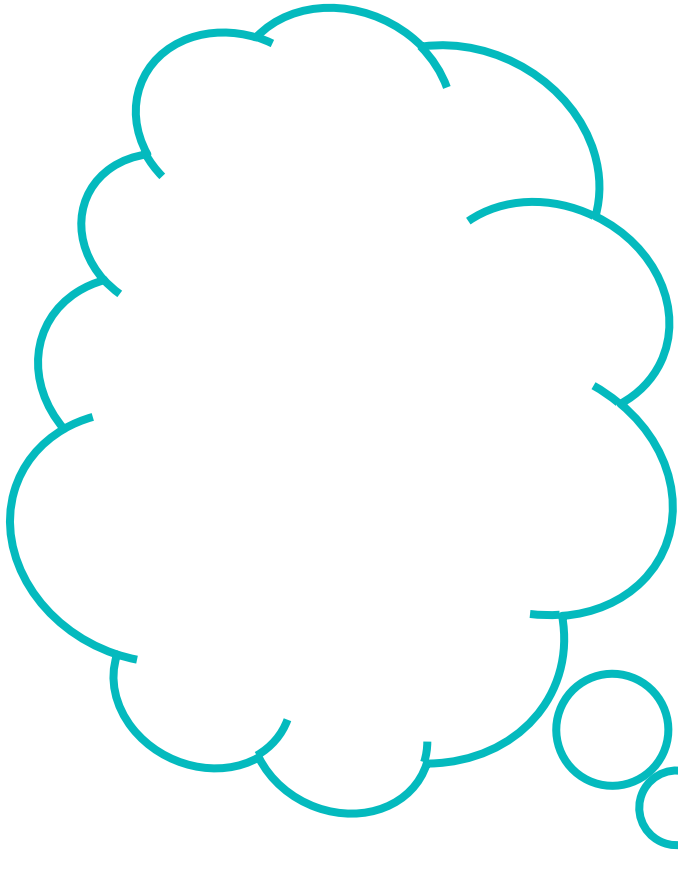
IDENTIFYING PRIOR LEARNING
& SUBJECT-SPECIFIC KNOWLEDGE AND SKILLS

Before you start researching you need to think about what knowledge/skills you already have that you can apply to your PP.

You **MUST** record a **journal entry** that explores your existing knowledge/skills of your topic, goal, product/outcome, and global context. It would be a good idea to include a KWL chart (or similar). Below is a table to document what you know, the **K (in KWL)**

==YOU WILL HAVE TO INCLUDE THIS KWL CHART IN THE APPENDICES OF YOUR REPORT! SO BE DETAILED!==

	K WHAT I KNOW
GENERAL KNOWLEDGE AND SKILLS THAT I ALREADY HAVE AND CAN APPLY TO MY PERSONAL PROJECT	
KNOWLEDGE AND SKILLS THAT I HAVE LEARNED IN MY MYP SUBJECTS THAT I CAN APPLY TO MY PERSONAL PROJECT	

Below is a table to document what you would like to know, the W (in KWL)

W WHAT I WANT/NEED TO KNOW ...	...AND WHERE I MIGHT BE ABLE TO FIND IT!
WHAT I WANT/NEED TO KNOW ...	...AND WHERE I MIGHT BE ABLE TO FIND IT!

RESEARCH

You have thought about what you already know, and what you need to know, so **NOW IT'S TIME TO START YOUR RESEARCH!** Your supervisor will be able to help direct you towards some good sources – ask for their help!

- Can you find the answers to what you need to learn in your MYP subjects? Or from your teachers?
- Are there expert people that you can interview (in person or via email)?
- Is there data that you can access and analyse?
- Go to media, books, journals, newspapers, magazines and tap into internet resources, including Google Scholar
- Watch video recordings, YouTube videos
- Can images help? Put them in your process journal with references
- Which websites will you use? Do you need specialist software? Do you know how to use it? If not, how can you learn?

You must **USE A WIDE RANGE OF SOURCES** during the research process. Go beyond the first Google page!

IN A GOOGLE DOC, KEEP AN ONGOING BIBLIOGRAPHY OF ALL THE SOURCES YOU READ, VIEW, LISTEN TO! YOU'LL NEED THIS FOR THE REPORT AND IT'S BETTER TO DO IT AS YOU GO!

There are examples of how to write a bibliography in the back of your Student Planner or use your ML8 quick guide OWL PURDUE also has MLA resources to help! https://owl.english.purdue.edu/owl/resource/747/18/

You must document your research in your process journal!

Please also record some of the most interesting/key things you learned in the following table, which will help you when writing your report!

⌐ WHAT LEARNED ...SOME REALLY INTERESTING THINGS THAT I LEARNED	AND WHERE I LEARNED IT FROM!

EVALUATING THE RELIABILITY OF SOURCES

SEEN THIS BEFORE? OPVL

EVALUATING SOURCES

O – ORIGIN
- Where does this source come from?
- When was the information published or posted?
- Who is the author, publisher, source, or sponsor?
- Are the author's credentials or organizational affiliations given? What are them?

P – PURPOSE
- What was the purpose of the information?
- What perspective is the author trying to convey?
- Is the purpose clear?
- Is the information: fact, opinion, or propaganda?
- Does the point of view appear objective or impartial?

V – VALUE
- How useful is this source?
- How can it be applied to my project?
- Has the information been reviewed or referred?
- Can you verify the information in another source?

L – LIMITATION
- How reliable is this source?
- Is it objective or subjective?
- Are there political, institutional, religious, cultural, ideological, or personal biases?

SOURCE 1			
CITATION:			
O	P	V	L

SOURCE 2			
CITATION:			
O	P	V	L

SOURCE 3			
CITATION:			
O	P	V	L

SOURCE 4			
CITATION:			
O	P	V	L

SOURCE 5			
CITATION:			
O	P	V	L

SOURCE 6			
CITATION:			
O	P	V	L

SOURCE 7			
CITATION:			
O	P	V	L

ATL: RESEARCH SKILLS

CHALLENGE LEVEL	POSSIBLE DEMONSTRATIONS OF ATL SKILLS
LOWER ↑ ↓ HIGHER	o Collect and record data/sources o Access information to be informed and to inform others through the project
	o Collect, record and verify data/sources o Find information specific to and surrounding the project, using a variety of media o Process data and report results o Take effective notes during project development
	o Collect, record, verify, and use a range of sources/data o Identify primary and secondary sources o Compare, contrast and draw connections among resources o Seek a range of perspectives from multiple and varied sources to inform the project o Make connections between various sources of information, prior knowledge and subject-specific knowledge o Construct a bibliography according to recognized conventions appropriate for the task
	o Collect and analyse data to identify solutions and make informed decisions to further the project o Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions o Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) o Use critical-literacy skills to analyse and interpret information o Understand the impact of media representations and modes of presentation when analysing information o Demonstrate awareness of media interpretations of events and ideas (including digital social media) o Understand and implement intellectual property rights

FROM THE LIST ABOVE SELECT AT LEAST FOUR ATL SKILLS THAT YOU ARE GOING TO FOCUS ON DEVELOPING THROUGHOUT THE PP PROCESS. THINK ABOUT HOW YOU CAN PRACTISE THESE SKILLS SO THAT YOU ARE BETTER AT USING THEM.	
RESEARCH SKILLS	HOW CAN I PRACTISE/DEVELOP THIS SKILL?

STAGE 2
CRITERION B: PLANNING

CREATING CRITERIA FOR THE PRODUCT/OUTCOME

YES! You are going to create your own criteria to assess the quality of your product/outcome and whether you achieved your goal!

Through your research you will learn what constitutes a high-quality product/outcome. Writing a book? Of course you'll have to assess yourself on use of spelling, punctuation, grammar etc. But you would also need to assess yourself on the presentation, layout, content, use of creativity, etc. This makes up your criteria!

Think about the MYP criteria that are used across all of your subjects. Use this criteria as a model/example to help guide you!

In the MYP each criterion is assessed out of 8 and the descriptors scale the achievement by using descriptors such as: limited, adequate, good, very good etc. Could you create something similar?

You probably won't be able to define the criteria until you have spent some time researching your goal. Speak to your friends, teachers, and parents to help you create you criteria.

WHEN WRITING YOUR CRITERIA FOR SUCCESS YOU CAN CONSIDER THE FOLLOWING THINGS...

Aesthetics: consider appearance, size, style, colour, shape/form, texture, pattern, layout ...

↓

Cost: Is there a maximum cost? Do you need to keep this project within a budget?

↓

Customer: Who is your project for? What is the target user's age, gender, socio-economic background?

↓

Resources: What resources are available? Are there limitations as to how this can be created?

Environmental considerations: Where will your project be used? How will the design directly or indirectly affect the environment?

↓

Function: What must your project do? What is the purpose of your project? How easily can it be stored?

↓

Materials: What materials are available? What properties will the materials have?

↓

Size: Are there any specific sizes that need to be considered? What "human factors" need to be considered?

WHAT MAKES A HIGH QUALITY PRODCT/OUTCOME?

You need to think about the characteristics of a high quality product/outcome. You will need to research this! This research can then be used to inform your criteria. This criteria will then be included in the appendices of your report.

MAKING A WEBSITE? Research suggests that high quality **WEBSITES** are defined by their use of: images and video, grammar and spelling, formatting….

TRAINING FOR A TRIATHLON? Research suggests that to **PERFORM AT YOUR OPTIMAL LEVEL**, you need to consider: nutrition, muscle mass, body fat percentage…

RESEARCH SUGGESTS
THAT THE
CHARACTERISTICS OF A
HIGH QUALITY
_____

ARE...

	CRITERION A: _____	CRITERION B: _____	CRITERION C: _____	CRITERION D: _____
1-2				
3-4				
5-6				
7-8				

CRITERIA EXEMPLAR

	CRITERION A: RESEARCH
ACHIEVEMENT LEVEL	**LEVEL DESCRIPTORS**
1-2	• Demonstrates limited information and research connected to the specific topic • Demonstrates no relevance towards the topic targeted • Demonstrates insufficient knowledge of the topic
3-4	• Provides some information and relevant research connected to the topic • Gives adequate information about the special need • Gives some relevant information related to the topic
5-6	• Provides the reader with a significant amount of information and relevant research • Demonstrates strong research skills by going in depth with the questions • Clear information is present in product
7-8	• Demonstrates excellent research skills and ability to synthesize information • Includes all relevant information for the reader to understand the topic • Research is clearly written and organized for the reader
	CRITERION B: PRODUCT STRUCTURE AND ORGANISATION
1-2	• Does not provide a Chichewa translation • Does not provide subtitles for sections • Does not provide page numbers
3-4	• Provides a Chichewa section however, contains mistakes and is unclear • Provides some subtitles for sections, however some are absent • Provides unclear page numbers
5-6	• Provides a clear and understandable Chichewa translation • Has clear subtitles for each section • Provides page numbers and title above page
7-8	• provides a detailed and clearly written Chichewa section with minimal to no mistakes • Has clear subtitles for each section, in bold writing • Provides page numbers and headers and footers on each page
	CRITERION C: SERVICE LEARNING
1-2	• Uses limited references to the Malawian context • Uses resources unavailable locally • Does not meet the needs of the community
3-4	• Demonstrates adequate knowledge of Malawian context • Uses some resources found locally • Meets some of the needs of the community
5-6	• Demonstrates substantial knowledge about Malawian context • Demonstrates use of resources found locally • Meets most of the needs of the community
7-8	• Demonstrates excellent knowledge of the Malawian culture • Demonstrates use of Malawian resources that are recyclable and accessible locally • Meets all needs of the community and has benefits
	CRITERION D: TERMINOLOGY/SPECIFIC VOCABULARY
1-2	• Uses unclear terms referring to ADHD/ADD • Exhibits limited understanding of the medical terms involved with ADHD/ADD
3-4	• Uses terms relevant to the topic although some are unclear • Exhibits limited understanding of the medical terms involved with ADHD/ADD
5-6	• Demonstrates good understanding of the terminology related to the specific topic • Demonstrates adequate medical and physical knowledge on ADHD/ADD
7-8	• Demonstrates excellent understanding of the terminology related to the specific topic • Demonstrates a clear understanding of the medical and physical nature of ADD/ADHD

PLANNING THE DEVELOPMENT PROCESS OF YOUR PERSONAL PROJECT

You **MUST** take time to plan your time management during the Personal Project. **This plan will be used in your report**.

Managing time is one of the most crucial elements of the project. It is essential that you create an action plan of what you want to achieve and when.

Remember plans can change as circumstances change, but by planning you give yourself clear goals and raise your awareness of the time you have to complete tasks for the Personal Project.

BELOW IS A TEMPLATE OF AN ACTION PLAN, BUT YOU CAN USE YOUR OWN PLANNING ORGANIZER IF YOU WISH!

DATE	GOAL	SPECIFIC TASKS	ACHIEVED? IF NOT, WHY? NEW ACTION?

RECORDING THE DEVELOPMENT PROCESS OF THE PROJECT

Don't forget that your process journal is a complete record of **EVERYTHING** you do for your Personal Project, from **START** to **FINISH**. You should use your journal to store:

- Notes and ideas on your project global context
- Concepts for your project
- Drawings, pictures, clippings, photographs, sketches
- Information gathered from your investigations
- Copies of interviews and discussions with people; emails to/from supervisors
- Plans for your project
- Timeline(s)
- Drafts of your project (written/visual)

> **PLEASE, PLEASE, PLEASE** MAKE SURE YOU USE JOURNAL REGULARLY TO MAKE DETAILED **REFLECTIONS** ON YOUR **IDEAS, PROGRESS** AND **CHALLENGES.** RECORD YOUR RESPONSES TO OTHER PEOPLE'S FEEDBACK, YOUR GOOD EXPERIENCES AND YOUR DISAPPOINTMENTS.

Your journal will be the most important document in your Personal Project experience because from it you will be able draw all the kind of information you will need to write your report. Your will also scan parts of your journal for your report!

ATL: SELF-MANAGEMENT SKILLS

Self-management is an important aspect of the Personal Project, and something that you have to show evidence of in your process journal! Self-management is not just about setting goals…**CHECK OUT THE TABLE BELOW!**

CHALLENGE LEVEL	POSSIBLE DEMONSTRATIONS OF ATL SKILLS
LOWER ↑ ↓ **HIGHER**	o Set goals o Keep a basic log or timeline planning for the project o Manage time and effort for short periods of time
	o Set goals that are challenging and realistic o Plan short- and long-term milestones; meet deadlines o Keep an organized and logical system of information o ***Practise strategies to overcome distractions*** o ***Practise dealing with disappointment and unmet expectations***
	o Organize time and energy for a sustained period of time o Keep and use a weekly planner for milestones o ***Practise strategies to developmental focus*** o ***Practise analysing and attributing causes of failure*** o ***Practise managing self-talk and positive thinking*** o ***Practise dealing with change throughout the project***
	o Make plans that are logically sequential and efficient o ***Demonstrate persistence and perseverance*** o Use appropriate strategies for organizing complex information o Select and use technology effectively and productively o ***Practise "bouncing back" after adversity, mistakes and failures***

==FROM THE LIST ABOVE SELECT AT LEAST FOUR ATL SKILLS THAT YOU ARE GOING TO FOCUS ON DEVELOPING THROUGHOUT THE PP PROCESS.==
==THE SKILLS THAT ARE BOLD/ITALICS ARE AFFECTIVE SKILLS. YOU MUST CHOOSE AT LEAST TWO OF THESE!==
==THINK ABOUT HOW YOU CAN PRACTISE THESE SKILLS SO THAT YOU ARE BETTER AT USING THEM.==

SELF-MANAGEMENT SKILLS	HOW CAN I PRACTISE/DEVELOP THIS SKILL?

STAGE 3
CRITERION C: TAKING ACTION

CREATING THE PRODUCT/OUTCOME

While making your product you will be using your process journal continuously to record:

- o   each task you undertake,
- o   things that go well,
- o   things that go wrong,
- o   things that can be improved, and
- o   things that you're loving!

WHEN MAKING YOUR PRODUCT KEEP SIGHT OF YOUR GOAL AND WHAT YOU HOPED TO ACHIEVE!

ATL: THINKING SKILLS

CHALLENGE LEVEL	POSSIBLE DEMONSTRATIONS OF ATL SKILLS
LOWER ↑ ↓ **HIGHER**	o Identify problems o Present one perspective o Draw simple conclusions o Consider ideas and possible solutions
	o Practise observing carefully in order to recognize problems o Gather information strictly relevant to the project o Draw reasonable conclusions and generalizations o Evaluate and manage risk o Consider ideas from multiple perspectives o Identify obstacles and challenges o Use brainstorming and visual diagrams to generate new ideas and inquiries
	o Interpret data useful to the project o Test generalizations, hypotheses and conclusions o Revise understanding based on new information and evidence o Make guesses, ask "what if" questions o Apply existing knowledge to generate new ideas, products or processes o Consider multiple alternatives, including those that might be unlikely or impossible o Make connections between subject groups, prior learning and experiential learning o Combine knowledge, understanding and skills to create products or solutions
	o Evaluate evidence, arguments and propositions o Recognize unstated assumptions and bias o Develop contrary or opposing arguments o Analyse complex concepts and contexts into their constituent parts and synthesize them to create new understanding o Use models and simulations to explore complex systems and issues o Troubleshoot systems and applications o Create original works and ideas; use existing works and ideas in new ways o Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments o Create novel solutions to authentic problems o Make unexpected or unusual connections between objects and/or ideas o Apply skills and knowledge in unfamiliar situations o Change the context of an inquiry to gain different perspectives

FROM THE LIST ABOVE SELECT AT LEAST FOUR ATL SKILLS THAT YOU ARE GOING TO FOCUS ON DEVELOPING THROUGHOUT THE PP PROCESS. THINK ABOUT HOW YOU CAN PRACTISE THESE SKILLS SO THAT YOU ARE BETTER AT USING THEM.	
THINKING SKILLS	**HOW CAN I PRACTISE/DEVELOP THIS SKILL?**

ATL: COMMUNICATION & SOCIAL SKILLS

CHALLENGE LEVEL	POSSIBLE DEMONSTRATIONS OF ATL SKILLS
LOWER ↑ ↓ **HIGHER**	o Organize information o Structure report following advice o Establish communication with supervisor
	o Organize and depict information logically o Maintain communication with people relevant to the project o Work with others within clear expectations o Read critically and for comprehension o (Give and) receive feedback

	o Participate in, and contribute to, digital social media networks
	o Read a variety of sources for information
	o Communicate information and ideas effectively to audiences using a variety of media and formats
	o (Give and) act meaningfully on feedback received
	o If applicable for the product/outcome:
	   o delegate and share responsibility for decision-making
	   o help others to succeed
	   o share ideas, collaborate and build relationships with peers and experts using a variety of digital environments and media.

	o Use intercultural understanding to interpret communication
	o Use appropriate forms of writing and speaking for different purposes and audiences
	o Use a variety of media to communicate with a range of audiences
	o Use and interpret a range of terms and symbols
	o Paraphrase accurately and concisely
	o Preview and skim texts to build understanding
	o Work effectively with experts and/or the supervisor
	o Listen actively to other perspectives and ideas
	o If applicable for the product/outcome:
	   o encourage others to contribute
	   o negotiate effectively
	   o build consensus
	   o exercise leadership and take on a variety of roles within groups
	   o make fair and equitable decisions
	   o manage and resolve conflict, and work collaboratively
	   o interpret and use effectively modes of non-verbal communication.

FROM THE LIST ABOVE SELECT AT LEAST FOUR ATL SKILLS THAT YOU ARE GOING TO FOCUS ON DEVELOPING THROUGHOUT THE PP PROCESS. THINK ABOUT HOW YOU CAN PRACTISE THESE SKILLS SO THAT YOU ARE BETTER AT USING THEM.	
COMMUNICATION & SOCIAL	**HOW CAN I PRACTISE/DEVELOP THIS SKILL?**

STAGE 4
CRITERION D: REFLECTING

EVALUATING THE PRODUCT

CRITERIA	GRADE AWARDED	EXPLANATION OF WHY I AWARDED THAT GRADE

EXAMPLE

CRITERIA	GRADE AWARDED	EXPLANATION OF WHY I AWARDED THAT GRADE
A USE OF LANGUAGE	6 (out of 8)	I wasn't able to award myself a grade in the top band because my editing and proofreading wasn't thorough enough. There were various mistakes throughout my book including spelling, punctuation and minor grammatical errors. Upon reflection this might be because when you read and re-read your own work several times sometimes you are blind to the errors, so I could have asked another person to complete a final proofread.

REFLECTING

WHAT HAVE YOU LEARNED ABOUT YOUR TOPIC?	WHAT HAVE YOU LEARNED ABOUT YOUR GLOBAL CONTEXT?
EXAMPLE/EVIDENCE 1:	EXAMPLE/EVIDENCE 1:
EXAMPLE/EVIDENCE 2:	EXAMPLE/EVIDENCE 2:
EXAMPLE/EVIDENCE 3:	EXAMPLE/EVIDENCE 3:
EXAMPLE/EVIDENCE 4:	EXAMPLE/EVIDENCE 4:

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. You are brave and articulate in defending your beliefs.

Caring

Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.

Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. You take responsibility for your own actions and the consequences that accompany them.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

WHICH IB LEARNER PROFILE ATTRIBUTES DID YOU DEVELOP THROUGHOUT THE PP PROCESS? HOW?

LP 1: _____

LP 2: _____

LP 3: _____

REPORTING THE PERSONAL PROJECT

WHAT IS THE REPORT?

You now have to write/speak about your Personal Project experience! You will summarise the process you went through (investigating, planning, taking action, reflecting), giving specific examples of your experiences and the skills that you developed!

You have some options when it comes to how you can format your report:

FORMAT	LENGTH
Written	Max 3500 words
Electronic (website, blog, slide show)	Max 3500 words
Oral (podcast, radio broadcast, recorded)	13-15 minutes
Visual (film)	13-15 minutes

LANGUAGE/STYLE OF WRITING

The report is not a formal piece of academic writing – we expect to hear your voice! You should be using first person (I, me, my) and sounding like yourself. But, we don't want to see/hear any slang language – you're knowledgeable and informed after going through this process.

LAYOUT

1. Academic honesty form

2. Contents page

3. Report headings

   Investigating
   Planning
   Taking Action
   Reflecting

4. Works cited for the report

5. Bibliography for the project

6. Appendices

   Journal extracts (Maximum of 10 x A4 single side pages that show evidence of all 12 objectives)

THE APPENDICES

The first step is to create your appendices. This **MUST** be done first because you **MUST** make reference to each appendix in your report.

<div style="border:1px solid black">

YOUR APPENDICES MUST SHOW EVIDENCE OF ALL PERSONAL PROJECT OBJECTIVES

</div>

Ai: Define a clear goal and context for the project, based on personal interests

Aii: Identify prior learning and subject-specific knowledge relevant to the project

Aiii: Demonstrate research skills

Bi: Develop criteria for the product/outcome

Bii: Plan and record the development process of the project

Biii: Demonstrate self-management skills

Ci: Create a product/outcome in response to the goal, context and criteria

Cii: Demonstrate thinking skills

Ciii: Demonstrate communication and social skills

Di: Evaluate the quality of the product/outcome against their criteria

Dii: Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context

Diii: Reflect on their development as an IB learner through the project

Plan your appendices using the template on the following page. Here is an example of how to plan your appendices:

EXAMPLE

APPENDIX 1	APPENDIX 2
Ai: Define a clear goal and global context for the project based on personal interests I am going to take a photograph of the brainstorming and planning graphic organisers on pages 11, 14, and 15 of this guide. I'll shrink them so that they fit on 1 x A4 page.	Aii: Identify prior learning and subject-specific knowledge relevant to the project I am going to take a photo of the KWL chart on page 20 of the guide to show my prior knowledge.

APPENDICES PLANNING

APPENDIX 1 Criterion:	APPENDIX 2 Criterion:
APPENDIX 3 Criterion:	APPENDIX 4 Criterion:
APPENDIX 5 Criterion:	APPENDIX 6 Criterion:
APPENDIX 7 Criterion:	APPENDIX 8 Criterion:
APPENDIX 9 Criterion:	APPENDIX 10 Criterion:

CRITERION A — INVESTIGATING

Personal interest: a value, an interest; intellectual curiosity; family connection; social, cultural or geographical relevance, passion – the reason why they want to do it

Context: Consideration of the topic of interest from the perspective of a global context

Goal: What students want to achieve or accomplish within the recommended time (approximately 25 hours for the complete project) and resources available; goals must be related to, but might be different than products or outcomes. Here are some examples:

LEVEL	STRAND DESCRIPTOR	TASK-SPECIFIC CLARIFICATION
1-2	state a goal and global context for the project, based on personal interests, but this may be limited in depth or accessibility	• The student states a goal that is unrealistic or shallow which does not have a clear connection to personal interests or the stated global context.
3-4	outline a basic and appropriate goal and global context for the project, based on personal interests	• The student outlines a simple or easily-achievable goal that identifies a relevant global context.
5-6	define a clear and challenging goal and global context for the project, based on personal interests	• Based on personal interest, the student defines a clear goal that • explains what make the goal personally challenging • details the goal's relationship to a relevant global context
7-8	develop a clear and highly challenging goal and global context for the project, based on personal interest	• Based on personal interest, the student defines a clear goal that • justifies the goal as highly challenging • meaningfully relates to a global context

WHAT TO DO...?

Go back to pages 11 – 16 of this guide where you recorded your topic, personal interests, goal, and global context

Use this information to write:

PARAGRAPH ONE

- Personal Interest (why did you care about this topic) – quick explanation
- Context (which global context you chose and why – how does it fit?)
- Goal and why is this goal challenging

PLAN HERE...

CRITERION A – INVESTIGATING

STRAND II: IDENTIFY PRIOR LEARNING AND SUBJECT-SPECIFIC KNOWLEDGE RELEVANT TO THE PROJECT

Prior learning: personal experience and subject-specific knowledge and understanding developed in school or in the world beyond the classroom

LEVEL	STRAND DESCRIPTOR	TASK-SPECIFIC CLARIFICATION
1-2	identify prior learning and subject- specific knowledge, but this may be limited in occurrence or relevance	• states some prior learning relevant to the project
3-4	identify basic prior learning and subject-specific knowledge relevant to some areas of the project	• outlines prior learning relevant to some aspect of the project
5-6	identify prior learning and subject- specific knowledge generally relevant to the project	• describes with appropriate detail prior learning relevant to the project
7-8	identify prior learning and subject- specific knowledge that is consistently highly relevant to the project	• analyses the relevance and contribution of prior learning to the project

WHAT TO DO…?

Go back to pages 20-21 of this guide where you recorded your prior learning and what you wanted to know

Use this information to write:

PARAGRAPH TWO

- Prior Learning – KWL Chart
- What did you already know?
- Use specific examples from MYP Classes
- Specific experiences outside school
- A bit about what else you needed to know – couple of questions from your KWL chart that then connect to the next section as a transition.
- Analyse the relevance of this prior learning and how it helped you to complete the project

PLAN HERE...

CRITERION A — INVESTIGATING

STRAND III: DEMONSTRATE RESEARCH SKILLS

Academic honesty: every instance of the use of the work or ideas of others must be cited in a format that is consistent and in line with the school's recognized convention(s)

Bibliography: an alphabetical list of all sources used to complete the project; resources should be explicit, appropriate and noted in the project report

Research skills: information literacy and media literacy skills; for examples, see the Approaches to learning skills framework in MYP: From principles into practice (2014)

LEVEL	STRAND DESCRIPTOR	TASK SPECIFIC CLARIFICATION
1-2	demonstrate limited research skills	- Few or inappropriate sources have been researched and recorded. - There is little if any evaluation of sources' reliability or relevance. - The bibliography is inappropriate, inconsistent and/or not used in the project report. - There is little evidence of other appropriate research skills.
3-4	demonstrate adequate research skills	- A range of sources have been researched and recorded. - Specific sources selected for the project are evaluated for reliability or relevance. - The bibliography is consistent and used in the project report. - There is some evidence of appropriate research skills.
5-6	demonstrate substantial research skills	- An appropriate range of sources and variety of source types have been researched. - Specific sources selected for the project are evaluated effectively for reliability and relevance. - The bibliography is appropriate, consistent, and used effectively in the project report. - There is consistent evidence of appropriate research skills.
7-8	demonstrate excellent research skills	- An extensive range of sources and variety of source types have been researched. - Sources are consistently and effectively evaluated for their reliability and relevance. - The bibliography is appropriate, consistent and used with sophistication in the project. - There is extensive evidence of a broad range of research skills.

WHAT TO DO...?

Go back to pages 22-27 of this guide (and your process journal) where you recorded some of your research, your OPVL, and the ATL research skills that you wanted to develop!

Use this information to write:

PARAGRAPHS THREE AND FOUR

- A paragraph outlining what you learned that helped you to create your product/outcome and achieve your goal. – WITH IN-TEXT REFERENCES AND THOSE SOURCES ARE IN THE WORKS CITED AT THE END.
- Why were your sources credible? Evaluate your sources using OPVL
- The ATL research skills that you developed. Explained how you improved these skills and how they helped you conduct your research

PLAN HERE…

51

CRITERION B – PLANNING

STRAND I: DEVELOP CRITERIA FOR THE PRODUCT/OUTCOME

Criteria: *Specific elements the personal project product/outcome must meet to be a quality outcome, as defined by the student. The criteria may be explicitly stated in the report or included as an extract from the process journal referenced in the report. Development of the criteria includes explanations of any changes that made during the course of the project. Criteria (success indicators) should be personally challenging, specific, relevant, clearly-explained or exemplified, and observable or measurable. Criteria can have qualitative and/or quantitative dimensions.*

LEVEL	STRAND DESCRIPTOR	TASK-SPECIFIC CLARIFICATION
1-2	develop limited criteria for the product/outcome	Criteria that: • are basic and/or have some connection to the product/outcome
3-4	develop adequate criteria for the product/outcome	Criteria that: • start to consider the qualitative elements of the product/outcome • outline how their success might be observed
5-6	develop substantial and appropriate criteria for the product/outcome	Criteria that are: • realistic and relevant to the product/outcome • informed by research • qualitative and/or quantitative, as appropriate.
7-8	develop rigorous criteria for the product/outcome	Criteria that: • clearly define the specific characteristics of a high quality product/outcome • explicitly informed by highly-relevant research • justified, specific and multidimensional

WHAT TO DO…?

Go back to pages 29-30 of this guide where you recorded your criteria and how your research informed the criteria you wrote.

Use this information to write:

PARAGRAPH FIVE

- What are your criteria? BE SPECIFIC – LIST THEM – what is a high quality product going to look like under your criteria?
- How do the criteria connect to the product?
- How did research guide your criteria? Need specific examples.
- What changes occurred and why?
- Are your criteria quantitative or qualitative?
- Remember, if your criteria require you to have a survey or gocus groups, you need to do this. Does an 'expert' need to evaluate it?

PLAN HERE...

CRITERION B — PLANNING

STRAND II: PLAN AND RECORD THE DEVELOPMENT

Plan: a logical intended course of action which documents time and resources; students should submit their project plan and a corresponding record of the development (extracts from the process journal) in the project report appendix. Those excerpts should be referenced in the project report as evidence of achievement in this strand.

Record of the development process: How actions are related to the plan during the process.

LEVEL	STRAND DESCRIPTOR	TASK-SPECIFIC CLARIFICATION
1-2	present a limited or partial plan and record of the development process of the project	• A brief plan that is not specific to the stated goal with a minimal outline of the development process
3-4	present an adequate plan and record of the development process of the project	A plan that includes: • long-term planning which is not broken down to specific steps • vague connections to the student's project • very general dates and deadlines • The record of the development process includes: o a general and/or fragmented explanation of the process that does not clearly correspond to the plan.

5-6	present a substantial plan and record of the development process of the project	A plan that includes:
		• short and long term planning that has not been broken down into specific steps
		• clear connections to the student's project
		• specific dates and deadlines
		• The record of the development process includes:
		  o an explanation of the process from start to finish that corresponds to the plan
		  o changes that are stated but not justified

7-8	present a detailed and accurate plan and record of the development process of the project	A plan that includes:
		• short- and long-term planning broken down into detailed, logical steps
		• have a strong focus to the student's project
		• specific dates, deadlines and clear records of adjustment to the project's timeline
		• The record of the development process includes:
		  o a comprehensive account of the process from start to finish that corresponds closely to the plan
		  o changes that are clearly described and justified

WHAT TO DO...?

Go back to pages 32 of this guide where you recorded your plan and also refer to your process journal where you documented the process!

Use this information to write:

PARAGRAPHS SIX AND SEVEN

- Describe your plan for how to accomplish goal – describe how things went with specifics. You must detail the process and it must correspond with your plan.
- Need specific examples of how met or changed deadlines and why – specific examples from your plan (how they were met and how some were changed and why) – reference in Appendix AND discuss in your report.

PLAN HERE...

55

CRITERION B – PLANNING

STRAND III: DEMONSTRATE SELF-MANAGEMENT SKILLS

Organization skills: managing available time and resources, using the process journal effectively to plan, develop and record progress on the project.

Affective skills: managing state of mind (mindfulness, perseverance, emotional management, self- motivation and resilience)

LEVEL	STRAND DESCRIPTOR	TASK-SPECIFIC CLARIFICATION
1-2	demonstrate limited self-management skills	A brief account of: • basic or inconsistent time and/or task management • affective skills practised through the project
3-4	demonstrate adequate self-management skills	A description of: • appropriate time and task management which show some independence • affective skills practised through the project • use of another self-management skill
5-6	demonstrate substantial self-management skills	An explanation of: • effective and often independent time and task management • affective skills practised through the project • effective use of other self-management skills
7-8	demonstrate excellent self-management skills	A justification of: • strengths and limitations for effective and independent time and task management • affective skills practised through the project • highly effective use of other self-management skills

WHAT TO DO...?

Go back to page 34 of this guide where you recorded the self-management skills that you planned to develop throughout this process.

Use this information to write:

PARAGRAPH EIGHT

- Your strengths and limitations for effective time and task management
- The affective skills that you practised throughout the project. Be specific – discuss how you used them.
- How did you use self-management skills? Reflection? Be specific – discuss how you used them.

PLAN HERE...

CRITERION C – TAKING ACTION

	STRAND I: CREATE A PRODUCT/OUTCOME IN RESPONSE TO THE GOAL, GLOBAL CONTEXT, AND CRITERIA

This strand is assessed based on evidence provided by the final product/outcome and its description (primarily) in the "Taking Action" section of the report.

LEVEL	STRAND DESCRIPTOR	TASK SPECIFIC CLARIFICATION
1-2	create a limited product/outcome in response to the goal, global context and criteria	• a poorly rendered/ largely unachieved product/outcome • an outline of how the student achieved the project's goal, connected it with the global context, creating a product/outcome that has little if any reference to the criteria for its success
3-4	create a basic product/outcome in response to the goal, global context and criteria	• a simple product/outcome • a description of how the student achieved the project's goal and connected it with the global context, creating a product/outcome with some reference to the criteria for its success
5-6	create a substantial product/outcome in response to the goal, global context and criteria	• a good quality product/successful outcome • an explanation of how the student achieved the project's goal and connected it with a global context, creating a product/outcome with clear reference to the criteria for its success
7-8	create an excellent product/outcome in response to the goal, global context and criteria	• a high-quality product/ highly-successful outcome • an analysis and evaluation of how the student achieved the project's goal and connected it with a global context, creating a product/outcome that comprehensively meets the criteria for its success

WHAT TO DO...?

Go back to pages 14, 15, and 30 of this guide where you recorded your goal, global context, and criteria.

Use this information to write:

PARAGRAPH NINE

- Describe the product itself (be detailed here)
- Did it achieve your goal? How did it connect to criteria?
- Did it connect with global context? How? Explain
- Was there an Service as Action element to it? Here is the place to discuss it.

PLAN HERE…

CRITERION C – TAKING ACTION

Thinking skills: critical thinking and creative thinking skills

LEVEL	STRAND DESCRIPTOR	TASK SPECIFIC CLARIFICATION
1-2	demonstrate limited thinking skills	Outline of: • critical and/or creative thinking skills relevant to the project
3-4	demonstrate adequate thinking skills	Description of: • critical and creative thinking skills appropriate to the project • transfer of some learning from the research that helps to achieve the project's goal
5-6	demonstrate substantial thinking skills	Explanation of: • critical and creative thinking skills appropriate to the project • transfer of learning from the research to generate new ideas or solve problems that help to achieve the project's goal
7-8	demonstrate excellent thinking skills	Analysis and evaluation of: • critical and creative thinking skills appropriate to the project • transfer of learning from the research to generate new ideas or solve problems that help to achieve the project's goal

WHAT TO DO...?

Go back to page 36 of this guide where you recorded your thinking skills.

Use this information to write:

PARAGRAPH TEN

- How did you use critical thinking skills? Refer to page 36– use specific examples in your explanation
- How did you use creative thinking skills? Refer to page 36– use specific examples in your explanation
- How did you transfer learning from the research you did to generate new ideas or solve problems to achieve the project goal? Be specific.
- Were there any thinking skills that you used during the process that you did not record in your process journal? If so, you can also include these!

PLAN HERE...

CRITERION C – TAKING ACTION

People relevant to the project: *including school staff (project coordinator, supervisor, librarian) and specialists in the community*

Appropriate modes of communication: *tools that are most appropriate for the audience and help communicate the message in a structured manner.*

LEVEL	STRAND DESCRIPTOR	TASK-SPECIFIC CLARIFICATION
1-2	demonstrate limited communication and social skills	Outline of: • limited or irrelevant interaction with people involved in the project • little collaboration with those relevant to the project (if appropriate to the project). • A report that lacks clarity and coherence and/or does not follow the required structure
3-4	demonstrate adequate communication and social skills	Description of: • interaction with some people relevant to the project • working effectively with others (if appropriate to the project). • A report that is occasionally clear and coherent and that partially follows the required structure
5-6	demonstrate substantial communication and social skills	Explanation of: • effective interaction with those relevant to the project using appropriate modes of communication • working effectively with others (if appropriate to the project). • A report that is mostly clear and coherent and that follows the required structure
7-8	demonstrate excellent communication and social skills	Analysis and evaluation of: • valuable ongoing essential interaction with those relevant to the project using a variety of appropriate modes of communication • working effectively with others (if appropriate to the project) • A report that is consistently clear, coherent and effectively (or creatively) follows the required structure

WHAT TO DO...?

Go back to page 37 of this guide where you recorded your communication and social skills.

Use this information to write:

PARAGRAPH ELEVEN

- Identify how you interacted with people involved in your project (advisor, Personal project coordinator, experts you interviewed, etc.). Use specific examples.
- How did you develop and use appropriate ways of communication in this process? Use specific examples here from page 37 (or your process journal).
- You will also be assessed on the clear, coherent and effective communication in your report!
- You can also comment on new communication and social skills that weren't documented on page 37 of this guide (or in your process journal). Be sure to use specific examples!

PLAN HERE...

CRITERION D — REFLECTING

STRAND 1: EVALUATE THE QUALITY OF THE PRODUCT/OUTCOME AGAINST THEIR CRITERIA

LEVEL	STRAND DESCRIPTOR	TASK-SPECIFIC CLARIFICATION
1-2	present a limited evaluation of the quality of the product/outcome against his or her criteria	• The evaluation outlines the quality of the product/outcome against some of the stated criteria
3-4	present a basic evaluation of the quality of the product/outcome against his or her criteria	• The evaluation describes the quality of the product/outcome against some of the stated criteria
5-6	present a substantial evaluation of the quality of the product/outcome against his or her criteria	• The evaluation explains the quality of the product/outcome against most of the stated criteria.
7-8	present an excellent evaluation of the quality of the product/outcome against his or her criteria	• The evaluation analyses the quality of the product/outcome against all the stated criteria.

WHAT TO DO...?

Go back to page 38 of this guide where you recorded your evaluation of your product against your criteria.

Use this information to write:

PARAGRAPH TWELVE

- Evaluate your product against **all of your criteria**. What would you give yourself and why? **Be specific**.

PLAN HERE…

CRITERION D — REFLECTING

STRAND II: REFLECT ON HOW COMPLETING THE PROJECT HAS EXTENDED YOUR KNOWLEDGE AND UNDERSTANDING OF THE TOPIC AND THE GLOBAL CONTEXT

LEVEL	STRAND DESCRIPTOR	TASK-SPECIFIC CLARIFICATION
1-2	present limited reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	• The reflection states at least one way the student has extended his or her knowledge and understanding of the topic and/or the global context, with no examples
3-4	present adequate reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	• The reflection outlines ways in which the student has extended his or her knowledge and understanding of the topic and the global context, using some examples
5-6	present substantial reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	• The reflection explains how the student has extended his or her knowledge and understanding of the topic and the global context, using specific and well-chosen examples
7-8	present excellent reflection on how completing the project has extended their knowledge and understanding of the topic/inquiry and the global context	• The reflection evaluates how the student has extended his or her knowledge and understanding of the topic and the global context, using meaningful examples, detailed descriptions and insightful explanations

WHAT TO DO...?

Go back to page 39 of this guide where you recorded your learning.

Use this information to write:

PARAGRAPH THIRTEEN

- Evaluate how your knowledge and understanding has grown about the topic.
- Evaluate how your knowledge and understanding has grown about the global context
- MUST USE SPECIFIC EXAMPLES – DETAIL

PLAN HERE...

CRITERION D – REFLECTING

IB learners: The IB learner profile describes the attributes valued by IB learners and the aspirations of the IB community

LEVEL	STRAND DESCRIPTOR	TASK SPECIFIC CLARIFICATION
1-2	present limited reflection on his or her development as an IB learner through the project	• The reflection that states at least one way the student has developed as an IB learner without using examples
3-4	present adequate reflection on his or her development as an IB learner through the project	• The reflection outlines ways the student has developed as an IB learner using some examples
5-6	present substantial reflection on his or her development as an IB learner through the project	• The reflection explains how the student has developed as an IB learner using specific, well- chosen examples
7-8	present excellent reflection on his or her development as an IB learner through the project	• The reflection evaluates the student's development as an IB learner using appropriate examples, detailed descriptions and insightful explanations

WHAT TO DO…?

Go back to pages 40-41 of this guide where you recorded which learner profile attributes you developed.

Use this information to write:

PARAGRAPH FOURTEEN

- How did you develop as an IB Learner – identify a few of the attributes and explain how the PP helped you develop this attribute. (BE SPECIFIC – USE EXAMPLES)

PLAN HERE...

CRITERION A: INVESTIGATING

MAXIMUM: 8

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.

Achievement Level	Level Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	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.
3-4	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.
5-6	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.
7-8	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.

CRITERION B: PLANNING

MAXIMUM: 8

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.

Achievement Level	Level Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	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.
3-4	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.
5-6	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.
7-8	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.

CRITERION C: TAKING ACTION

MAXIMUM: 8

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.

Achievement Level	Level Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
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
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.
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.
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.

CRITERION D: REFLECTING

MAXIMUM: 8

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.

Achievement Level	Level Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
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 though the project
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. **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. **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.

PERSONAL PROJECT EXHIBITION

FEEDBACK/ADVICE FROM YEAR 11 STUDENTS

BEFORE YOU START...

- Decide on a topic and stick to it! Be clear about your intentions. Make sure they're realistic
- Make sure you select a topic that you really enjoy
- RESEARCH! And choose a project that is manageable. Read up on your topic
- Start your process journal immediately
- Carefully plan the product. Create a clear timeline/plan and stick to it!

THE SUMMER HOLIDAYS...REMEMBER IT'S OPTIONAL BUT...

- Use your time wisely!
- Make sure you record EVERYTHING you do in your process journal
- Don't waste your time or put anything off
- Ask questions if you are stuck – email your supervisor
- Complete ALL of your research
- If traveling, try to visit a relevant place to your project

THE PRODUCT...

- Continue looking at your criteria throughout the creative process and make sure your product fulfills your criteria
- Start ASAP
- Make sure you understand your goal and that your product reflects this
- Make sure your product is manageable and you have the skills to complete it

THE REPORT...

- Start the moment you receive the information
- Make your draft the best you can – include journal extracts and appendices
- Don't repeat yourself. Make sure it's detailed and uses examples
- Straight forward – no waffling
- Use your process journal to help write the report

OTHER ADVICE...

- Organise your time or you will **SUFFER**
- Work hard! Have fun!
- Problems will always arise but be a good problem solver!
- Your mentor is there to help you – make sure you have a good working relationship
- Remember to choose something that you can look back on and say 'YEAH I DID THAT'
- It's worth it! ☺

PERSONAL PROJECT MEETING

DAY:	DATE:	TIME:

PROGRESS SINCE LAST MEETING: (PLEASE FILL THIS OUT BEFORE YOUR MEETING)

SUPERVISOR COMMENT:

WHAT TO DO NEXT:

NEXT MEETING	DAY	DATE	TIME
TEACHER SIGNATURE:		STUDENT SIGNATURE:	

PERSONAL PROJECT MEETING

DAY:	DATE:	TIME:

PROGRESS SINCE LAST MEETING: (PLEASE FILL THIS OUT BEFORE YOUR MEETING)

SUPERVISOR COMMENT:

WHAT TO DO NEXT:

NEXT MEETING	DAY	DATE	TIME

TEACHER SIGNATURE:	STUDENT SIGNATURE:

PERSONAL PROJECT MEETING

DAY:	DATE:	TIME:

PROGRESS SINCE LAST MEETING: (PLEASE FILL THIS OUT BEFORE YOUR MEETING)

SUPERVISOR COMMENT:

WHAT TO DO NEXT:

NEXT MEETING	DAY	DATE	TIME
TEACHER SIGNATURE:		STUDENT SIGNATURE:	

PERSONAL PROJECT MEETING

DAY:	DATE:	TIME:

PROGRESS SINCE LAST MEETING: (PLEASE FILL THIS OUT BEFORE YOUR MEETING)

SUPERVISOR COMMENT:

WHAT TO DO NEXT:

NEXT MEETING	DAY	DATE	TIME
TEACHER SIGNATURE:		STUDENT SIGNATURE:	

PERSONAL PROJECT REPORT EXEMPLAR
USED WITH PERMISSION FROM JESSICA MONK

Table of contents:

Investigating:

When approaching the personal project, I focused on aspects that would benefit me in my future career as a special needs teacher. During year 10 work experience I worked at a nursery school where I learned about teaching toddlers to 5-year olds. While I was there I met a child with autism, gaining insight into what it's like to work with a child who is not capable of controlling their behaviour. I went onto visiting a cerebral palsy clinic where I sat in on doctor's appointments for patients and listened to their backstories. From these experiences I developed a deep commitment to help children who aren't able to control their behaviours and cannot learn under simple conditions. The children I met along the way inspired my personal project. I chose Identities and Relationships as a global context because it involves children and the relationships we create with them. It relates to how the children integrate with the community and world around them. My goal was to create a product that is helpful to teachers in Malawi who work with students who have ADHD. To help them understand what is actually going on in children's minds and how to work with them effectively. It should help teachers understand the children so that they develop a deeper relationship with them. My product should also serve as a reminder that children with a learning difficulty cannot be cured or fixed but rather need help and support. I found this goal challenging because special needs are not prioritized in Malawi and are often misunderstood. To create a product that is helpful for English and Chichewa speakers, I had to create two copies. As I don't speak Chichewa, I had to rely on a translator. Through this research process, I decided to write a booklet which met my goal, I narrowed my focus to ADHD rather than cerebral palsy and autism.

I formulated a KWL chart and a short description of the resources I have from my school. I already had contacts with specialists which was also helpful. After my KWL chart, I created a subject specific table outlining the important aspects of each of my MYP classes shown in appendix 2. For example, my English class helped me to write structured paragraphs and essays, teaching me to write in a systematic and formulated structure. I also looked back at the different writing styles we have used and applied my persuasive writing skills to express the struggles that children with ADHD could face if the correct facilities are not provided. My design class was helpful because I electronically designed the front cover and format of my booklet. We have had a lot of practise in designing posters, flyers, brochures and book covers which was useful. I then asked questions that I wanted to know regarding ADHD. What are the effects of the mental disorder on the brain and which parts of the brain does it affect? What are some of the ways to calm children that struggle with mental disabilities? I also then went onto research ways parents and teachers can help children with ADHD.

At the start, I analysed sources that I was already in contact with. Appendix 5 shows where I listed specialists and doctors for example, a doctor who worked out in

a village with children with cerebral palsy, two physical therapists who work with children with autism and cerebral palsy and a speech therapist who was my main source of information as he worked daily with children who have ADHD. I had to conduct interviews with two of the specialists. When conducting these interviews, I took notes and wrote in-depth reflections which helped me keep track of my information, shown in appendix 5. For the one interview, I voice recorded the notes so that I was able to capture all the advice given to me for my product. When meeting with a primary teacher, I was given helpful resources related to strategies that may be useful in classroom situations, evident in appendix 3.

From my research, I learnt that ADHD "is a chronic condition that affects millions of children and often continues into adulthood. ADHD includes a combination of persistent problems, such as difficulty sustaining attention, hyperactivity and impulsive behaviour" (Mayo Clinic Staff), and "the condition is typically associated with structural abnormalities in the brain and this results in children failing to process information well all together" (Mapingure). The symptoms of ADHD are related to impulsivity which, is a misconnection in the brain which results in the brain not receiving the impulses fully, which explains the hyperactive aspect in ADHD (Mayo Clinic Staff). It also explains why children with ADHD are unable to complete multiple tasks if they are all compacted into one instruction (Garside). When meeting with Mr. Mapingure, a speech therapist, I learnt that there is new terminology to describe ADD and ADHD. The ADHD name remains the same however it is to explain a broader scale. It has two main sub-headings known as the inattentive type and the hyperactive type. My interviews were to gather information from people who had experience with children with ADHD. I asked for helpful strategies that they found useful. Both physical therapists mentioned that not all of the strategies worked for each child. According to Mr Mapingure, it is best to create lots of strategies to give teachers opportunities to explore which will work best for the children. There was one strategy that was expressed multiple times from all of my sources, "Allow movement and breaks" (Thorne). This was important because children need to takes breaks and it demonstrates that children with ADHD take a little longer to process information. I made sure that I questioned each strategy and asked two experts to confirm the reasoning behind each one, to determine whether they were helpful. I also had to consider the culture in Malawi, as teachers and children need a different approach. Malawi is a poor country and has little to no resources. As mental disabilities are not prioritized there are no resources for ADHD. I met with two Malawian organisations that work with children daily and they suggested that I create a booklet specifically for children with mental disabilities - Ms Loveday stated that by creating a focused booklet, teachers would be able to just concentrate on the children with ADHD (Loveday). It will also show the importance of ADHD and hopefully develop the teachers understanding. When looking at the classroom, we had to focus on strategies that did not rely on medicine-based approaches, which are not available here.

One of the main ATL skills I focused on was, to use and interpret a range of content-specific terminology. I had to synthesize information I received from interviews, websites, books into shorter more simple English so that it was relatable for Chichewa speakers too. I had to paraphrase and explain a lot of the medical terminology and strategies to fit the context of my booklet.

Planning:

The four criterion I created were research, product structure and organisation, service learning, and terminology/specific vocabulary. An ideal product under my criterion would; A; demonstrate excellent research skills and ability to synthesize information, include all relevant information for the reader to understand the topic and research is clearly written and organized for the reader. B; the product provides a detailed and clearly written Chichewa section with minimal to no mistakes, has clear subtitles for each section in bold writing and provides page numbers, headers and footers on each page. C; the product demonstrates excellent knowledge of the Malawian culture, demonstrates use of Malawian resources that are recyclable and accessible locally, and meets all the needs of the community and has benefits. D; the product demonstrates excellent understanding of the terminology related to the specific topic and demonstrates a clear understanding of the medical and physical nature of ADD/ADHD. All of these criteria were challenging especially when I had to make the booklet suitable for two different translations. The terminology aspect was challenging because I had to use synonyms for the medical terms because the majority of the terms do not exist in Chichewa. I had to communicate with the professional physical therapists to edit the words to have the same meaning.

When drafting my criteria, changes were made to my strands, because I didn't understand how to formulate a criterion. The challenge was creating the strands to build on each other. The main changes made were, word development and building strands. For example; for my first strand on criterion A level 1-2, I had **– Demonstrates limited information and research connected to the specific topic** and for strand 5-6 I had **– provides a sufficient amount of information for the reader** (Appendix 5)**.** I had to adjust the words to build, for example, I used words such as limited, adequate, substantial and excellent. Originally, I had not used these words which then made the criteria hard to distinguish. I met with my advisor and we discussed what worked and what didn't make sense. After 4 drafts, I was able to create clear and consistent criteria that is evident on appendix 4.

In the process, I was able to keep on track and use efficient time management skills to complete my product. I kept track of deadlines and kept notes for myself which is evident in appendix 6. Over the summer break I kept a timeline which consisted of deadlines that were manageable but required that I worked and finished what was needed for that day, evident in appendix 6. The first deadline I had set for myself was to have my research and interviews done by the end of the holiday. This was challenging because both specialists I wanted to interview went on holiday and

only came back towards the end. I still met the deadline and met up with them before school started. I managed to do research when I couldn't interview, which was extremely beneficial. I conducted research about ADHD and the symptoms. The strategies research was on-going and required more input from my interviews. I conducted an email interview with Ms Van Schalkwyk, a physiologist who works with children with ADHD, which gave me guidelines as to how I would like my product to look. When making my criterion, I waited until I finalized what I wanted my product to be, although I still made effective use of my time and I planned my product and my service learning criterion. In Appendix 6, my summer timeline also had explanations and small reflections for the date. One of the last reflections I wrote was "Due to the change of my product I started my criterion and managed to do a lot more research and I was able to plan for my new idea of a booklet" (Appendix 6). This showed my thought process and reasoning behind why the product plan was changed to focus only on ADHD.

One of the main ATL skills I demonstrated was keeping an organised and logical system of information. I had a process journal that consisted of reflections about where I was or the meetings I had. For example, every time I met with my supervisor, I recorded what we discussed and the deadlines I had for that week. I was also able to take notes during interviews. I specifically took notes when meeting with a primary teacher, I audio recorded the interview as well as taking notes which was an effective way of collecting all the information.

Taking Action:

Throughout this project, I have worked to create a booklet that brings awareness to local school teachers in Malawi about ADHD. My main goal for my project was to try and create a new way to present research and information to teachers. The most appropriate choice was the booklet because it was simple to translate into Chichewa. I titled it, "What's going on in that beautiful mind?" Consists of short sections that explain what ADHD is, some of the main symptoms that come from ADHD, and strategies that can be useful in classroom situations. There is a final part which has images of stress/fidget toys that could be used in the classroom. As Malawi lacks a lot of resources, there was an explanation of different ways to create the toys with reusable items which relates to my service learning aspect of my criteria. My global context was Identities and relationships and I feel my booklet consists of ways to identify children who need help and the ways we can build relationships with them. In Appendix 7, there are parts of my booklet displayed. The strategies section was the most important because it teaches the teachers how to build their relationship with the children as well as improving their school work. Teachers will discover who the children are by trying out different strategies and see which will work. The first snapshot was of the cover page that I had designed. It took several designs to decide which cover page would best suit the topic of the booklet. In Appendix 8, there are drawings and ideas which shows my thought and designing

process whilst creating the product. I had to verify which cover page would look best according to two specialists, physical therapist and speech therapist; they suggested that the multi-colour boxes would be appropriate because it brings character to the booklet and captures the reader's attention.

When approaching how to layout my book. I spoke to two primary teachers who suggested that I keep to a simple categorized layout with very specific information under subtitles. They mentioned, teachers don't have time to sit and read through a full booklet, rather they can just go straight to the section they need and apply the strategies to their lessons. I recorded this information through reflections and in notes during the interviews, shown in appendix 5.

Throughout this process, I kept extensive reflections which point out the objectives I completed, and what I still needed to complete and by what date. I found this helpful because I was able to keep myself on track and keep up the dates I set. After meetings or interviews, I would write a reflection to make sure I understood the information. When it came to processing my thoughts, I would use diagrams or lists, this is shown in appendix 8, where I listed attributes for the booklet to have and diagrams of ideas for the cover page. For example, I wrote about the content in my booklet, the outline of the booklet, and my time management with reflections. Throughout this project I've learnt how to record data and research, keeping it neat and structured. I also learnt that keeping my references directly under the sources is very helpful because I had a lot of research to reference.

Whilst researching, I conducted interviews that required many communication skills. Another attribute I demonstrated was, using appropriate forms of writing for different purposes and audiences. An example of this is when I had to email interview Ms Van Schalkwyk, a physiologist. I had to explain my task as well as attach a questionnaire/survey. I had to summarise and transform the information I received into words that were easier to understand. The most important section in my booklet was the strategies section where I simplified and shortened each one to be in bullet point form. Lastly, I had to organise information logically. This was the main ATL skill because I had to organize the relevant information as well as synthesize it into my own words.

Reflecting:

According to the criteria I created; for criterion A (Research) I gave my product a level 6 because the product, provides the reader with a significant amount of information and relevant research, demonstrates strong research skills by going in depth with the questions and clear information is present. I could have added more information regarding the brain of a child with ADHD. For criterion B (Product structure and organisation) I gave the product a level 7 because the product; demonstrates excellent research skills and ability to synthesize information, includes all relevant information for the reader to understand the topic and research is clearly

written and organized for the reader. For criterion C (Service learning) I gave my product a level 6 because; the product demonstrates excellent knowledge of the Malawian culture, demonstrates use of Malawian resources that are recyclable and accessible locally, meets all needs of the community and has benefits. To improve, the product could have included more natural resources that can be sourced in Malawi. For criterion D (Terminology/specific vocabulary) I gave my product a level 7 because the product; demonstrates excellent understanding of the terminology related to the specific topic and demonstrates a clear understanding of the medical and physical nature of ADD/ADHD.
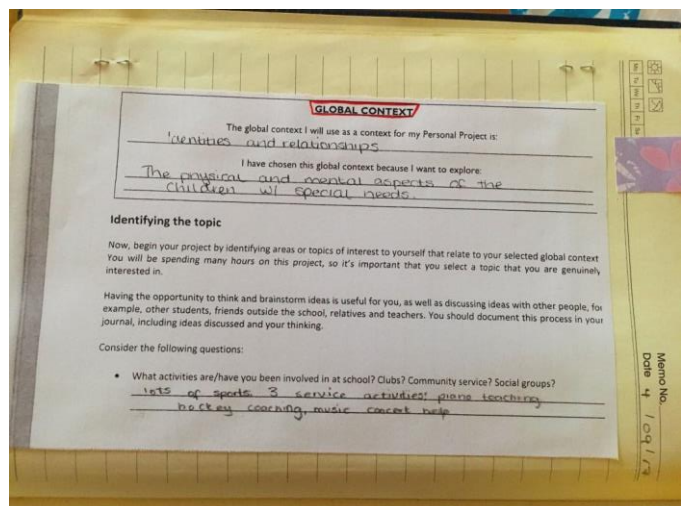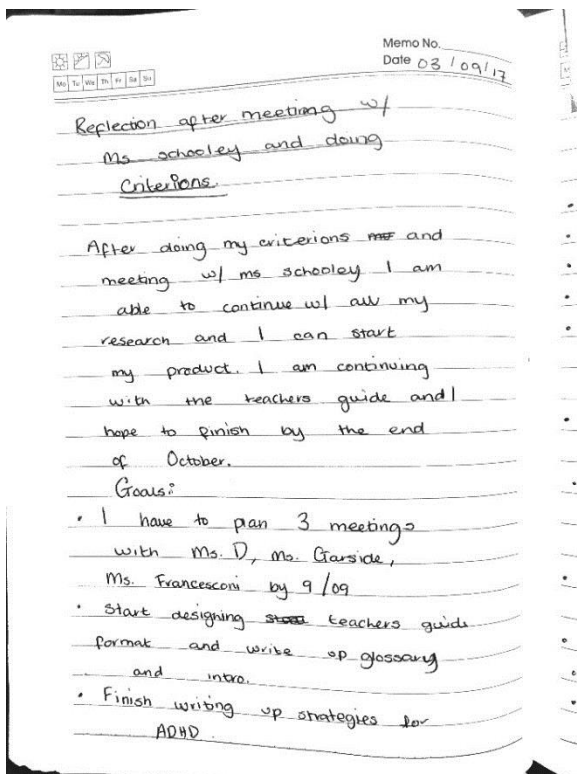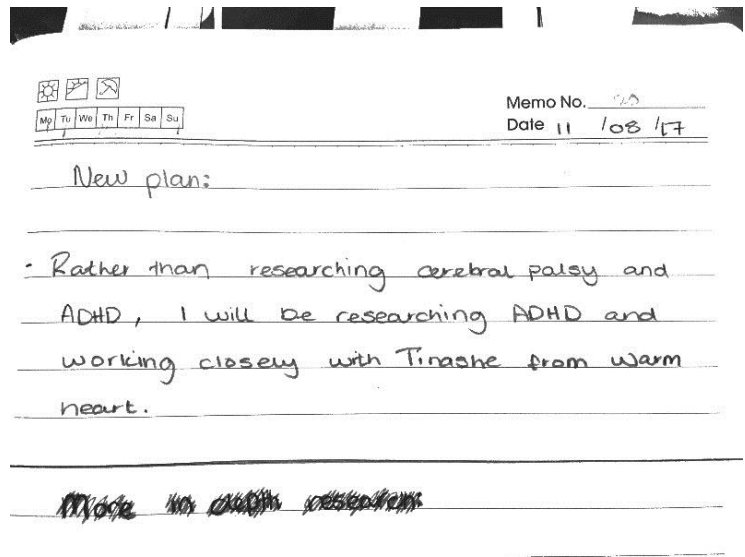
Whilst creating the booklet, I faced challenges that taught me new skills and technology techniques. Originally, I planned to use a programme called Microsoft Publisher but because of the templates I could not create it. I then switched to MS Word which offered a simple template that would allow me to add in images and large textboxes of information. From that, I learnt how to split pages and add booklet features such as headers, footers, page numbers and subtitles. The second challenge was how to write in a booklet layout. To fix this I had to set the printing settings to mirror print which allows the page to split into two so that I could fold it. Secondly, I had to get my booklet translated which took a large amount of time because I had to find someone who was able to translate the medical terminology throughout the booklet. I found a translator and I took it to a specialist centre where they were then able to correct the medical terms.

Through this project, I gained an insight into the challenges children with ADHD have to overcome in their everyday routines. In Malawi, there is a need for specialist care and by creating a product that brings awareness to ADHD, we have a better chance at helping children improve their learning approach and develop their learning skills. This project taught me to recognise the different relationships we have with children and how we can appreciate the unique ways we communicate with them. It has made me more aware that we need to be more attentive about children's learning differences and to facilitate their needs. By creating this booklet, we have a better chance at educating teachers about ADHD to help them recognise ADHD is not a behavioural issue but rather a medical issue that needs guidance and help, especially in classrooms. In regards to my global context, I have learnt about how we can develop relationships with children who have a different perspective on life. Learning about ways to approach children with ADHD taught me that there isn't just one way to work and teach, and children who have to overcome challenges are just as capable if they are given the right assistance.

As an IB student, I recognise some of the IB learner profile attributes, that I have developed. In appendix 10, there is a reflection that covers some of the things I have learnt, some of the skills I have acquired, and the benefits from this project. I improved as a communicator because I was able to conduct interviews with professionals in person and by email. For example, I had to email Ms Van Schalkwyk

explaining my task and asking if she would be able to complete a questionnaire. This was challenging as I had never conducted an email interview before and I was not sure how to approach a professional. However, I managed to communicate several times and gained insightful information regarding my topic. This was valuable, because I will be able to use this in my future as a teacher. Secondly, I developed my risk-taking skills by approaching professionals to interview and to translate my booklet. I had to introduce myself and explain my task and as well as asking for advice, as a result, gaining great information in the process. This will be a useful skill when I am an adult because I will have to talk to new people, in a formal atmosphere. I also developed balance. In year 11 we have been given at least two assessments each week that requires work at home. An example of this, I took notes and wrote reflections when I felt overloaded with work. I planned to work for 30 minutes on one task and switched to do 30 minutes on my personal project. This was effective because I completed my assessments and my personal project task with positivity and I felt in control. Learning to prioritize and balance my work schedule will be a useful skill when I'm older. It will be beneficial for my work and personal life.

Appendix 1 – Ai. Define a clear goal and context for the project, based on personal interests.

Memo No. 7
Date 04 / 06 / 17

Notes for Ms Schooley—

Ideas:
I would like to create a educational source to teach people about a few types of special needs.

Special needs:
· Autism
· Aspergers
· dislexia
· ADHD
· Cerebal palsy

Product ideas:
· educational booklet
· video to show what it feels like to be a person with special needs.

Memo No. 20
Date 11 / 08 / 17

New plan:

- Rather than researching cerebral palsy and ADHD, I will be researching ADHD and working closely with Tinashe from warm heart.

Memo No. 20
Date 11 / 08 / 17

New plan:

- Rather than researching cerebral palsy and ADHD, I will be researching ADHD and working closely with Tinashe from warm heart.

~~Made an outro presentation~~

Memo No.
Date 03 / 09 / 17

Reflection after meeting w/ Ms schooley and doing Criterions.

After doing my criterions and meeting w/ ms schooley I am able to continue w/ all my research and I can start my product. I am continuing with the teachers guide and I hope to finish by the end of October.

Goals:
· I have to plan 3 meetings with Ms. D, Ms. Garside, Ms. Francesconi by 9/09
· Start designing teachers guide format and write up glossary and intro.
· Finish writing up strategies for ADHD.

GLOBAL CONTEXT

The global context I will use as a context for my Personal Project is:
Identities and relationships

I have chosen this global context because I want to explore:
The physical and mental aspects of the children w/ special needs

Identifying the topic

Now, begin your project by identifying areas or topics of interest to yourself that relate to your selected global context. You will be spending many hours on this project, so it's important that you select a topic that you are genuinely interested in.

Having the opportunity to think and brainstorm ideas is useful for you, as well as discussing ideas with other people, for example, other students, friends outside the school, relatives and teachers. You should document this process in your journal, including ideas discussed and your thinking.

Consider the following questions:

· What activities are/have you been involved in at school? Clubs? Community service? Social groups?
lots of sports, 3 service activities, piano teaching, hockey coaching, music concert help

Memo No.
Date 4 / 09 / 17

Appendix 2 – Aii. Identify prior learning and subject-specific knowledge relevant to the product.

K What I know	W What I would like to know	L What I have learnt
A few types of metal disorders (Autism, Aspergers, cerebral palsy,	The effects of the mental disorders on the brain, which parts of the brain does it effect and why.	
A few of the physical aspects that come along with these mental disorders	A more detailed account of the special needs, from a professional	
A rough guide about how the metal disorders affect the brain	what are some of the ways to calm children that struggles with mental disorders?	
Some of the ways the babies are born with these disorders (drinking, smoking, mother taking drugs, a non-nutritional diet)	What are some of the ways to help improve their behavioural actions?	
In class, I have seen some ways of teachers keeping the focus and doing little things to keep us focused	How do we approach children with special needs?	
Often in drama class we would get up to stretch and play a related game before doing some more writing.	What is the difference between cerebral palsy and ADHD and autism?	
I know that Sandi's and Warm heart work with children who struggle with hyperactivity and attention difficulties.	How to make an educational video	
	What goes on in a special needs child's mind?	
	What can we do to help places for special needs?	
	What are some resources that may be helpful to children with ADHD/ADD?	
	What is the best way to create a teacher's guide?	

Prior Knowledge: Date 10 / 10 / 17

Classes that have influenced and helped me:

Drama • This helps me to write creative and emotionally, along with helping me to formulate short & concise info points

I.O.S • This class helped me mainly to conduct research and how to record my research neatly and organized.

Science • This has helped me to look for specific research and narrowing information down.

Design • This class has a large role in my product because we have created a lot posters, flyers, coverpages and creative logos ⇒ which will help me when creating my booklet.

**English:** • This plays a huge role in my assessment because we have written endless amounts of a wide variety of texts; especially factual texts, which in this case, is very helpful.

French • Although a different language, I have still had to learn how to pick out key bits of information + make paragraphs short + concise

Math • In previous classes we have had to research and again this will be helpful.

Appendix 3- Aiii. Demonstrate research skills and demonstrate communication

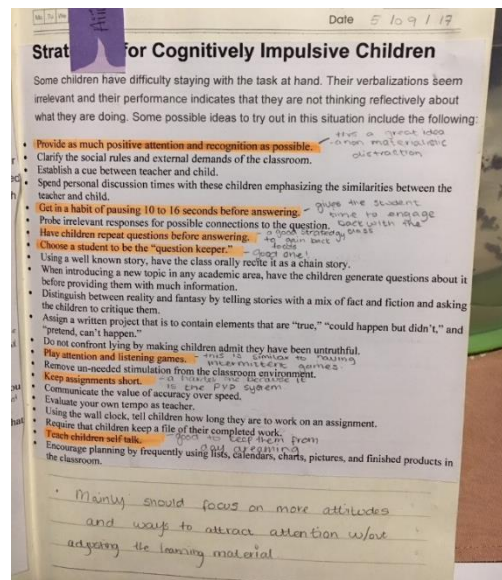Ciii. Social skills.
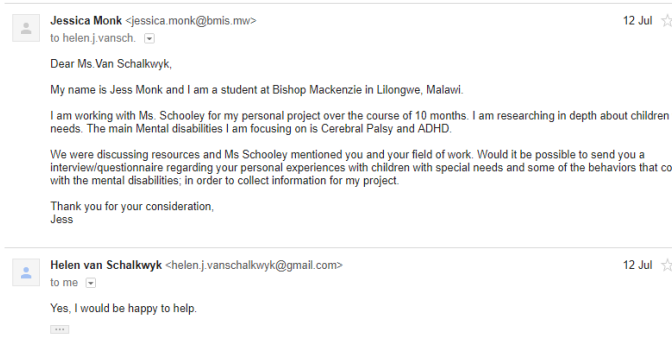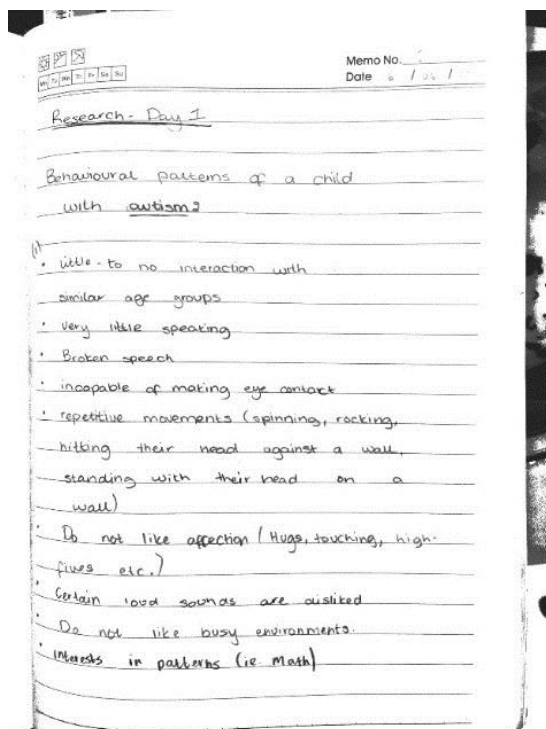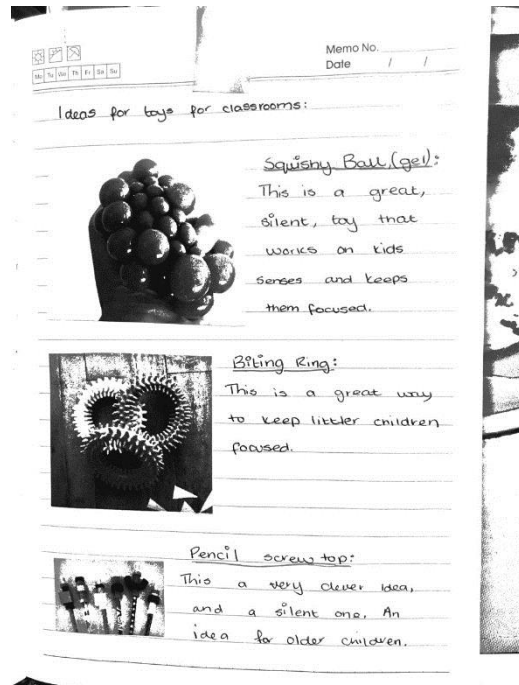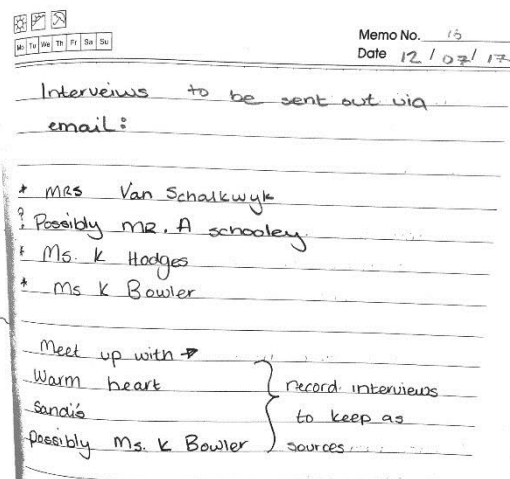
Ms Van Shcalkwyk's Response to questions:

Please fill in what you can just below the questions.

1. What personal experiences have you had with children either with ADHD or Cerebral palsy?

Working only with children ages 6 – 17 with ADHD / ADD not with Cerebral Palsy. These children are at main stream school and engage in therapy as a part of a total support system.

2. What are some of the physical symptoms that come along with children that have ADHD.

Noticeable physical symptoms include an inability to remain motionless, children with ADHD are in constant motion, they are constantly moving, or constantly fluid, I have also noticed that each individual may have a specific movement unique to him / herself. I.e., chewing the inner cheek, or the tong, rubbing a finger, not a big movement, or a twitch, but a subtle comfort movement that is repetitive.

Jessica Monk <jessica.monk@bmis.mw>   12 Jul
to helen.j.vansch.

Dear Ms.Van Schalkwyk,

My name is Jess Monk and I am a student at Bishop Mackenzie in Lilongwe, Malawi.

I am working with Ms. Schooley for my personal project over the course of 10 months. I am researching in depth about children
needs. The main Mental disabilities I am focusing on is Cerebral Palsy and ADHD.

We were discussing resources and Ms Schooley mentioned you and your field of work. Would it be possible to send you a
interview/questionnaire regarding your personal experiences with children with special needs and some of the behaviors that co
with the mental disabilities; in order to collect information for my project.

Thank you for your consideration,
Jess

Helen van Schalkwyk <helen.j.vanschalkwyk@gmail.com>   12 Jul
to me

Yes, I would be happy to help.

Memo No. 15
Date 12 / 07 / 17

Interviews to be sent out via email:

* MRS Van Schalkwyk
? Possibly MR. A schooley.
* Ms. K Hodges
* Ms K Bowler

Meet up with →
Warm heart
Sandis   } Record interviews to keep as sources.
Possibly Ms. K Bowler

Memo No.
Date / /

Ideas for toys for classrooms:

Squishy Ball (gel):
This is a great, silent, toy that works on kids senses and keeps them focused.

Biting Ring:
This is a great way to keep littler children focused.

Pencil screw top:
This a very clever idea, and a silent one, An idea for older children.

Memo No.
Date 6 / 06 /

Research- Day 1

Behavioural patterns of a child with autism?

• little-to no interaction with similar age groups
• very little speaking
• Broken speech
• incapable of making eye contact
• repetitive movements (spinning, rocking, hitting their head against a wall, standing with their head on a wall)
• Do not like affection (Hugs, touching, high-fives etc.)
• Certain loud sounds are disliked
• Do not like busy environments
• Interests in patterns (ie Math)

Date 5 /09 / 17

Strat... for Cognitively Impulsive Children

Some children have difficulty staying with the task at hand. Their verbalizations seem irrelevant and their performance indicates that they are not thinking reflectively about what they are doing. Some possible ideas to try out in this situation include the following:

• Provide as much positive attention and recognition as possible.
• Clarify the social rules and external demands of the classroom.
• Establish a cue between teacher and child.
• Spend personal discussion times with these children emphasizing the similarities between the teacher and child.
• Get in a habit of pausing 10 to 16 seconds before answering.
• Probe irrelevant responses for possible connections to the question.
• Have children repeat questions before answering.
• Choose a student to be the "question keeper."
• Using a well known story, have the class orally recite it as a chain story.
• When introducing a new topic in any academic area, have the children generate questions about it before providing them with much information.
• Distinguish between reality and fantasy by telling stories with a mix of fact and fiction and asking the children to critique them.
• Assign a written project that is to contain elements that are "true," "could happen but didn't," and "pretend, can't happen."
• Do not confront lying by making children admit they have been untruthful.
• Play attention and listening games.
• Remove un-needed stimulation from the classroom environment.
• Keep assignments short.
• Communicate the value of accuracy over speed.
• Evaluate your own tempo as teacher.
• Using the wall clock, tell children how long they are to work on an assignment.
• Require that children keep a file of their completed work.
• Teach children self talk.
• Encourage planning by frequently using lists, calendars, charts, pictures, and finished products in the classroom.

• Mainly should focus on more attitudes and ways to attract attention w/out adjusting the learning material

Appendix 4 – Bi. Develop criteria for the product/criteria.

Criterion A: Research	
Achievement Level	**Level descriptors:**
1-2	The Product: • Demonstrates limited information and research connected to the specific topic • Demonstrates no relevance towards the topic targeted • Demonstrates insufficient knowledge of the topic
3-4	The Product: • Provides some information and relevant research connected to the topic • Gives adequate information about the special need • Gives some relevant information related to the topic
5-6	The Product: • Provides the reader with a significant amount of information and relevant research • Demonstrates strong research skills by going in depth with the questions • clear information is present in product
7-8	The Product: • Demonstrates excellent research skills and ability to synthesize information • Includes all relevant information for the reader to understand the topic • Research is clearly written and organized for the reader

Criterion B: Product structure and organization	
Achievement Level	**Level descriptors:**
1-2	The product: • Does not provide a Chichewa translation • Does not provide subtitles for sections • Does not provide page numbers
3-4	The product: • Provides a Chichewa section however, contains mistakes and is unclear • Provides some subtitles for sections, however some are absent • Provides unclear page numbers
5-6	The product: • provides a clear and understandable Chichewa translation • Has clear subtitles for each section • Provides page numbers and title above page
7-8	The product: • provides a detailed and clearly written Chichewa section with minimal to no mistakes • has clear subtitles for each section, in bold writing • Provides page numbers and headers and footers on each page

Criterion C: Service Learning	
Achievement Level	**Level descriptors:**
1-2	The Product: • uses limited references to the Malawian context • uses resources unavailable locally • does not meet the needs of the community
3-4	The Product: • Demonstrates adequate knowledge of Malawian context • uses some resources found locally • Meets some of the needs of the community
5-6	The Product: • Demonstrates substantial knowledge about Malawian context • Demonstrates use of resources found locally • Meets most of the needs of the community
7-8	The Product: • Demonstrates excellent knowledge of the Malawian culture • Demonstrates use of Malawian resources that are recyclable and accessible locally • Meets all needs of the community and has benefits

Criterion D: Terminology/ specific vocabulary	
Achievement Level	**Level descriptors:**
1-2	The Product: • uses unclear terms referring to ADHD/ADD • exhibits limited understanding of the medical terms involved with ADHD/ADD
3-4	The Product: • uses terms relevant to the topic although some are unclear • exhibits limited understanding of the medical terms involved with ADHD/ADD
5-6	The Product: • demonstrates good understanding of the terminology related to the specific topic • Demonstrates adequate medical and physical knowledge on ADHD/ADD
7-8	The Product: • demonstrates excellent understanding of the terminology related to the specific topic • demonstrates a clear understanding of the medical and physical nature of ADD/ADHD

Progress so far:

So far I have:
• Writing frame complete
• Majority of my info ready to be typed up.

Things I would like to get done:
• Start actual write up of Product
• Update resource list with interviews and worksheets I was given.

To have done!
• As much of my product done – due Wednesday.
• Add more to thinking skills and start brainstorming ideas for booklet.

Colour schemes –
Date 22 / 10 / 17
• Exploring colours that could work for my book pages •

• This is a calming colour that suits the mood of the booklet

• This is also a calm colour but may relate more to an earthy feel.

• This is a great colour because it feels like a kid colour and gives a fun appeal.

• This is a fun - child friendly colour. It is bright and vibrant.

draft of writing plan:
School work and...

Memo No.
Date 15 / 10 / 17

– Warm heart
This was another really good interview because I got an insight of what happens in a childs mind with ADHD/ADD
– all information was reliable, useful and up to date. Tinashe who I spoke to has a degree in special needs and is very experienced.

– Ms. Garside →
"An interview that was recorded"
– this was the most in depth interview I had and was another reliable one because Ms Yvonne Garside has been working at the school for a very long time and has been working with children who have needed extra help.

Interviews to be sent out via email:
* Mrs Van Schalkwyk
? Possibly Mr. A schooley
* Ms. K Hodges
* Ms K Bowler

Meet up with →
Warm heart
Sandis
Possibly Ms. K Bowler

record inter to keep sources...

Introduction:

To many people ADHD and ADD is just a simple cover up name for naughty children. However, ADHD and ADD are medical conditions that children cannot change or grow out of. ADHD/ADD take place in the brain, where two parts of the brain are not connected fully; which is related to impulsivity, where the child's brain cannot process the impulses. This sometimes has an effect on the child's attention span and causes them to day dream or get distracted by smaller objects or thoughts around them. This is known as ADD, where the child is peaceful and well-mannered however, does tend to day dream and wonder. Secondly, the impulsivity causes the child to become hyperactive which makes the child unable to control his/her actions; this falls under the ADHD definition. The main difference between the two is that ADHD is hyperactivity based and ADD children do not tend to get hyper or over stimulated in that sense. This teacher guide is aimed to help improve the students work life inside the class room; to keep the children more organized, calmer and to simply make their learning easier. The personal motivation behind this booklet is I would like to be a teacher and more specifically a special needs teacher, in and around the age group of year 3 to year 6. I have been exposed to two cases of ADD in my own home. Both my mum and sister have a strand of ADD in them. This booklet is mainly aimed for years 2 – 6 because it is focusing more on class work however, some tips may be useful to help with behavioural issues in lower years.

Symptoms of ADHD/ADD:

ADHD:

ADHD (attention deficit hyperactivity disorder) is assumed that the children automatically have a hyperactive side, however, they are not always hyper. A lot of the time children with ADHD start to daydream, they are quite forgetful and struggle to follow lots of instructions. All of these links back to their brain unable to complete the actions because the impulses do not carry the full package of information; if you tell child 5 things it is most likely they will only remember the first or last thing you have asked them to do. This does not mean the child is being naughty or ignoring you, they are just not capable at doing it in one big chunk.

ADD:

ADD (attention deficit disorder) is very similarly related to ADHD however, children diagnosed with it are more calm, inattentive, get distracted easily, and often find it hard to follow instructions. Children with ADD tend to be very forgetful and disorganized. All of these can be helped and improved by creating simple routines and using simple methods in class to keep them on task and to help them complete work. This is not due to the child's lack of skill or intelligence but rather that they are unable to process the impulsive going through their brain. This can easily be helped by simple methods from the teachers to keep them on track.

Similarities-

In both cases ADHD and ADD; inattentiveness, forgetfulness and disorganization are some of the larger factors that affect children's day-to-day lives especially in the classroom. Both cases can be improved and helped by doing small things that remind students of homework or things they need to get done. However, both cases are medical conditions that cannot be healed, fixed or solved. They are long lasting conditions that can be helped using different strategies and more specifically the way teachers approach their behaviours and learn skills.

Differences-

Although ADHD and ADD have very similar symptoms, there are a few differences that distinguish the two. The main difference is that children with ADHD struggle with over stimulation. Children with ADHD struggle with sitting still, staying quiet in the appropriate context, finishing tasks, and are restless. Children with ADD may come across as quiet, shy children and often walk around in a slight daze. Another difference between the two is, children with ADHD often struggle to place themselves in social contexts without being overly stimulated and become social awkward. With ADD children are the opposite, they tend to be calmer however, remain quiet in social contexts and don't quite follow along with conversations due to daydreaming or zoning out.

Impulsivity-

Impulsivity is defined as carrying out actions without thinking about the consequences behind these actions. This is evident in a lot of children with ADHD and ADD, where they are unable to process thoughts or over stimulation which can lead into the children doing silly things that have consequences. Some examples would be, speaking about private information without realising its meant to be kept quiet. Another example would be, excessive talking, which often occurs because children with ADHD and ADD struggle with social cues. Lastly, children may struggle with sitting still, excessive energy that they may use to climb gates, trees or tables. This again is caused by the inability to process and consider the consequences. Unfortunately, this could put children into the situation where other peers and class mates may find them irritating or socially awkward. They also put themselves in danger by climbing objects and not clearly thinking through the process. Fortunately, teachers play a large role in student's lives and can improve their thought process immensely by doing very simple things in and around the classroom with them.

Strategies to deal with hyperactivity:

Strategies to help with attention:

Appendix 6 – Biii. Demonstrate self-management skills.

Mo | Tu | We | Th | Fr | Sa | Su

Memo No. ____
Date 4 / 10 / 17

Note to self:

· Start product today (4/10) ✓
· Add prior knowledge from classes ✓
· finish plan for whole booklet. ✓
· finalize criterion ✓
· Organize last meeting with
    primary teachers. ✓

★ 5 weeks to finish product
    → due November 7ᵗʰ 2017

Memo No. ____
Date 03 / 09 / 17

Reflection after meeting w/
Ms schooley and doing
Criterions

After doing my criterions and
meeting w/ ms schooley I am
able to continue wl all my
research and I can start
my product. I am continuing
with the teachers guide and I
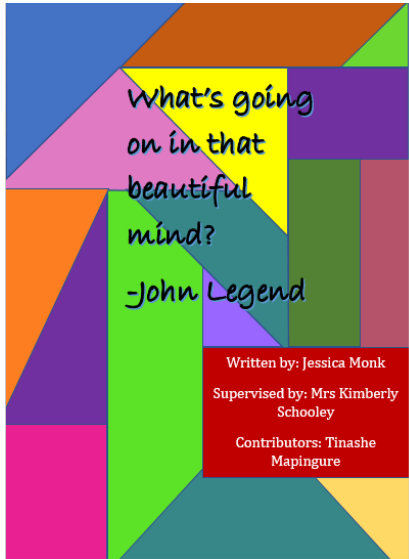hope to finish by the end
of October.
Goals:
· I have to plan 3 meetings
  with Ms D, Ms Garside,
  Ms Francesconi by 9/09
· Start designing teachers guide
  format and write up glossary
  and intro.
· Finish writing up strategies for
  ADHD

Summer holiday plan:

I will be working on Mondays and Wednesdays 6 out of the 8 weeks of holidays. I will be working for an hour and a half on these days.

Date:	Lesson or home:	Time:	Activity:	Achieved:	Comments:
13ᵗʰ June	Lesson	9:30- 11:20	Planning my summer plan and start formulating questions for the professional interviews.	Yes	I was able to get a start on my summer plan and I had finished my questions for my interviews
5ᵗʰ July	Home	1h30	Finish questions for my interviews- and have them printed out for the different people – contact moving minds multimedia = Read 1 chapter from my book	Yes	I was able to complete my questions and get the email addresses of the people I need to contact. I was also able to get moving minds multimedia contact.
10ᵗʰ July	Home	1h30	Keep researching, and try meet with multimedia and send out 2 interviews by the next work date = start a rough sketch of my criterion for my project (Send to Ms Schooley)	No	I have kept researching and added all my new sources to my resource list. I have not met up with multimedia moving minds because the meetings with Warm heart and sandis have not been arranged yet. I have started planning my criterion and jotting notes down with my ideas.
12ᵗʰ July	Home	1h30	Read from my book and keep on adding information that may be useful in the video	Yes	I have kept reading through my book that Ms Schooley gave me
17ᵗʰ July	Home	1h30	Start adding research and references in to a more formal template for presentation	yes	I have made a reference list with all my references

Appendix 7 – Ci. Create a product/outcome in response to the goal, context and criteria

What's going on in that beautiful mind?

What's going
on in that
beautiful
mind?

-John Legend

Written by: Jessica Monk

Supervised by: Mrs Kimberly Schooley

Contributors: Tinashe Mapingure

Table of Contents

Date	Location	Time	Action	Reviewed	Notes
24th July	Home	1h30	= fix and add detail into my criterion. Keep researching and adding to my research pages. Work on my video = send criterion to Ms Schooley for advice	No, my plan has slightly changed (discussed with Ms Schooley)	I have discussed with Ms Schooley that my product needs to wait because of the delay with meeting with Sandi's and Warm heart. I am still working on my criterion to send to Ms Schooley
2nd July	Home	1h30	Start polishing off all research and start to finish up videoing my product	yes	I have got my main research done, I have read my book. I am also starting to read the handouts Ms Schooley gave me. The videoing is not happening until I finalize my product with Warm heart and Sandi's.
7th July	Home	1h30	send video to Ms Schooley for advice and touch up anything to improve the video	No	I have not done a video, I changed to s teachers guide for the ADHD/ADD and I have started planning for that going in to more in depth research
9th July	Home	1h30	Have criterion finished and reviewed by Ms Schooley	No	Due to the change of my product I started my criterion but managed to do a lot more research and I was able to rather plan for my new idea

---

Symptoms of ADHD:

ADHD (attention deficit hyperactivity disorder) "is a chronic condition that affects millions of children and often continues into adulthood. ADHD includes a combination of persistent problems, such as difficulty sustaining attention, hyperactivity and impulsive behaviour." [5] A lot of the time children with the hyperactive-impulsive type tend to start:

- Fidgeting
- Running around when supposed to be sitting and focussing
- Not paying attention when someone is talking
- Forgetting important details
- Being distracted by surroundings
- Making loud noises at inappropriate times
- Losing belongings or homework [6]

All of these, link back to their brain being unable to complete the actions because the impulses do not carry the full package of information; if you tell a child with the hyperactive-impulsive type 5 things it is most likely they will only remember the first or last thing you have asked them to do [7]. This does not mean the child is being naughty or ignoring you, they are just not capable at doing it in one big chunk.

Symptoms of ADHD – inattentive type:

Children with the inattentive type:

- Daydream often
- Fail to capture important details in work
- Fail to hear directions or instructions
- Struggle to stay organized
- Don't make eye contact when being talked too
- Often forget personal items or homework
- Struggle to switch from task to task [8]

All of these can be helped and improved by creating simple routines and using simple methods in class to keep them on task and to help them complete work. This is not due to the child's lack of skill or intelligence but rather that they are unable to process the impulses going through their brain. This can easily be helped by simple methods from the teachers to keep them on track. [9]

Combined type:

[10] The combined type is ADHD – Hyperactive-impulsive and ADHD- inattentive put together. Children who have the combined type are inattentive, forgetful, and disorganized. Over stimulation also plays a role in the combined type because the brain is flooded with impulses and cannot process them fully. Both cases can be improved and helped by doing small things that remind students of homework or things they need to get done. The combined type of ADHD is a medical condition that cannot be healed, fixed or solved. It is a long-lasting condition that can be helped using different strategies and more specifically the way teachers approach their behaviours and learn skills. [11]

Strategies to deal with the hyperactive-impulsive type:

When it comes to dealing with children with ADHD it is highly recommended that you approach with a positive and calm attitude. It is damaging to a child if they are constantly receiving negative feedback. [12] Unfortunately, if the student is joined by others and making a large noise then stricter discipline would be needed. In larger class rooms, it is more difficult to control children; however, ways can be developed to prevent the outbursts. Keep in mind, children with ADHD do not intentionally daydream or get hyper, it is simply the impulses in their brain that do not connect.

Things you as a teacher could do to help the student in the class room:

1. **Allow movement and breaks** [13]
   - This allows the child to take a break and then re-engage with the topic and the work being focused on. It also allows them to get rid of any energy they may have built up throughout the lesson.

2. **Change tasks/ activities every 15-20 minutes**
   - This keep students interested and engaged. As soon as a lesson starts to lag, behavioural issues may arise and the students with ADHD may start to get restless.

3. **Use hand signals and gestures**
   - Children often follow distractions around the room; however, if a teacher uses his/her hands and makes their directions clear then students will focus more on the teacher.

---

4. **Keep noise/ movement distractions minimal**
   - One of the main symptoms of ADHD is that children get distracted very easily. Fans, clocks, music, or 'white noise' can be very distracting to the children. By eliminating objects as such, there is less chance of students drifting off. [14]

5. **Avoid offering rewards at the end of tasks**
   - Although this may seem like an easy alternative, children will often rush to finish their work just to receive that reward. It is encouraged that you rather reward the students for neat hand writing, and quality work.

6. **Give the children 5 minutes of free time to wind down and shift from one topic to the next**
   - This is a very useful tip. Students often need time to transition topics and refresh their brain. However, it needs to be done in a controlled manner, otherwise it could turn into craziness. If the classes have more children, sending a group of 5 at a time to get water or change books is a better alternative.

7. **Have small objects that are silent that they can hold in their hands to concentrate (see section about fidget toys for more information)**

---

8. **Stand or wander closely to a child who struggles to sit still or stay focused**
   - This is a good way to prevent daydreaming or talking between the students. This may be harder to do if you have a large class, but a teaching assistant could also walk around making sure everyone is focusing. It also limits the amount of negative feedback the child receives, because that nagging feeling can dampen the child's perspective on school.

9. **Ask students to repeat class instructions or feedback**
   - One of the main symptoms for ADHD is drifting off and not paying attention. If teachers ask students to repeat class instructions then students will want to try to pay attention so that they do not get caught out for not paying attention and listening.

10. **Repeat rules for the classroom and behaviour often, and reward with a positive comment when done**
    - This is a good reminder to all students and especially children who often daydream. They work best when receiving positive feedback, and by rewarding them following rules they will start to obey more rules. [15]

Appendix 8 – Cii. Demonstrate thinking skills.

Appendix 9 – Di. Evaluate the quality of the product/outcome against the criteria.

Grading against the criteria:

Criterion A grade: 6	The Product: • Provides the reader with a significant amount of information and relevant research • Demonstrates strong research skills by going in depth with the questions • Clear information is present in product
Criterion B grade: 7	The product: • Does not provide a Chichewa translation • Does not provide subtitles for sections • Does not provide page numbers
Criterion C grade: 7	The Product: • Demonstrates excellent knowledge of the Malawian culture • Demonstrates use of Malawian resources that are recyclable and accessible locally • Meets all needs of the community and has benefits
Criterion D grade: 6	The Product: • Demonstrates good understanding of the terminology related to the specific topic • Demonstrates adequate medical and physical knowledge on ADHD/ADD

Appendix 10 – Dii. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context

Diii. Reflect on their development as an IB learner through the project.

Overall reflection:

Over the course of this project, there have been so many challenges and new things to overcome. I have learnt how to create a booklt, how to interview professionals, create cover pages, write factual material for teachers.

Overall, I have been given an insight into what it's like for a child to have ADHD and some of the ways us as people and teachers are able to help these children. I have learnt that ADHD is a serious mental disability that needs to be addressed and I feel like in countries like Malawi, we should be bringing awareness to the public and to the local schools. The main focus is to inform teachers that ADHD is not a behavioural issue.

The global context for this project was Identities and relationships, I have learnt that creating relationships with people around you is very important. It is especially important to build up relationships within the communities and schools. This allows children with ADHD to feel a part of the community and allows us to help them improve their conditions.

As an IB learner, I feel that I have developed and improved some of the IB learner profile attributes. The first one is communication, I feel that I have developed my communicating skills by interviewing professionals in person and via email. It has been a good skill to learn because I will be able to use this in my future as a teacher. Secondly, I have developed my risk-taking skills by approaching professionals to interview and to translate my booklet. This will be a useful skill when I am an adult because I will have to talk to lots of new people, and not all of them in a relaxed atmosphere. Lastly, I have developed my balanced skills, over the course of this project, a lot of work is required to produce a successful product. As well as the product, you have had to keep up with school assessments. I have had to balance out the amount of time I have spent on both to ensure that both were successfully completed. Learning to balance work will be a useful skill when I'm older, and have work to do along with personal deeds.

Works cited for report:

Hallowell, Edward M and Ratey, John (J). "Driven to Distraction", Anchor books, 1994, 2011.

Garside. Yvonne. personal interview, October 10, 2017.

Loveday. Kate. personal interview, September 19, 2017.

Mapingure. Tinashe. personal interview, October 30, 2017.

Mayo Clinic Staff. "Attention-deficit/hyperactivity disorder, 2017. https://www.mayoclinic.org/diseases-conditions/adhd/symptoms-causes/syc-20350889. 21 Oct. 2017.

Thorne, Glenda, et al. "15 strategies for Managing Attention Problems". WETA Public Broadcasting, 2017

Van Schalkwyk. Helen. email interview, July 12, 2017.

Works cited for project:

(Edward M. Hallowell, 2011)

"5 Great Classroom-Friendly." Balance Achievement Centers, 17 Feb. 2017. www.brainbalancecenters.com/blog/2016/02/5-great-classroom-friendly-fidgets-for-students-with-adhd/. 21 oct. 2017

"ADHD Brain: Unravelling." ADDitude. 2017." https://www.additudemag.com/secrets-of-the-adhd-brain/. 08 Jun. 2017

"ADHD Students Learn." Child Development Institute, 16 Sept. 2011, childdevelopmentinfo.com/learning/learning_disabilities/teacher/. Oct. 2017

"Autism FAQ - Characteristic." 2017http://www.autism-resources.com/autismfaq-char.html. 06 Jun. 2017

"Autism Speaks." 2017. https://www.autismspeaks.org/science/science-news/brain-study-finds-evidence-autism-involves-too-many-synapses. 06 Jun. 2017

"Autism Speaks." 2017. https://www.autismspeaks.org/what-autism/faq. 07 Jun, 2017

"Causes - Autism Society." Autism Society. 2017. http://www.autism-society.org/what-is/causes/. 08 Jun. 2017

"Cerebral Palsy and ADHD." Cerebral Palsy Guide. 2017. https://www.cerebralpalsyguide.com/cerebral-palsy/coexisting-conditions/cerebral-palsy-and-adhd/. 08 Jun. 2017.

Cerebral Palsy Alliance, "What is cerebral palsy? 2017. https://www.cerebralpalsy.org.au/what-is-cerebral-palsy/. 07 Jun. 2017

Child Development Institute, "In the Classroom." 2015. https://childdevelopmentinfo.com/learning/learning_disabilities/teacher/#.Wf8CeFuCzIU. 5 Nov. 2017.

Griffin, Rayma. "What's the difference between ADD and ADHD?", Understood, 2017. https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/add-adhd/difference-between-add-adhd. 21 Oct. 2017.

"HowStuffWorks." 2017. http://health.howstuffworks.com/mental-health/autism/autism3.htm. 06 Jun. 2017

"HowStuffWorks." 2017. http://health.howstuffworks.com/mental-health/autism/autism3.htm. 06 Jun. 2017

"If Your Friends." 2017. http://www.tickld.com/x/if-your-friends-ever-say-they-have-adhd-just-show-them-this. 06 Jun. 2017

International Society for Research on Impulsivity. "What is Impulsivity?". International Society for Research, http://www.impulsivity.org/. 5 Nov. 2017.

Mayo Clinic Staff. "Attention-deficit/hyperactivity disorder, 2017. https://www.mayoclinic.org/diseases-conditions/adhd/symptoms-causes/syc-20350889. 21 Oct. 2017.

My little villagers. 2017. "ADHD Child vs. Non-ADHD Child Interview" https://www.youtube.com/watch?v=-IO6zqIm88s. 07 Jun. 2017

"Oppositional Defiant Disorder." ADDitude. 2017. https://www.additudemag.com/oppositional-defiant-disorder-symptoms-in-children/. 06 Jun. 2017

Priddy, Brenda. "Non-Distracting Fidget Toys." Non-Distracting Fidget Toys for ADHD That Kids Will Love, Mediavine Publisher Network, 2017, www.schoolingamonkey.com/fidget-toys-for-adhd/?utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_tribes&utm_content=tribes. 22 Oct. 2017

"Signs of cerebral palsy", 2017. http://www.cerebralpalsy.org/about-cerebral-palsy/sign-and-symptoms. 08 Jun. 2017

Segal, Jeanne, and Melinda Smith. "ADHD and School." 2017. www.helpguide.org/articles/add-adhd/attention-deficit-disorder-adhd-and-school.htm. 21 Oct. 2017

Smith, Melinda. Robinson, Lawrence. Segal, Jeanne. "ADHD in children" article. Helpguide.org, 2017. https://www.helpguide.org/articles/add-adhd/attention-deficit-disorder-adhd-in-children.htm. 18 October 2017.

"The Autistic Brain", Cambridge Neuroscience. 2017. http://www.neuroscience.cam.ac.uk/research/cameos/AutisticBrain.php. 06 Jun. 2017

"The Relationship Between." Healthline. 2017. http://www.healthline.com/health/adhd/autism-and-adhd#overview1. 08 Jun. 2017

Thorne, Glenda. Thomas, Alice. Lawson, Candy. "15 strategies for Managing Attention Problems". WETA Public Broadcasting, 2017, http://www.readingrockets.org/article/15-strategies-managing-attention-problems. 21 oct. 2017.

"What are the." Quora. 2017. https://www.quora.com/What-are-the-major-differences-between-cerebral-palsy-and-autism. 08 June 2017