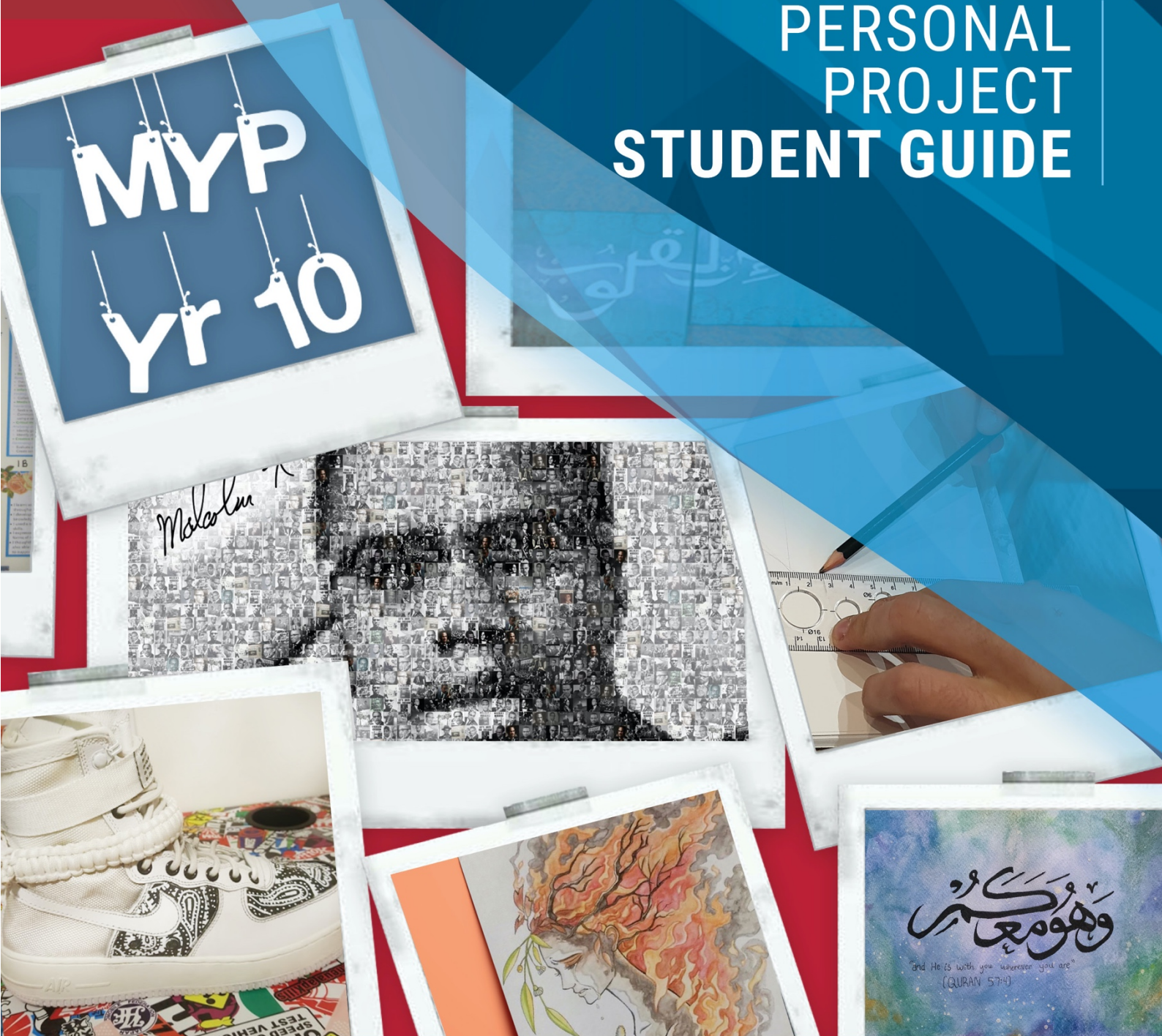




AUSTRALIAN
INTERNATIONAL
ACADEMY

PERSONAL PROJECT STUDENT GUIDE



MYP YEAR 10

ADVANCEMENT | DETERMINATION | FAITH

MELBOURNE
SENIOR
CAMPUS

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Dear Personal Project Candidate

Have you ever wanted to build a go-Kart or a kayak? Have you ever wanted to know how rockets fly? Have you ever wondered how our solar system works? Do you have a secret passion to write or direct a play? Now is your chance! The Personal Project will provide you with an opportunity to do or to create something that **YOU** love.

The Personal Project is a requirement for all year 10 students at Australian International Academy (AIA). It is a significant body of work produced over an extended period of time and is a work of your own initiative that reflects your experience with the Middle Years Programme. This is the time to put your Approaches to Learning skills into action.

The International Baccalaureate Organisation places great importance on the expression of your unique talents, so the Personal Project explores a **personal passion** rather than a topic that someone else requires. Your inspiration may come from a journal prompt, a brainstorming session, a personal life experience, or an extension of a project you complete in class.

It is your responsibility to complete all components of the project independently however the process is monitored with the assistance of a supervisor. The topic of your project should be clearly focused on an issue or a theme closely related to one of the Global Contexts. Use your Global Contexts as the lens you through to delve deeper into your topic. Your research must be well-documented and reflect your product. Remember you will be working on this project for an extended period of time, so choose something you are truly passionate about.

Most of the work involved in the Personal Project will be completed outside of class. The supervisor allocated to you will provide you with guidance and support. Your supervisor will guide you through thoughtful reflections and help you establish benchmarks to reach the goals you have set yourself.

You will dedicate a great deal of time and effort to your project and take great pride in producing an extended piece of independent work. Your completion of a successful project is an excellent preparation for future studies, job interviews and career development. We are excited for you to embark on your new exploration. Use your time wisely as your supervisor guides you through this exciting part of your high school experience. Good luck! We can't wait to see your Personal Project.

Ms Silvana Harba - MYP Personal Project Coordinator

Personal Project Timeline

		Year 10, 2021	
Term 4-2020	Induction week	<ul style="list-style-type: none"> ▪ Personal Project (PP) presentation to all Year 10 students. An overview of structure and expectations. ▪ Thinking about areas/topics of interest. 	
Term 1, 2021	Week 4	<ul style="list-style-type: none"> ▪ Review of PP requirements and expectations. ▪ Student Personal Project Guide ▪ ManageBac ▪ Supervisors confirmed and allocated to students. ▪ Meeting 1 preparations 	<ul style="list-style-type: none"> ▪ Criterion A (Investigating) ▪ Criterion B (Planning)
	Week 5	Personal Project meeting 1 <ul style="list-style-type: none"> ▪ Initial meeting with your supervisor ▪ Personal Project Proposal on ManageBac 	
	Week 8	Personal Project meeting 2 <ul style="list-style-type: none"> ▪ Working through and finalising criteria A and B ▪ Start working on your product 	
Term 1 Break	<p style="text-align: center;">Work on your success criteria and product over the break. Criteria A, B, C requirements (including the Product) to be completed and due Week 2 of term 2.</p>		
Term 2, 2021	Week 5	Personal Project meeting 3 <ul style="list-style-type: none"> ▪ Criteria A, B and C requirements completed. ▪ Report expectations discussion ▪ Working on the Report draft 	<ul style="list-style-type: none"> ▪ Criterion D (Reflecting)
	Week 8	Report Draft due to Supervisors	<ul style="list-style-type: none"> ▪ Report draft to be uploaded on to ManageBac under 'Project Documents' and clearly named
Sem 1 Report	<p style="text-align: center;">Criteria A, B & C completed satisfactorily and submitted by due date. 2 credit points</p>		
Term 3, 2021	Week 2	<p>PP Report due Criteria A, B, C, D due – word limit of 3500 (Note: Special attention to required report structure, reflection and understanding of the Global Context, journal extracts selected- source evaluations, success criteria, profiles, ATL skills, referencing, bibliography and appendix). Report to be uploaded on to ManageBac under 'Project Documents' and clearly named.</p>	
	Week 3-8	PP Exhibition display preparation	Display to include: <ul style="list-style-type: none"> ▪ The research to your inquiry questions. ▪ Your goal and Global Context ▪ Your Product ▪ Anything else you would like to present.
	Week 9	Personal Project Exhibition- <ul style="list-style-type: none"> ▪ Projects showcased in the Exhibition. ▪ AIA Students, staff, Parents and Local Community invited. 	
	Project Reports marked, moderated and internally standardised by Supervisors.		
Sem 2 Report	<p style="text-align: center;">Criterion A, B, C and D marks awarded. 2 credit points awarded based on Grade boundary.</p>		

***A copy of this timeline will also be available on ManageBac and Compass.**

INTRODUCTION

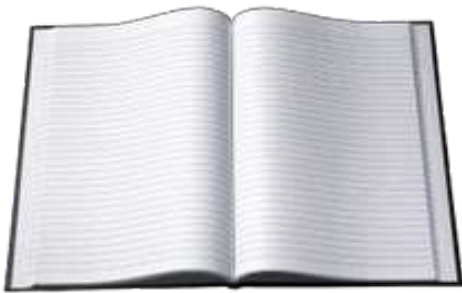
The Personal Project is an important culminating event of your time in the IB Middle Years Programme and a requirement for completion of the MYP Certificate. This is your opportunity to showcase the skills you have developed and apply them to an issue or topic that you care deeply about. You will be working on this project for an extended period of time.

It must be CHALLENGING, something you REALLY WANT TO DO and will be proud to share and present to the AIA community.

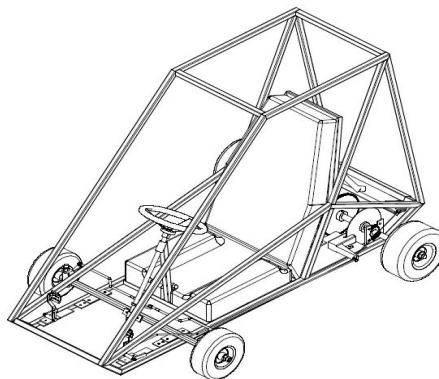
Your product and the final report are due at different times. Your Personal Project will award you 4 credit points, two in semester 1 and two in semester 2. As with all your subjects, there are 4 criteria against which you will be assessed.

THE THREE PARTS

The personal project is made up of three main parts. In order to do well, all three parts need to be carefully thought out and completed.



1. The Process Journal



2. The Product



3. The Report

As the project is an individualised project, you have the opportunity to choose something that you enjoy doing so that you can learn more about it. You focus on the topic through **one Global Context** as you **research** and **create** your chosen project. The **process of learning** and **your reflection** on what you have learned is as important as the project itself.

Aims of the Personal Project

The aims of the Personal Project are to allow you to:

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

Project Assessment

The Personal Project is an important part of the MYP program. To be awarded an '**MYP Certificate of Achievement**', students need to achieve a **minimum MYP grade of 3** for the project report. The final grade is recorded on each student's report.

The project report contributes the major component of the final grade. Whilst your project is important, it is the **process of learning, evaluation** and **reflection** which is the focus for assessment, as discussed in your report. Assessment is based on 4 criteria which reflect the objectives of the project. Students must show a **deep understanding** of the **Global Context** upon which they have based their project. **All strands of each criterion** must be addressed in the report and you need to demonstrate IB learner and ATL attributes throughout.

OBJECTIVES

Objective A: Investigating

Students should:

- 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

Students should:

- 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

Students should:

- 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

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 an IB learner through the project.

All strands in each criterion need to be addressed in the report, with evidence provided from references or the project journal.

ASSESSMENT

The Personal Project is a journey which is reflected in the Assessment Criteria. It is important that you refer to these criteria throughout.

Criteria A

Investigating

Criteria B

Planning

Criteria C

Taking Action

Criteria D

Reflecting

The student is able to...

7-8

- **define a clear and highly challenging goal** and context for the project, based on personal interests
- **identify** prior learning and subject-specific knowledge that is **consistently highly relevant** to the project
- **demonstrate excellent** research skills.

- **develop rigorous criteria** for the product/outcome
- **present a detailed and accurate plan** and record of the development process of the project
- **demonstrate excellent** self-management skills.

- **create an excellent product/ outcome** in response to the goal, Global Context and criteria
- **demonstrate excellent** thinking skills
- **demonstrate excellent** communication and social skills.

- **present an excellent** evaluation of the quality of the product/ outcome against his or her criteria
- **present excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and Global Context
- **present excellent** reflection on his or her development as an IB learner through the project.

5-6

- **define a clear and challenging goal** and context for the project, based on personal interests
- **identify** prior learning and subject-specific knowledge **generally relevant** to the project
- **demonstrate substantial** research skills.

- **develop substantial and appropriate criteria** for the product/outcome
- **present a substantial plan** and record of the development process of the project
- **demonstrate substantial** self-management skills.

- **create a substantial product/ outcome** in response to the goal, Global Context and criteria
- **demonstrate substantial** thinking skills
- **demonstrate substantial** communication and social skills.

- **present a substantial** evaluation of the quality of the product/ outcome against his or her criteria
- **present substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and Global Context
- **present substantial** reflection on his or her development as an IB learner through the project.

3-4

- **outline a basic and appropriate goal** and context for the project, based on personal interests
- **identify basic** prior learning and subject-specific knowledge, relevant to **some areas** of the project
- **demonstrate adequate** research skills.

- **develop adequate criteria** for the product/outcome
- **present an adequate plan** and record of the development process of the project
- **demonstrate adequate** self-management skills.

- **create a basic product/ outcome** in response to the goal, Global Context and criteria
- **demonstrate adequate** thinking skills
- **demonstrate adequate** communication and social skills.

- **present a basic** evaluation of the quality of the product/ outcome against his or her criteria
- **present adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and Global Context
- **present adequate** reflection on his or her development as an IB learner through the project.

1-2

- **state a goal and context** for the project, based on personal interests, but this may be **limited** in depth or accessibility
- **identify** prior learning and subject-specific knowledge, but this may be **limited** in occurrence or relevance
- **demonstrate limited** research skills.

- **develop limited criteria** for the product/outcome
- **present a limited or partial plan** and record of the development process of the project
- **demonstrate limited self-**management skills.

- **create a limited product/ outcome** in response to the goal, Global Context and criteria
- **demonstrate limited** thinking skills
- **demonstrate limited** communication and social skills

- **present a limited** evaluation of the quality of the product/ outcome against his or her criteria
- **present limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and Global Context
- **present limited** reflection on his or her development as an IB learner through the project.

IB LEARNER PROFILE

Evidence of addressing and/or developing these need to be included in your journal and referred to in your report 😊

Does this describe the kind of citizen you would like to be?

Inquirer

Your natural curiosity is nurtured. You will have the skills necessary to help you ask questions and find answers, actively and through research. You enjoy learning and your love of learning will stay with you for life.

Knowledgeable

You explore concepts, ideas and issues across many subjects and you learn to relate these to issues that are local, national and global. Your knowledge helps you understand important links between events.

Thinker

You show initiative in thinking, you can identify the most important details of any information you are given, and you can solve complex problems creatively.

Communicator

You can express ideas and information confidently and creatively in more than one language and use different media and ways to present your ideas.

Courageous

You are willing to explore new roles, ideas and strategies. Often your ideas take an independent approach and you are willing to defend the things in which you believe. Sometimes doing this requires courage.

Principled

You are honest, fair and respectful (and importantly, these principles are 3 out of 4 of Gold Creek School's values). You have a strong sense of justice.

Caring

You show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to action and service to make a positive difference to the environment and to the lives of others. This fits very well with Gold Creek School's values.

Openminded

By understanding and appreciating your own culture, you are accustomed to seeking and considering a range of points of view. This makes you open to the perspectives, values and traditions of other individuals and cultures.

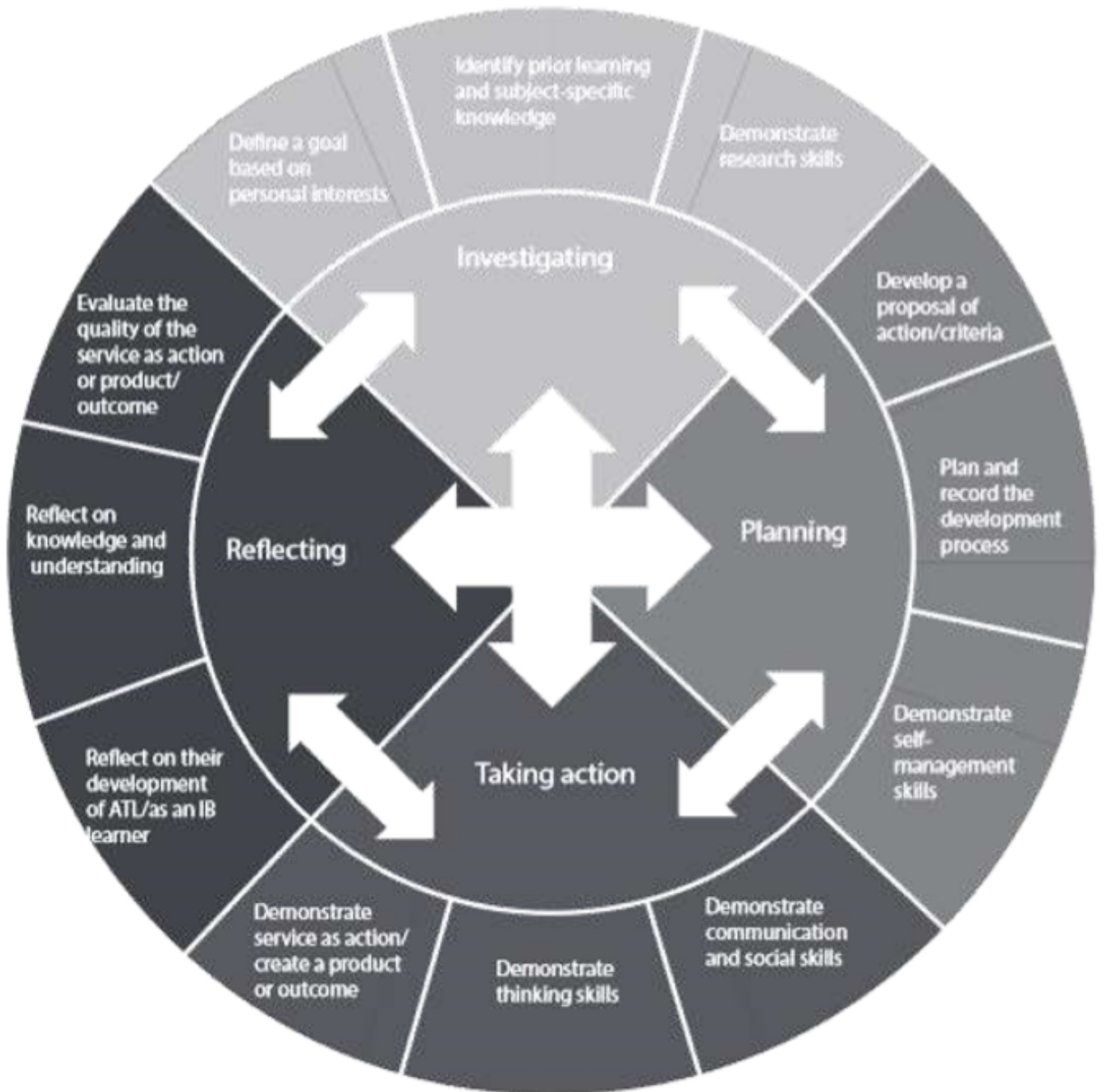
Balanced

You understand the importance of balancing different aspects of our lives – intellectual, physical, spiritual and emotional – to achieve well-being for yourself and others. You demonstrate perseverance and self-discipline.

Reflective

You are thoughtful. You can consider your own learning and personal development, and analyse your strengths and weaknesses in a manner that helps you develop.

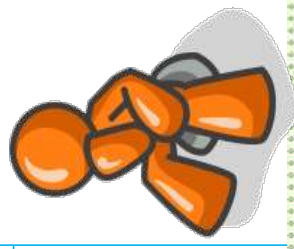
PROJECT CYCLE



Visualizing The Project Objectives

Based largely on the Design Cycle you are already familiar with, this graphic shows you how the process unfolds. Can you see how each section of this diagram is assessed? Which of the four elements of your Personal Project (goal, journal, product, report) are going to reflect these segments?

ATL: The skills you need



Criterion A: Investigating	Criterion B: Planning	Criterion C: Taking Action	Criterion D: Reflecting
<p>* Affective ex. Positive thinking ex. Self-motivation</p> <p>* Collaboration ex. Listen to other perspectives</p> <p>* Creative thinking ex. Try something different, even if it seems impossible</p> <p>* Critical thinking ex. Gather and organise relevant information to develop an argument</p> <p>* Information literacy ex. Make connections between sources</p> <p>* Media literacy ex. Seek a range of perspectives</p> <p>* Transfer ex. Apply knowledge and skills to new situations</p>	<p>* Affective ex. Development of mental focus and overcoming distraction mindfulness</p> <p>* Collaboration ex. Manage and resolve conflict</p> <p>* Communication ex. Participate and contribute ex. Be an active listener</p> <p>* Creative thinking ex. Design, create something new</p> <p>* Critical thinking ex. Test conclusions</p> <p>* Organisation ex. Meet deadlines</p>	<p>* Affective ex. Perseverance ex. Resilience</p> <p>* Collaboration ex. Manage and resolve conflict</p> <p>* Communication ex. Participate and contribute ex. Be an active listener</p> <p>* Creative thinking ex. Design, create something new</p> <p>* Critical thinking ex. Test conclusions</p> <p>* Organisation ex. Meet deadlines</p>	<p>* Affective ex. Dealing with failure in a constructive way ex. Practise delaying gratification</p> <p>* Communication ex. Negotiate ideas and knowledge with peers and teachers</p> <p>* Reflection ex. Demonstrate flexibility ex. Consider how you've changed as a learner</p>

Define a particular success or shortcoming. Beyond describing the situation, identify the skill you used or needed. How did/could that skill promote success?

It is so important that you think about your ATL skills during your entire project. This leads to greater success throughout the process and in the final report. This is a list of suggested ATL skills you many want to address specifically

On pages 28- you will find a more structured look at how specific ATL skills line up with the 4 criteria.

You need to talk about affective skills. Reflect on: your attitude, perseverance, mindfulness, frustrations, and how you dealt with stress



The Process Journal

Include:

- * thoughts
- * sketches
- * ideas
- * pictures
- * notes from meetings
- * source evaluation (reliability as opposed to just usefulness)



Use:

MANAGEBAC

You must bring your process journal to every meeting with your mentor.

Review your process journal entries after your meeting. Try to include:

- Date
- Summary of what you have worked on
- Feedback from mentor
- Reflection (what am I doing well, what do I need to do differently, why?)
- *Identify which ATL you are using during this reflection*
- Action (what do I do next?)

At the end you will to choose **10 entries** from your journal to show how you worked through the criteria. These extracts are submitted for grading.

Organize it using tabs, colours, symbols. An outsider should be able to pick it up, find what is important and understand how things are filed

WHAT TO INCLUDE....

WHAT TO INCLUDE...

Use this chart to help you as you write in your journal. This will ensure you don't leave anything out and provides you with the extracts you will need later to support your report.

Criterion A: Goal	Criterion B: Planning	Criterion C: Taking Action	Criterion D: Reflecting
<p>*Goal:</p> <p>*Why?</p> <p>*How is it challenging?</p> <p>*What are your next steps?</p> <p>Global Context:</p> <p>*Why this one?</p> <p>*How is your understanding of it changing? (this is ongoing and needs to be fairly sophisticated)</p> <p>Knowledge:</p> <p>*What don't you know?</p> <p>*What do you already know?</p> <p>*Which subjects are you relying on for knowledge and understanding?</p> <p>Show your research...</p> <p>*Who and why?</p> <p>*Notes</p> <p>*How did it change your perspective?</p> <p>*Source analysis</p>	<p>My Criteria:</p> <p>*How were they developed?</p> <p>*Who is my target audience? Why?</p> <p>*Are they rigorous?</p> <p>My Plan:</p> <p>*Give an overview</p> <p>*Show it!</p> <p>*How am I managing my time?</p> <p>*How are things developing? (this needs to be stated a few times)</p> <p>Self-management:</p> <p>*How am I managing the work?</p> <p>*What am I doing well?</p> <p>*What am I struggling with?</p> <p>*What are the solutions?</p> <p>*ATL reflection</p>	<p>Product:</p> <p>*Pictures of the development of the product as well as the final version</p> <p>*Notes and explanations to go with the pictures</p> <p>Thinking skills:</p> <p>*Evidence of the 3 types of Thinking skills:</p> <p>*Critical thinking</p> <p>Creative thinking</p> <p>*Transfer</p> <p>Communication/ social:</p> <p>*Who did you collaborate with?</p> <p>*Who did you interview?</p> <p>*What new social skills did you learn?</p> <p>*What was difficult?</p> <p>*Where is the proof of your work with your supervisor?</p>	<p>Evaluation:</p> <p>*Be thorough</p> <p>*Strengths?</p> <p>Weaknesses?</p> <p>*What would you change?</p> <p>*Don't try to hide an area of weakness- use it to your advantage- reflect upon it!</p> <p>Knowledge:</p> <p>What have learned about this field through the project?</p> <p>*What have you learned about your Global Context?</p> <p>*Be specific</p> <p>*Be thorough</p> <p>*Don't stick to the surface</p> <p>Yourself as an IB Learner:</p> <p>*The process</p> <p>*Design cycle</p> <p>*Inquiry</p> <p>*Learner Profile attributes</p> <p>*ATLs</p>

Your Supervisor

Your supervisor is a member of staff who will guide you through your project. This person is going to be there to support you and offer you advice. You will meet a number of times over the course of your Personal Project journey

What will those meetings look like?

THE MEETINGS

- Set by you, the student
- Documented in your process journal
- A time for questions and suggestions
- A regular check-up of progress made

*Date: Monday, September 5, 2016
Today my supervisor and I went over my topic and worked out my final goal.*

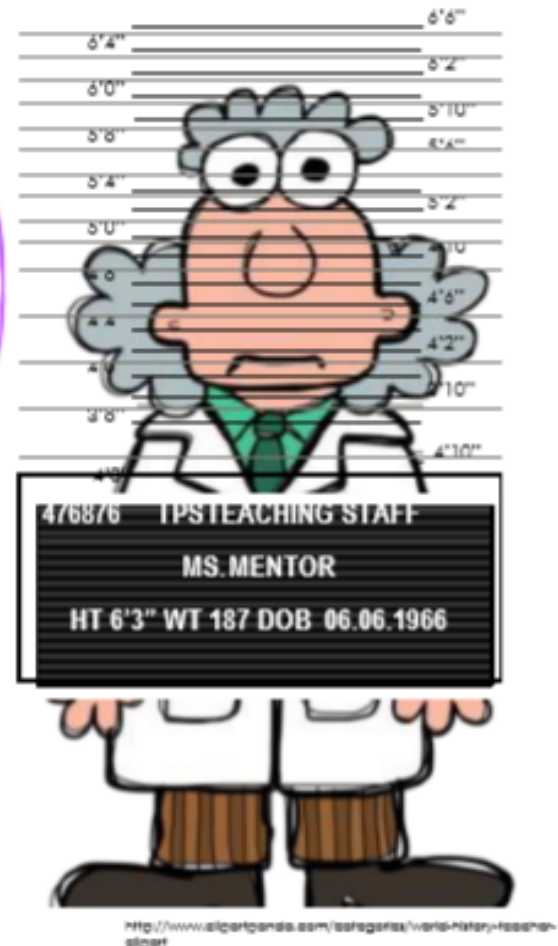
So far, I think I will choose Fairness and Development as my Global Context

- it seems to be the best fit. We will meet again in a weeks to sign the necessary papers so that I can upload them to ManageBac.

TO DO:

- *Enter final goal on ManageBac*
- *Find the forms and fill them out*
- *Look up GC document and figure out if I have the right one.*
- *Send mentor email about next meeting*

Supervisor sign: Ms. Mentor



Have your supervisor sign your meeting notes to ensure you document them properly and to allow for easy supervisor interaction.

Your supervisor must:

Be a visible presence in your process journal. In your final report, you have to prove (through extracts) that your supervisor read and commented on your progress. This is easy to do if they have access to your process journal (either digital or hard copy).

Your supervisor must not:

Set up supervisor meetings - that is up to you to do!

Remember, when you send an email or talk to them in person, a little courtesy goes a long way. Be polite!

THE GOAL

The Goal = Criterion A (Investigating)

This is the most important stage of your project.

A clear, challenging yet do-able goal will allow you to successfully complete this project.

Aim to create an ISMART goal!

- I** **Inspired:** What is inspirational? What drives you? Where did your idea come from?
- S** **Specific:** Clearly outline what you want to achieve
- M** **Measureable:** How will you know when you have achieved the goal? When do you know to stop?
- A** **Attainable:** Make sure it is possible to finish / complete what you started
- R** **Relevant:** Everything in the goal must be relevant to the Personal Project, especially the Global Context.
- T** **Timely:** Can you finish this in the time given? Will it keep you busy enough?

THE FORMULA:

I will research _____
(list the skill, facts or information needed)

in order to make/produce _____
(the final product/outcome)

for _____
(my target audience/consumer)

EXAMPLES ...

Challenging Goals

I will research photography techniques to create a photo journal outlining my progress for my own personal use.

I will research reusable products to create a durable, reusable bag out of recycled materials for adults.

I will research homelessness in my community in order to write an article about the homeless in my community to publish in my town newspaper.

Highly Challenging Goals

I will research photography techniques to create a photo essay about relationships between young and old for members of my community.

I will research reusable products to create a line of durable, reusable bags out of recycled materials to sell at a local craft market to adults.

I will research homelessness in my community in order to write and publish a piece of fiction based on my research for a teen audience.

GLOBAL CONTEXTS

“Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of:” (IBO Project Guides, 22).

		Explorations
<p>Identities and relationships Who am I? Who are we?</p>	<ul style="list-style-type: none"> • Identity • Beliefs and values • Personal health • Physical health • Mental health • Social health • Spiritual health • Human relationships, including families, friends, role models • Communities and cultures 	
<p>Fairness and development What are the consequences of our</p>	<ul style="list-style-type: none"> • Rights and responsibilities • The relationships between communities • Sharing finite resources with other people and with other living things • Access to equal opportunities • Peace and conflict resolution 	
<p>Globalization and Sustainability How is everything connected?</p>	<ul style="list-style-type: none"> • The interconnectedness of human-made systems and communities • The relationship between local and global processes • How local experiences mediate the global • The opportunities and tensions provided by world-interconnectedness • The impact of decision-making on humankind and the environment 	
<p>Orientation in space and time What is the meaning of 'where' and 'when'?</p>	<ul style="list-style-type: none"> • Personal histories • Homes and journeys • Turning points in humankind • Explorations and migrations of humankind • Discoveries 	
<p>Personal and cultural expression What is the nature and purpose of creative</p>	<ul style="list-style-type: none"> • The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values • The ways in which we reflect on, extend and enjoy our creativity • Our appreciation of the aesthetic (beauty) 	
<p>Scientific and technical innovation How do we understand the world in which we live?</p>	<ul style="list-style-type: none"> • 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. 	

My Goal: _____

My Global Context:

- ☐ Fairness and development
- ☐ Globalisation and sustainability
- ☐ Identities and relationships
- ☐ Orientation in space and time
- ☐ Personal and cultural expression
- ☐ Scientific and technical innovation

Keep this exploration as an underlying focus and direction for your research and project.

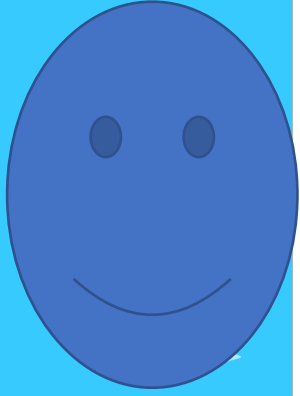
Which Exploration?

Why this Global Context?

My Inquiry Question:

(What are you hoping to ANSWER by doing this project - use your Global Context to guide this exploration)

Please complete the worksheet on *ManageBac* with this information.



How will you know if you have succeeded? Just like in design class, you must define measurable, achievable and realistic criteria to measure the quality of the final product. You can use checklists and rubrics. This can only be done properly once you have done some research into your goal and have agreed with your mentor what you want to achieve. Use your research to guide your criteria, and think of things other than aesthetics.

For Example:

Goal

I will research health and personal fitness in order to design a personal fitness program for teens.

Possible Criteria:

- * My program is founded in research
- * My program includes examples of healthy meals
- * My program includes a schedule for training
- * My program keeps teens interested
- * I completed my product on time
- * I stuck to my budget

MY CRITERIA

CRITERIA TO MEASURE SUCCESS

Below Expectations	Meets Expectations	Exceeds Expectations
My program is based on little (valid) research.	My program is based on valid research; I consulted and evaluated 4–5 sources.	My program is based on valid research; I consulted and evaluated 6-8 sources.
My program includes 1-2 meals plans and/or is limited in variety.	My program includes 3 different meal plans.	My program includes 4-5 different meal plans that allow for a varied diet.
My program includes no visual aids to help explain the exercises.	My program includes pictures to help explain the exercises.	My program includes a video explaining the exercises.
My program is not very interesting for teens.	My program is somewhat interesting for teens.	My program clearly keeps teens interested.
My program was not finished on time.	My program was finished on time.	My program was not finished early.
I was over budget.	I stuck to my budget.	

CREATING CRITERIA

Define those criteria that can only really be assessed as yes/no or finished/unfinished. One has been defined for you. Now add what else you will need to evaluate your product.

* I finished my product by the deadline.

• _____

* _____

• _____

• _____

Use this box to create criteria that need more of a scale to measure their success.

Again, the first one has been done for you.

Below Expectations	Meets Expectations	Exceeds Expectations
I used and evaluated 3 or fewer sources	I used and evaluated 4-6 sources	I used and evaluated 7 or more sources

MEASURING SUCCESS

- Which criterion will be the hardest to measure?
- What will you need to do to know you have met this expectation?
- How will you show others?

MY CRITERIA

CRITERIA CONSIDERATIONS...

My Goal:	
My Global Context:	
FORM What will it look like? What materials will I use? What tools will I use? What size will it be? How will it be assembled?	
FUNCTION What is its purpose? What will it do? How easily can it be used? How easily can it be maintained?	
USER/AUDIENCE Who is it for? How old is the user? What is their background?	
COST Is there a maximum cost? Is this a time cost or a material cost ?	
OTHER What else makes my project unique?	

How will I MEASURE the criteria? How will I gather the data?

MEASURING SUCCESS

- Which criterion will be the hardest to measure?
- What will you need to do to know you have met this expectation?
- How will you show others?

Driving the project forward

You MUST research in order to successfully complete this project. Look at Criterion A objectives again to see how you will be assessed on your research.

Why research? Albert Einstein himself stated, "If we knew what it was we were doing, it would not be called research, would it?" (Natural Capitalism, 272)

What and Where?

- Books
- Magazine Articles
- Newspaper Articles
- Maps or Atlases
- Expert people
- Site visits (museums, etc.)
- Television Shows
- Video Recordings
- Electronic Databases
- Web Sites

Collecting information

As you research, record the important details regarding that source right away. If you create a table like the one below on your computer, you can simply type (or cut and paste if from the web) what you will need to do a proper bibliography later.

Author(s)	Title	Where Published	Publisher	Date Published	Type
Peter Burian Bob Caputo	<i>National Geographic Photography Field Guide</i>	New York	National Geographic	2003	Print

IMPORTANT INFO :

Page 7: 'By adjusting the shutter-speed, you are able to create the impression of movement or freeze that movement to best suit your needs.'

Neil B. Kavey	<i>Stress and Insomnia</i>	Accessed June 14, 2014	National Sleep Foundation	2001	Web
---------------	----------------------------	------------------------	---------------------------	------	-----

IMPORTANT INFO :

'Stress causes insomnia by making it difficult to fall asleep and to stay asleep, and by affecting the quality of your sleep.'

REMEMBER- People are sources too! Keep track of all your sources using Harvard.

SOURCE EVALUATION



EVALUATING RESOURCES

Authority:

Who is responsible for presenting the information?

- ▶ Who has written the information and can we check their qualifications?
- ▶ Is the information from an 'expert' in this field?

Accuracy:

Is the information precise, can it be proven and verified?

- ▶ Is the information correct?
- ▶ Can we check the accuracy of information through links, footnotes or bibliography?

Currency:

How old is this information and is this important?

- ▶ When was the information written?
- ▶ Has the information been revised or updated and if so, when?

Bias:

Is the information based on facts, things we can observe or based more on opinions, emotions? Is it from just one point-of-view?

- ▶ Who has written the information and can we check their qualifications?
- ▶ Is the information from an 'expert' in this field?



Source:
Time Magazine, *Strong Man*,
page 26 (Sept 24th, 2012)

Evidence:

Authority:	Well respected magazine world wide. Been operating since 1923. Alex Perry article author been with Time for 10 years and focussed on the Africa, Asia and Middle East. TIME's Bureau chief at present.
Accuracy:	Main article details are consistent with other sources I have read.
Currency:	Article is only one month old, published on September 24th, 2012.
Bias:	Article contains statistics that can be verified with other sources. Well researched article, author refers to several investigations and sources that he consulted in writing his own.

SUMMARY COMMENT: Based on this evaluation, this source is a credible and authentic source for me to use in my research.



Source:
www.paulkagame.com/

Evidence:

Authority:	Unable to verify who the author of the site is.
Accuracy:	Details can be verified by other sources. They are factual events that have been recorded on other media sites and information that is freely available as public record
Currency:	Events recorded are current and regular. At the time of this evaluation the latest article was 4 days old.
Bias:	The site records the public appearances of the Rwandan President attends. All articles are related to positive public interactions and do not show any criticism of his authority and Presidency.

SUMMARY COMMENT: Based on this evaluation, this source is factual, but further reading will be required to verify information and to obtain a balanced view of the president.



REFLECTION

A note on reflection:

To produce a good final report, you really need to reflect in a meaningful way. Use reflection to:

- better understand your learning journey
- recognise how your research has impacted your work
- demonstrate how you have used the ATL skills learned throughout this project

*This is on-going!
Reflect throughout
your project.*

BUT HOW?

Reflecting IN Action

Ask yourself how you dealt with a situation while it was happening. This type of reflection is often, “done instinctively, while drawing on previous experiences.” (Bilash, 2009) This type of reflection helps you learn how to think on your feet.

Reflecting ON Action

“Reflection ON action takes place after the event has taken place.” (Bilash, 2009) This kind of reflection helps you build up a catalogue of experiences that you can use when you and think about what you would do differently if you could things over again.

How can you start?

Use the following questions to help guide your reflection. This type of reflection needs to be in your process journal and your final report.

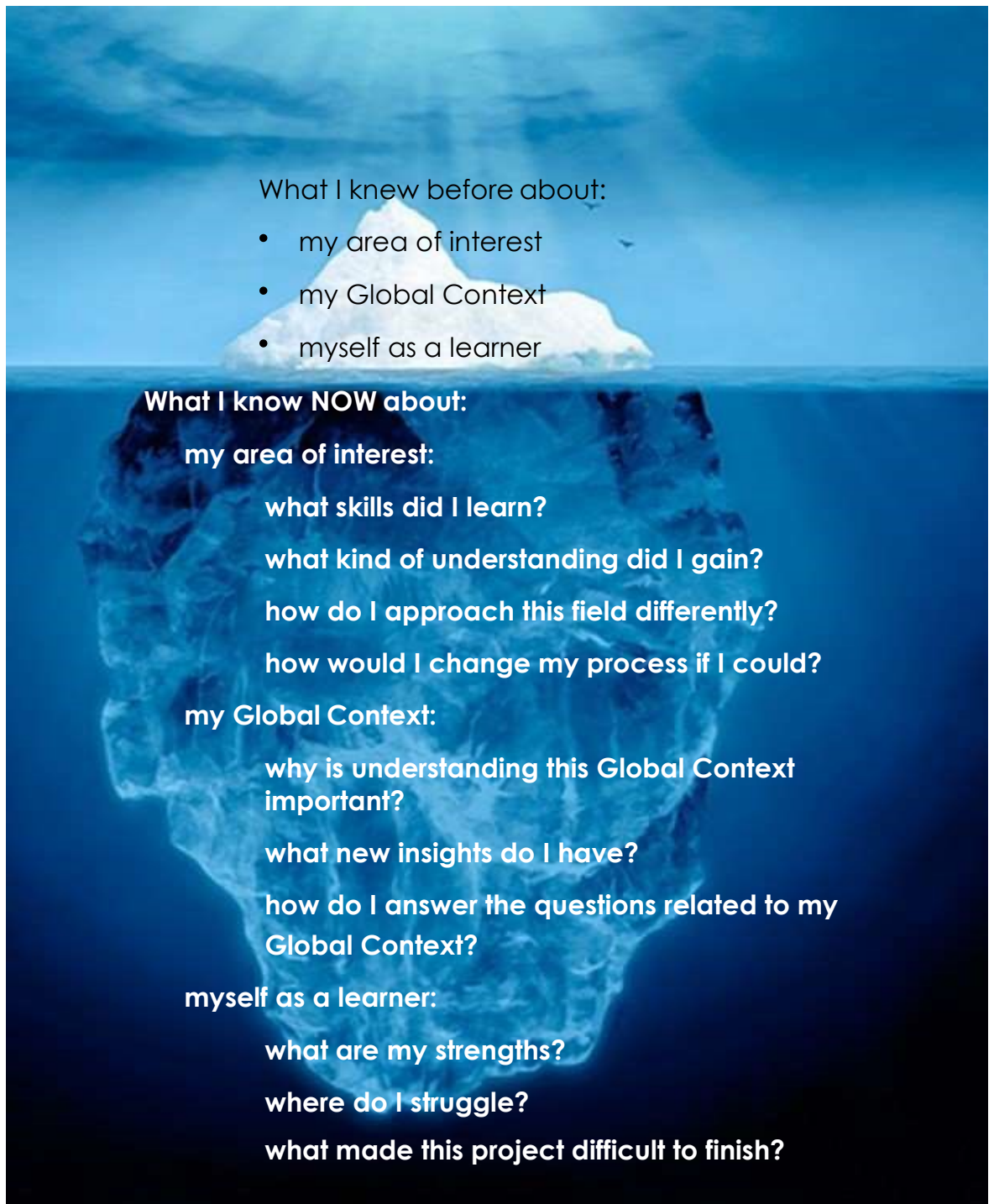
- What were my strengths/weaknesses?
- How have I improved? What can I continue to work on?
- Which specific ATL skill will allow me to improve?
- How effective was the decision I made?
- How realistic was my action plan?
- How did I implement my action plan? What needed to change?
- What did I learn while researching? How did this change my product/outcome?
- What would I do next time?

How has this project changed me?

A major part of this process is reflection. Criteria D asks you to:

- **present an excellent** evaluation of the quality of the product/ outcome against you criteria
- **present excellent** reflection on how completing the project has extended your knowledge and understanding of the topic and Global Context
- **present excellent** reflection on your development as an IB learner through the project.

Here are some prompts for your reflections ... it is always good to reflect deeper, rather than just on the tip of the iceberg



Approaches to Learning

SELF-EVALUATION

Complete for the Supervisor for meeting 3

ATL Skills	Rarely	Occasion-ally	Usually	Always
1. Communication skills (i) exchanges thoughts, messages and information effectively through interaction				
(i) reads, writes and uses language to gather and communicate information				
2. Social – Collaboration skills - Works effectively with others e.g. contacts supervisor on a regular basis				
3. Self-management – Organisation skills - Manages time and tasks effectively				
4. Self-management - Affective skills (i) Managing student's own state of mind e.g.				
(ii) Mindfulness - ability to focus				
(iii) Perseverance - persistence				
(iv) Emotional management – self regulation				
(v) Self-motivation – self talk, positive thinking				
(vi) Resilience – bouncing back, dealing with change				
5. Self-management – Reflection skills - (re)considering the process of learning; choosing and using ATL skills e.g. in process journal cover meetings and processes to complete product				
6. Research – Information Literacy skills - Finding, interpreting, judging and creating information				
7. Research - Media Literacy Skills - Interacting with media to use and create ideas and information				
8. Thinking - Critical Thinking skills - Analysing and evaluating issues and ideas				
9. Thinking - Creative Thinking skills - Generating novel ideas and considering new perspectives				
10. Thinking – Transfer skills - Using skills and knowledge in multiple contexts				

Supervisor Notes: Please include any recommendations/feedback/actions necessary for the student

Writing the Report

"A report is a spoken or written account of something observed, heard, done or investigated. A report aims to inform, as clearly and succinctly as possible." (IBO, p46)

Your Personal Project Report must:

- Show your engagement with your project
- Summarise the experiences and skills that you wrote about in your process journal.
- Be organised into identifiable sections following those of the Criteria:
 - A – Investigating
 - B – Planning
 - C - Taking action
 - D – Reflecting
- Include evidence for **ALL** the strands in all four criteria.
- Ensure it is no more than 3500 words long.

The format:

Your report can vary in format depending on the resources you have and your own interests. You also need to consider your learning preferences and your strengths. It is so important that, regardless of which format you chose, that you communicate clearly and concisely in order to reach the highest grade possible.

Check out the 'task specific clarifications'.

Possible formats for the MYP Personal Project report are divided into four main areas: written, electronic, oral and visual.

The report, no matter how creative it is, does not replace the product/ outcome of the Personal Project.

Likewise, if your product is a written piece, such as an essay or novel, this is separate from the project report; it does not replace it.

Format	Length	File Size (and Format)
Written (in ENGLISH)	1,500–3,500 words	20MB (PDF)
Oral (a recorded format)	13–15 minutes plus 1000-1200 words	500MB (MP3, MP4)
Visual (film)	13–15 minutes plus 1000-1200 words	500MB (FLV, M4V, MOV or MP4)

The Structure

You need to address **all** strands (bullet points) of **all** four assessment criteria. You need to make sure evidence of each strand is in the final report or you will not get credit for that strand. This is a piece of academic work, make sure it sounds formal.

Each criterion is worth the same amount so your report should address each one equally; devote about 400 to 850 words for each criterion. Your title page, contents page, bibliography and any appendices do **not** count in your total number of words.

Refresh your memory about the criteria and the strands in this guide. Refer to the mark bands in each criteria to make sure you are addressing each strand in enough depth. The task specific clarifications will be VERY useful – make sure you use them, together with the specific command terms (also in the appendix)

Elements of the Report:

- Title page
- Table of contents
- Body of the report – containing 4 distinct sections:
 - Investigating
 - Planning
 - Taking action
 - Reflecting
- Bibliography in Harvard format
- Appendices: **Process Journal Extracts**, survey questions, interview questions
- Academic Honesty Form available on *ManageBac* (this guide), complete and save the PDF form with your own information

Process Journal Extracts

You need to select a **maximum of 10 extracts** from your Process Journal to show how you have addressed specific strands of each criterion. Check *ManageBac* for more help.

Make sure you refer to your extracts in the body of your report. If you have included something as an appendix, it must be talked about in the report. The same goes with your bibliography

Go through your process journal and mark entries that highlight specific ATL skills. Use the grids on in this guide and the checklist self-assessment to help you figure out which ATL skills you may want to reference and write about choose carefully and seek advice from your supervisor.

CRITERION A: Investigating

7-8

- **define** a **clear** and **highly challenging** goal and context for the project, based on personal interests
- **identify** prior learning and subject-specific knowledge that is **consistently highly relevant** to the project
- **demonstrate excellent** research skills.

Report-writing:

Sample sentences

Define a clear and highly challenging goal and context for the project, based on personal interests

- My goal was to...
- This project challenged me by.....
- The Global Context for my project was.....
- I selected this strand of this Global Context to help drive my project.....
- It relates to my project because....

Identify prior learning and subject-specific knowledge that is consistently highly relevant to the project

- For several years, I have been interested in.....
- Prior to starting this project, I have been involved in

Demonstrate excellent research skills.

- The types of sources I consulted included.....
- I chose to interview the Music teacher at my school, Ms. Anne Drouet, since she has a BFA in Music from Oxbridge College, years of experience in the recording industry, and writes and performs her own music...
- I used this website because the company who hosts it run by renowned experts in their field according to

Matching ATL

- **Affective**
ex. Develop mental focus and overcome distraction (mindfulness)
- **Collaboration**
ex. Delegate and share responsibility
- **Creative thinking**
ex. Use brainstorming and diagrams to develop new ideas
- **Critical thinking**
ex. Identify obstacles and challenges
- **Organisation**
ex. Keep an organised set of notes
ex. Plan out major steps
- **Reflection**
ex. Identify strengths and weaknesses

CRITERION B: Planning

7-8

- **develop rigorous** criteria for the product/outcome
- **present a detailed and accurate** plan and record of the development process of the project
- **demonstrate excellent** self-management skills.

Report-writing:

Sample sentences

Develop rigorous criteria for the product/outcome

- In order to fully evaluate my product, I developed the following criteria.....
- Budget was an important factor so I set this level as meeting expectations.....

Present a detailed and accurate plan and record of the development process of the project

- Within my process journal, see Appendix....., I showed.....
- To effectively manage my time, I planned backwards from the exhibition date by...
- When I recorded.....in my process journal, I realised that.....
- I decided to use these headings for my action plan ... in order to ...

demonstrate excellent self-management skills

- I became quite frustrated when..... so I decided to
- One of my contacts was very hard to reach which caused some stress. I overcame this by
- When under pressure I

Matching ATL

- **Affective**
ex. Develop mental focus and overcome distraction (mindfulness)
- **Collaboration**
ex. Delegate and share responsibility
- **Creative thinking**
ex. Use brainstorming and diagrams to develop new ideas
- **Critical thinking**
ex. Identify obstacles and challenges
- **Organisation**
ex. Keep an organised set of notes
ex. Plan out major steps
- **Reflection**
ex. Identify strengths and weaknesses

CRITERION C: Taking Action

7-8

- **create an excellent** product/outcome in response to the goal, Global Context and criteria
- **demonstrate excellent** thinking skills
- **demonstrate excellent** communication and social skills.

Report-writing: <i>Sample sentences</i>	Matching ATL
<p>Create an excellent product/ outcome in response to the goal, Global Context and criteria</p> <ul style="list-style-type: none"> • My product is a result of • When I revisited my Global Context, decided to..... • It reflects my new understanding of the Global Context because.... <p>Demonstrate excellent thinking skills</p> <ul style="list-style-type: none"> • Based on this research my project took a new direction... • This source helped me decide this by... • By combining the information from these three sources I was able... • After my interview with I had a new perspective / understanding of because... <p>Demonstrate excellent communication and social skills</p> <ul style="list-style-type: none"> • My mentor meetings allowed me to practice my social skills since... • Throughout the project I communicated in a variety of ways, including: ... 	<ul style="list-style-type: none"> ▫ Affective ex. Perseverance ex. Resilience ▫ Collaboration ex. Manage and resolve conflict ▫ Communication ex. Participate and contribute ex. Be an active listener ▫ Creative thinking ex. Design, create something new ▫ Critical thinking ex. Test conclusions ▫ Organisation ex. Meet deadlines

CRITERION D: Reflecting

- 7-8
- **present an excellent** evaluation of the quality of the product/ outcome against his or her criteria
 - **present excellent** reflection on how completing the project has extended your knowledge and understanding of the topic and Global Context
 - **present excellent** reflection on your development as an IB learner through the project.

Report-writing:

Sample sentences

Present an excellent evaluation of the quality of the product/outcome against your criteria

- In consultation with my mentor, we thought that my final product met most of my criteria in these ways...
- My mentor and I agreed that the product fell short of these criteria... in these ways...

Present excellent reflection on how completing the project has extended your knowledge and understanding of the topic and Global Context

- ...my knowledge has been extended as a result of this project in these ways...
- ...my understanding of my Global Context has developed in these ways...

Present excellent reflection on your development as an IB learner through the project.

- ...developed as an IB learner in these areas...
- ...most challenging experiences included...
- ...I am proud of...
- ...if I were to attempt a similar project in the future I would...

Matching ATL

- **Affective**
ex. Find the causes of my failures and deal with it in a constructive way
ex. Practice delaying gratification
- **Communication**
ex. Negotiate ideas and knowledge with peers and teachers
- **Reflection**
ex. Demonstrate flexibility
ex. Consider how you've changed as a learner

APPENDICES: Journal Extracts

These are only suggestions

CRITERION A: Investigating

Strand	Evidence
<i>Define a goal and Global Context based on personal interest</i>	Record of mentor meeting to discuss these issues
<i>Demonstrate research skills</i>	Evidence of source analysis and evaluation
<i>Demonstrate research skills</i>	Present evidence from your survey in graph form

CRITERION B: Planning

Strand	Evidence
<i>Development of criteria</i>	Table of criteria showing: below, meeting and exceeding expectations 1 Page of A4 only
<i>Present a plan and record of the development process</i>	Action plan which includes details of reflection and evidence of competition. 1 Page of A4 only
<i>Demonstrate self-management skills</i>	Evidence of setting up mentor meetings, interviews. Could be emails.

choose carefully

10 extract maximum

CRITERION D: Reflecting

Strand	Evidence
<i>Present an evaluation of your product/outcome against your criteria</i>	Show how you evaluated your product/outcome against your criteria, could be another table
<i>Present how completing the project has extended your knowledge of the topic</i>	Record of mentor meeting to discuss these issues. A journal page showing how research extended knowledge.
<i>Present a reflection on your development as an IB learner</i>	Pages from your process journal (add a title identifying the attribute of the learner profile of the ATL).

CRITERION C: Taking Action

Strand	Evidence
<i>Create a product/outcome in response to the goal, Global Context and criteria</i>	Could be photographs of product development, or other record progress.
<i>Demonstrate thinking skills</i>	Show how you used your research, survey information, sources or interviews to develop your product/outcome.
<i>Demonstrate communication and social skills</i>	This could be the same evidence as the self-management emails or as the survey results.

The following grade levels boundaries are used to assess student achievement:

A pass for the IB is a level 3, for AIA we look for a level 4 and above to see you are fully prepared for the rigor of the IB Diploma programme.

Grade	Boundaries
7	28 - 32
6	24 - 27
5	19 - 23
4	15 - 18
3	10 - 14
2	6 - 9
1	1 - 5

Final Submission Checklist

- I have a cover page and table of contents and a Bibliography using Harvard formatting with URL.
- I have added my 10 Process Journal extracts as appendices to my report.
- I have referred to these appendices in my report.
- I have added evidence of my project completion as an appendices. Up to 5 photos/screen shots or 30 seconds maximum video/audio
- I have numbered the pages of my report.
- I have filled in, signed & submitted the Academic Honesty Form to my supervisor with my report.
- My report has been saved in the right format.
- I have uploaded all required documentation onto ManageBac



Project report checklist

<p>Criterion A INVESTIGATING</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I have stated a clear and highly challenging goal for the project <input type="checkbox"/> I have explained, in depth, my personal interest in the topic <input type="checkbox"/> I have clearly explained my understanding and application of the Global Context <input type="checkbox"/> I have clearly identified and explained relevant prior learning <input type="checkbox"/> I have explained the relevant subject-specific knowledge gained <input type="checkbox"/> I have given evidence of my researching, and the variety of sources consulted (reference in your report)
<p>Criterion B PLANNING</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I have included my design specifications for my product <input type="checkbox"/> I have included/discussed and shown evidence of my detailed plan and record for the project development. <input type="checkbox"/> I have included discussion and evidence on my time management (journal)
<p>Criterion C TAKING ACTION</p>	<ul style="list-style-type: none"> <input type="checkbox"/> My product is the best I could have done ... it is AWESOME ☺ ... <input type="checkbox"/> I have explained the success of my product in representing my chosen Global Context in detail and depth <input type="checkbox"/> My product has effectively fulfilled my goal. <input type="checkbox"/> I have shown evidence of (excellent) thinking skills (journal) <input type="checkbox"/> I have discussed, in detail, my communication and social skills – supervisor and mentor/public interaction, and shown evidence (give examples... journal)
<p>Criterion D REFLECTING</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I have evaluated the quality of my product against the design specifications in great detail <input type="checkbox"/> I have reflected, in great detail, on how completing my project has extended my knowledge and understanding of the topic. <input type="checkbox"/> I have reflected, in great detail, on how completing my project has extended my knowledge and understanding of the Global Context. <input type="checkbox"/> I have described and reflected, in great detail, on my development as an IB learner throughout the project <input type="checkbox"/> I have discussed, in great detail, the IB learner profile.
<p>Other</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I have followed the required structure of the report <input type="checkbox"/> I have included the IB Academic Honesty form with my report <input type="checkbox"/> I have uploaded the required documents and my project proof onto ManageBac <input type="checkbox"/> I have selected 10 extracts from my journal that reflect my development of the above criteria and included them in an appendix (refer to them in your report) <input type="checkbox"/> I have clearly labelled all items to be submitted (including CG)

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This booklet has been developed by adapting and taking excerpts from Gold Creek School guide and the following documents

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Appendix

APPENDIX 1: Academic Honesty

Access to information from the Internet, web-based learning communities, use of mentors and informal information sharing between students has made it increasingly tempting and simple for you to rely on the work of others. It is important, as a learner, that you develop the confidence to form your own opinions and ideas and recognise other people's academic contributions as a building block to your learning.

As such, it is important for you to:

1. develop an understanding of the importance of producing authentic work and what is meant by plagiarism. This is work where, as students, you have developed your own ideas and the ideas of others are properly acknowledged. Authentic work is written in your own language and all sources, be they quotes, passages, diagrams or photos, etc. are fully acknowledged.
2. recognise behaviour that can be defined as malpractice. This includes:
 - Plagiarism: representing another's work or ideas as your own
 - Collusion: one student's work is copied and submitted by another. This may or may not be deliberate on the part of both students and needs to be distinguished as such.
3. understand how best to use the support of teachers and parents. It is recommended that you prepare and submit all work without assistance and ask for suggestions of areas of improvement.
4. have an understanding of the internet as a source of information. It is an important academic skill to be able to make selective use of secondary information for the purpose of completing school work and properly acknowledging these sources.
5. understand the concept of intellectual property rights and that all published material falls under a category of protection such as patents, trademarks, copyright and moral rights and as such is protected by law.
6. to be encouraged to use the style of referencing adopted by the school.

APPENDIX 2: Tips from previous candidates ...

- Choose a topic you are passionate about
- Choose a goal that can be achieved in the time
- Read the guide and follow instructions. Highlight the most important information
- Focus on only ONE Global Context before you decide on a goal. Keep the Global Context in mind throughout the project
- Meet your supervisor as often as possible – at least keep to the fortnightly scheduled/recorded meetings
- Ask your supervisor for meetings – it is not their responsibility to chase you.
- Talk to you supervisor regularly. Listen to them, follow their advice and directions ... they are the experts in the project process
- USE YOUR JOURNAL – record EVERYTHING. It will make writing the report so much easier.
- Use your allotted time well – it's good to have the support of your PC teacher to discuss and explain things
- Start working on your project straight away
- Use the summer holidays to get the bulk of the product (project) completed
- Do a lot of research before you start to work on the product
- Set yourself 'Personal Project time' each week
- Take advantage of homework-free days and holidays to get the work done. Use times when you don't have lots of assignments to do
- Draw up a detailed plan and keep to it – make adjustments and modifications as needed.
- Don't procrastinate
- Meet all deadlines – including the draft deadlines
- Make sure you have EVERYTHING backed up ... computers do crash, journals and USB's get lost ...
- A mentor (expert in the area of your product) can be helpful ... someone other than your supervisor.
- Break the project down into stages – work on them bit by bit. You cannot be successful if you try and do it all at once, especially at the last minute
- HAVE FUN while you learn about something you are interested in and passionate about.
- Create something YOU can be proud of!
- It's OK to change your goal statement and design specifications if you NEED to but be aware of the time you have left to complete the product ... and record it in your journal
- The roundtable exhibition is a good indication of how you are going
- JOURNAL ... document and keep records of EVERYTHING ... this is the key to your success

Feel free to talk to Year 10 students about their experiences.