

The Falcon School



International Baccalaureate  
Middle Years Programme

# Personal Project Handbook for Students

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# THE IB LEARNER PROFILE

*The International Baccalaureate programme aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.*



I explore ideas and issues that are locally and globally important, to get in-depth knowledge and develop my understanding in many areas.

I develop my natural curiosity and learn the skills I need to inquire. I enjoy learning and love to learn new things.



I think carefully and show initiative. I make good decisions and I'm a problem solver.



I confidently and creatively share my ideas with others in many ways, in more than one language. I listen to and work well with others.



I tell the truth and I'm fair. I respect others, and take responsibility for my actions and their consequences.

I appreciate my own culture and personal history, but I listen to and respect the ideas and thoughts of others. I try to look at things in more than one way.



I show that I care about the needs and feelings of others. I help others and I look after the environment.

I have confidence to be in new situations and try new roles, ideas, and strategies. I stand up for and explain the things I believe in.



I look after my mind and body. I do my best to stay healthy.

I think about my own learning. I know when I've done well, and when I could improve.



## WHAT IS THE PERSONAL PROJECT?

The **Personal Project** is, as indicated by the name, a project that students complete over a period of time, structured around a topic that is of personal interest to them. Over the course of the development of the project, students practise transferable skills and consolidate their learning across different subjects while exploring ideas that matter to them personally.

The outcome of the **Personal Project** should be a tangible product or demonstrate intangible results, and be accompanied by a report that details the outcome of the project and its impact. It must also be accompanied by a complete set of references and evidence of the project's progress.

Students work on this project over the course of their S5 year, starting at the end of S4 with a submission date towards the end of S5. Each student works closely with a supervising teacher over the course of the entire project, while the **Personal Project** coordinator ensures overall quality of the student's work. The final product is evaluated and moderated internally by a team, and then submitted to the International Baccalaureate for external moderation. This is the final step towards confirming the student's completion of the project. The final mark awarded for the Project is published at a date set by the IB.

**The Personal Project is mandatory for all students and a condition for graduation from the Middle Years Programme.**

## DEFINING THE PROJECT

The personal project is truly personal because each student sets their own goal based on something that they find interesting. Students may draw inspiration from their prior experience in the MYP, such as:

- a **global context** that they find particularly compelling
- a **service as action** experience that they would like to build on
- a **unit of inquiry** that they would like to explore further

Similarly, students may draw inspiration from their interests and hobbies outside school. They may also consider developing new ones.

The project consists of two interrelated parts:

- a learning goal (what the student wants to learn)
- a product (what the student wants to create)

Note: The project can change, if necessary, during the process.

The project's starting point may be either the learning goal or the product. One learning goal can lead to different products, just as one product can relate to a variety of learning goals.

Below are ideas to help students define their projects.

- What have you always wanted to do?
- What do you do in your free time?
- What would you like to do in your free time?
- What IB learner profile attribute best describes you?
- What IB learner profile attribute would you like to develop?
- Which global context interests you the most?
- Which interdisciplinary or design project interested you the most?
- Which experience of service as action did you find the most satisfying?
- What problem within your community most affects you?
- Which is your favourite academic discipline?
- Which research project would you like to develop?

## **THE ROLE OF THE STUDENT**

The aims of the MYP Project are to encourage and enable students to:

- explore an interest that is personally meaningful (intellectual curiosity; family connection; social, cultural or geographical relevance; individual passion; etc)
- take ownership of their learning by undertaking a self-directed inquiry
- transfer and apply skills in pursuit of a learning goal and the creation of a product
- recognize and evidence personal growth and development

## **THE ROLE OF THE SUPERVISOR**

The purpose of the supervisor is to support the student during the personal project. Each student has their own supervisor.

The supervisor provides guidance to students in the process and completion of the project. This includes:

- ensuring the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- giving guidelines about the MYP project
- providing a timetable with deadlines
- providing the assessment criteria for the project
- giving advice on how to keep and curate evidence of the process
- emphasizing the importance of personal analysis and reflection
- providing formative feedback
- ensuring requirements for academic integrity are met
- confirming the authenticity of the work submitted
- assessing the MYP project using the criteria in this guide
- participating in the standardization of the assessment process
- providing personal project teacher assessed totals for the MYP coordinator to relay to the International Baccalaureate Information System (IBIS)
- contacting the PP co-ordinator and the MYP co-ordinator when a student is not fulfilling their responsibilities



Students should receive information and guidance that includes:

- guidelines about the MYP project
- a timetable with deadlines
- the assessment criteria for the project
- advice on how to keep and use a process journal
- the importance of personal analysis and reflection
- formative feedback
- requirements for academic integrity

Supervisors support students throughout the personal project. The frequency of meetings between students and their supervisor may change according to the type of project, the topic, characteristics of the students involved or the stages of the project

# OBJECTIVES

Three objectives underpin a valid and reliable evaluation of the project. Each objective corresponds to a section of the report, which is written at the end of the project. The objectives also align with the assessment criteria your project score is based on.

## **Criterion A: Planning**

*Maximum mark: 8*

- i. state a learning goal for the project and explain how a personal interest led to that goal.
- ii. state an intended product and develop appropriate success criteria for the product.
- iii. present a clear, detailed plan for achieving the product and its associated success criteria.

## **Criterion B: Applying skills**

*Maximum mark: 8*

- i. explain how the ATL skill(s) was/were applied to help achieve your learning goal.
- ii. explain how the ATL skill(s) was/were applied to help achieve your product.

## **Criterion C: Reflecting**

*Maximum mark: 8*

- i. explain the impact of the project on yourself or your learning.
- ii. evaluate the product based on the success criteria.

## MYP PERSONAL PROJECT COMPONENTS

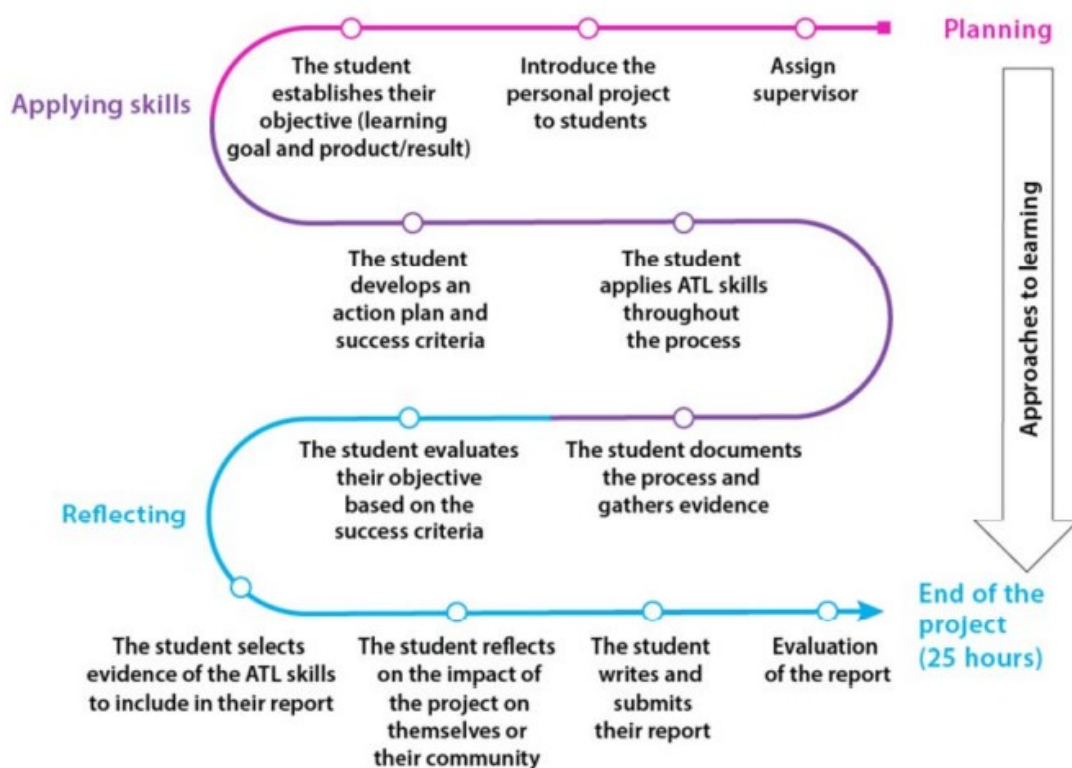
This overview describes the components of a complete personal project that is ready to be submitted to the student’s supervisor for assessment or to the IB for moderation.

<b>TO INCLUDE</b>	<b>PROMPTS</b>
<b>MYP personal project coversheet</b>	Complete the cover sheet at the very end of the project.
<b>MYP projects academic integrity form</b>	You will need this form from the beginning of your project since you must complete three sections during meetings with your supervisor.
<b>Evidence of your product</b>	You need to include evidence of the product. You can include (a copy of) the product itself, or extracts of the product, or up to five still images or 30 seconds of video of the product.
<b>Project report</b>	Your report can be written, or oral. The report is distinct from your process journal and product. In the report, you discuss the process you carried out and what you learned from completing the personal project. Your report should be structured in identifiable sections, following the MYP projects objectives.
<b>Bibliography/sources</b>	You must include a bibliography and citations, following the recognized convention, used by the Falcon School.

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# TIME FRAME

To complete the personal project, students must follow the following steps:



Suggested Timeline*	Actions
May – August of MYP4	Choose a topic Identify your supervisor Brainstorm ideas for the personal project Decide on the format/s you will use for your process journal and make necessary arrangements (purchasing a scrapbook or setting up a blog to use for your journal entries) In your journal: Write a clear learning goal for your Personal Project Reflect on what draws you to this topic and why you are interested in it. Write down which Global Context you are considering and why? Write down questions you might have for when you meet your supervisor in September. Start initial research.
September – October of MYP5	Begin planning the budget and expenses for your Project. Have first meeting of the year with supervisor & record the meeting on the academic integrity form. Finalize your project learning goal with your supervisor by choosing a global context and creating a SMART goal. Continue your research.

	<p>Discuss your progress and challenges with your supervisor.</p> <p>Continue writing in your process journal.</p>
November of MYP5	<p>In your process journal:</p> <p>Create a set of questions you need to find answers to when researching your topic and Global Context.</p> <p>Brainstorm at least five ideas for people / places/ information sources that you could use for researching your topic and Global Context.</p> <p>Using your research questions, begin researching your topic and Global Context.</p> <p>Take notes in your process journal.</p> <p>Discuss your progress and challenges with your supervisor.</p> <p>Develop your project's success criteria.</p> <p>Develop and begin implementing an action plan for creating/doing your project.</p>
December of MYP5	<p>In your process journal:</p> <p>Reflect on what specific information from your research has taught you about your topic and chosen Global Context.</p> <p>Reflect on how specific information from your research will help you to achieve your goal.</p> <p>In your process journal, reflect on the decisions you will need to make to achieve your goal.</p> <p>Explain how specific information from your research will help you to make these decisions.</p> <p>Write down a detailed step-by-step process or plan for achieving your learning goal.</p> <p>Begin working on your product.</p> <p>Discuss your progress with your supervisor to make sure that the project is meeting your criteria for success.</p> <p>Discuss challenges with your supervisor and work on developing solutions to any obstacles or difficulties.</p> <p>Begin creating the draft of your report by doing the Planning section.</p>
January of MYP5	<p><b><i>Have a mid-point meeting with your supervisor &amp; record the meeting on the academic integrity form.</i></b></p> <p>Continue implementing your action plan.</p> <p>Make sure that you are meeting your criteria for success.</p> <p>Discuss challenges with your supervisor and work on developing solutions to any obstacles or difficulties.</p> <p>Continue writing in your process journal.</p> <p>Continue developing the draft of your report.</p> <p>Do the Applying skills section.</p> <p>Send the draft of the first two sections of your report to your supervisor for formative comment/feedback.</p>
February of MYP5	<p>Finalize your project.</p> <p>Add to your process journal as necessary.</p> <p>Continue developing the draft of your report.</p> <p>Draft the Reflecting section.</p>
March – April of MYP5	<p>Finish developing the draft of your report.</p> <p>Send your draft to your supervisor for formative</p>

	<p>comment/feedback. Develop a way to display and/or present your project at the exhibition. Attend the Personal Project Exhibition. Receive feedback from attendees at the Exhibition. Have a final meeting with your supervisor &amp; record the meeting on the academic integrity form. Complete the MYP personal project coversheet Finalize and submit your report.</p>
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\* This timeline is a suggestion *only*.

# GETTING STARTED

## 1. Choose your topic.

Consider the following questions while thinking about what topic to choose:

- What is something that you have always wanted to learn but have never had the opportunity?
- What problems in our community would you want to solve?
- How do you like to express yourself?
- How and what can you innovate to improve our quality of life or community?

## 2. Identify your supervisor with a general topic in mind.

The PP Supervisor will allocate a teacher who you will meet with at least once per month (during the school year). They will guide you through your project from start to finish.

## 3. Your personal project plan is the start of your process journal.

Date every entry.

Aim for a minimum of one entry per week.

Entries can include:

- Brainstorming and Thinking Maps.
- Notes, bullet lists, charts, short paragraphs, timelines.
- Annotated research
- Bibliography of resources.
- Notes on what has been learned.
- Annotated illustrations, pictures, photographs, sketches, diagrams.
- Artifacts from inspirational visits to museums, performances, etc...
- Self and peer assessment.
- Explanations of how the research was used in the project to reach your goal.
- Challenges/difficulties faced.
- Questions to ask your supervisor and answers received.

A scrap book may be an effective process journal when:

- evidence is arranged in a logical sequence (this could include collage and mind map work)
- items are annotated
- items are dated to show chronology (order of events)
- objects that reveal the nature of the project are included such as samples of textiles, colour swatches
- a variety of materials are used
- it allows the student to effectively communicate the process

Don't forget to reflect on your use and development of the Approaches to Learning throughout your process journal!

#### **4. Evidence of the Process.**

Students are expected to document the process they followed to complete their project. In this way, they can demonstrate how they developed ATL skills and their academic integrity.

Possible evidence may include:

- visual thinking diagrams (mind maps)
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations, annotated research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- screenshots of a blog or website
- self- and peer-assessment feedback

<b>Evidence of the Process is:</b>	<b>Evidence of the Process is not:</b>
<ul style="list-style-type: none"><li>• gathered throughout the project to document its development</li><li>• an evolving record of intents, processes, accomplishments</li></ul>	<ul style="list-style-type: none"><li>• collected on a daily basis (unless this is useful for the student)</li><li>• written up after the process has been completed</li></ul>



<ul style="list-style-type: none"> <li>• a place for evaluating work completed.</li> <li>• reflection on learning</li> <li>• devised by the student in a format that suits his or her needs</li> <li>• a record of reflections and formative feedback received</li> <li>• a means of exploring ideas and solutions</li> <li>• a collection of useful information, for example, quotations, pictures, ideas, photographs</li> <li>• a record of selected, annotated and/or edited research and to maintain a bibliography</li> <li>• a record of interactions with sources, for example, teachers, supervisors, external contributors</li> <li>• a collection of initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised</li> </ul>	<ul style="list-style-type: none"> <li>• additional work on top of the project; it is part of and supports the project</li> <li>• a diary with detailed writing about what was done (unless this is useful for the student)</li> <li>• a single, static document with only one format (unless this is useful for the student)</li> </ul>
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## 5. Success criteria

The success criteria, developed by the student, measure the degree of excellence to which the product aspires or the terms under which the product can be judged to have been successful.

The success criteria must be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

The success criteria must evaluate the product.

The success criteria must evaluate the impact on the student or the community.

## 6. Action Plan

Working with the timeline, students plan the time they need to spend on their personal projects by drawing up a timetable that gives them an overall view of everything they have to achieve.

They can then add daily or weekly details showing everything they have to do.

The action plan must show how students will create the product and fulfil the success criteria.

The project is split into three main steps that correspond to the objectives.

- **Planning**
- **Applying Skills**
  - a. Achieving the learning goal
  - b. Completing the product
- **Reflecting**

## **7. Applying the ATL skills**

To complete the project, students must work through different steps to explore the learning goal and achieve the product.

Below are some ideas of how to do this.

- Planning resources (financial, human and material) and constraints
- Producing drafts, sketches, prototypes, plans, etc
- Choosing information, techniques and materials based on the research
- Testing techniques and materials
- Compiling a list of purchases
- Predicting other possibilities
- Planning the documents to produce (survey, letter, poster, visual aids, etc)
- Preparing meetings (interviews, surveys, presentations, resource people, etc)
- Practicing a presentation
- Creating
- Regularly assessing their work to see if the product helps achieve the learning goal; this could be a self-assessment or an assessment by another person
- Making necessary improvements

- Presenting the product

Which ATL skills will be useful for your project?

- Review the ATL guide.
- Define the specific skills for each category (communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer) that you will need.
- Identify how you will gather your evidence.

## 8. Reflecting

**Impact** can be defined as “both negative and positive, planned and unplanned consequences of a completed project, including those that only emerge sometime after the project ends”.

Below are ideas to help students assess the **impact** of their projects.

<b>How Have I Changed?</b>	What have I learned about the subject?
	What have I learned about myself?
	What skills have I acquired?
	What skills have I improved?
	What am I most proud of?
	How has my point of view changed?
	How has my project prepared me for the future?

## 9. Evaluating the product

Below are ideas to help students evaluate their products based on their chosen success criteria.

- To what extent did I complete my product based on the success criteria?
- How can I demonstrate that I completed my product based on my success criteria?
- What are my project's strengths?
- What could I have done differently to make my product better reflect my success criteria?

# WRITING THE PROJECT REPORT

There are two possible formats for the MYP personal project report: written and/or oral.

Students can combine these formats in a multimedia report. Students may submit their report in written or recorded format, or a combination of the two.

To ensure that the written part of the report is clearly legible, each page must have a minimum:

- 12-point font size
- 2 cm margins

Evidence presented in images must be clearly visible at the size submitted.

Where a spoken report is submitted, the only evidence that will be considered for assessment is the audio itself, plus any supporting pages of documents.

Visual aids (such as PowerPoint slides) may be used to support a spoken presentation, but these will not be considered as a constituent part of the submission for assessment purposes.

The bibliography is not included in the page limit.

# ASSESSMENT

The IB Personal Project Assessment Criteria will help you plan and carry out your project.

You should use the criteria to understand the performance expectations for your work and to self-assess your project before you submit it.

You can earn up to 24 points, 8 points within each of 3 criteria on the IB MYP Personal Project.

Once your supervisor has assessed your project using the Personal Project criteria, your score will be determined based on the following table (updated each year by the IB):

Personal Project Criteria Score	IB Grade
21 - 24	7
18 - 20	6
15 - 17	5
12 – 14	4
9 – 11	3
5 – 8	2
1 – 4	1

*To be awarded a certificate of completion in the MYP Programme, you must receive a score of 4 or better on your Personal Project.*

# ASSESSMENT CRITERIA

	1-2	3-4	5-6	7-8
<b>Objective A: Planning</b>	<b>States a learning goal.</b>	States a learning goal and <b>outlines</b> the connection between personal interest(s) and that goal.	States a learning goal and <b>describes</b> the connection between personal interest(s) and that goal.	States a learning goal and <b>explains</b> the connection between personal interest(s) and that goal.
	<b>States</b> their intended product.	States their intended product and presents <b>basic</b> success criteria for the product.	States their intended product and presents <b>multiple appropriate</b> success criteria for the product.	States their intended product and presents multiple appropriate, <b>detailed</b> success criteria for the product.
	<b>Presents</b> a plan that is superficial or that is not focused on a product.	Presents a plan for achieving the product and <b>some</b> of its associated success criteria.	Presents a <b>detailed</b> plan for achieving the product and <b>most</b> of its associated success criteria.	Presents a detailed plan for achieving the product and <b>all</b> of its associated success criteria.
<b>Objective B: Applying Skills</b>	<b>States</b> which ATL skills were applied to help achieve their learning goal.	<b>Outlines</b> which ATL skills were applied to help achieve their learning goal, with superficial examples or evidence	<b>Describes</b> how the ATL skills were applied to help achieve their learning goal, with reference to examples or evidence	<b>Explains</b> how the ATL skills were applied to help achieve their learning goal, supported with detailed examples or evidence.
	<b>States</b> which ATL skills were applied to help achieve their product.	<b>Outlines</b> which ATL skills were applied to help achieve their product, with superficial examples or evidence.	<b>Describes</b> how the ATL skills were applied to help achieve their product, with reference to examples or evidence.	<b>Explains</b> how the ATL skills were applied to help achieve their product, supported with detailed examples or evidence.
<b>Objective C: Reflecting</b>	<b>States</b> the impact of the project on themselves or their learning.	<b>Outlines</b> the impact of the project on themselves or their learning	<b>Describes</b> the impact of the project on themselves or their learning.	<b>Explains</b> the impact of the project on themselves or their learning
	<b>States</b> whether the product was achieved.	States whether the product was achieved, <b>partially supported</b> with evidence or examples.	<b>Evaluates</b> the product based on the success criteria, partially supported with evidence or examples.	<b>Evaluates</b> the product based on the success criteria, fully supported with specific evidence or detailed examples.

Source: RFS (2021)

## EVALUATING SOURCES

You may use this format to evaluate all the sources you use as you work on your personal project:

<b>Credibility (Origin)</b>	Who is the source's author? What are the author's credentials? Who is the publisher?
<b>Currency</b>	What is the date of publication? For websites, when was the site last updated?
<b>Point of View or Bias (Purpose or Limitations)</b>	What is the intended purpose? Is it easy to make out the author's opinions?
<b>Coverage</b>	Is the work a primary or secondary source?
<b>Relevance and Value</b>	What have you learned from this source? How will it help you achieve your product/outcome?

# MYP PERSONAL PROJECT COVERSHEET

Student name	
Student number	
School name	<b>The FALCON School</b>
School number	<b>063475</b>
Supervisor name	

Project title	
Learning goal	
Length (word count and/or presentation time)	

Included when submitting the project (please tick)	
Completed Academic Integrity form	
Process Journal extracts	
Supporting Visual Aids used during the presentation (if applicable)	
Bibliography/references/sources	



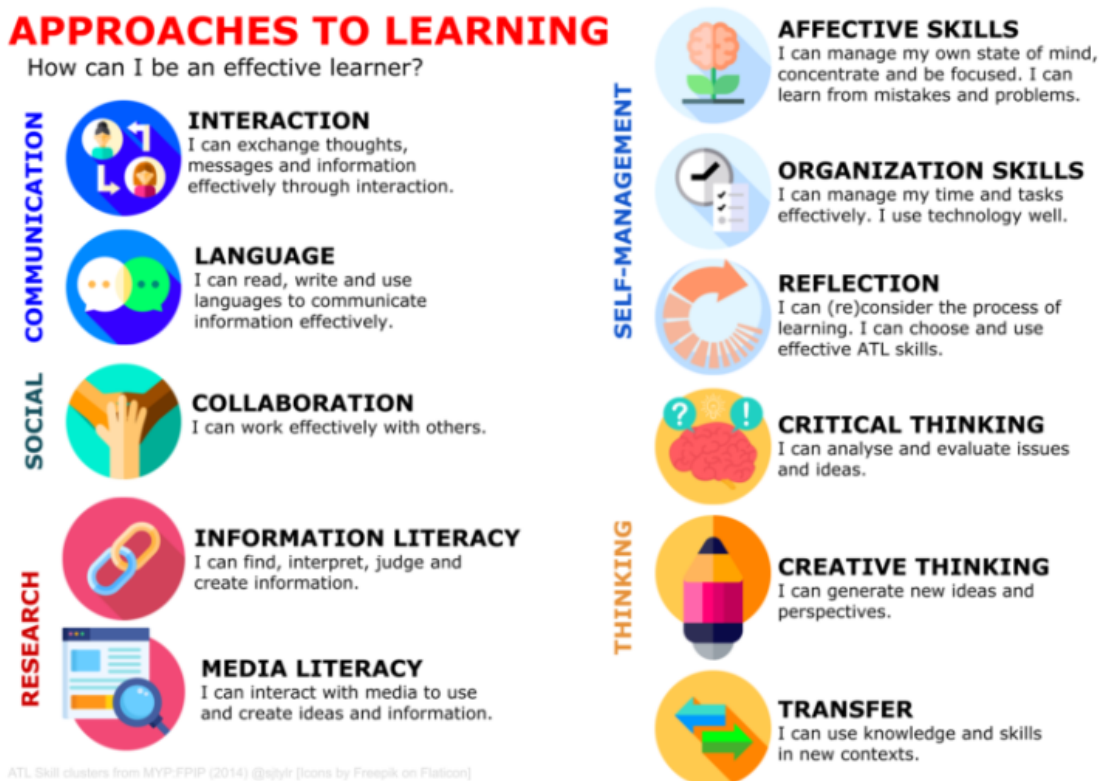
# ACADEMIC INTEGRITY FORM

Student name		
Student number		
School name	<b>The FALCON School</b>	
School number	<b>063475</b>	
Supervisor name		
<p><b>Student:</b> This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas; then once you have completed a significant amount of your project; and finally once your completed report/presentation has been submitted.</p> <p><b>Supervisor:</b> You are asked to have at least three supervision sessions with students: one at the start of the process; an interim meeting; and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.</p>		
<b>Date</b>	<b>Main points discussed</b>	<b>Signature/initials</b>
<b>Meeting 1</b>		Student  Supervisor
<b>Meeting 2</b>		Student  Supervisor
<b>Meeting 3</b>		Student  Supervisor
<b>Supervisor's comments</b>		
<p><b>Student declaration</b> I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials). I have acknowledged any use of AI in the production of my work.</p> <p><b>Supervisor declaration</b> I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.</p>		
Student's signature		Date
Supervisor's signature		Date
MYP Co-ordinator's signature		Date

# APPROACHES TO LEARNING (ATL)

ATL is the umbrella term used for a range of skills which students develop over the course of the Middle Years Programme. Approaches to learning are specific skills taught explicitly to students as part of each unit in each subject. They are aimed at helping students “**learn how to learn**”, and nurture personal and academic skills which can be used later in life. Students develop these skills through learning experiences in the classroom, and apply them in their work, which allows them and their teachers to evaluate their progress. These skills lie at the heart of the Middle Years programme, and they are taught and developed throughout every subject and activity in the school.

The graphic below lays out the main skills clusters and categories, developed in the Middle Years Programme.



Source: <https://i-biology.net/atll/>

The following charts indicate the ways in which students can demonstrate ATL skills in the Personal Project:

<b>Communication</b>	<b><i>How can students communicate through interaction?</i></b>	<p><b>Exchanging thoughts, messages and information effectively through interaction</b></p> <ul style="list-style-type: none"> <li>• Give and receive meaningful feedback</li> <li>• Use intercultural understanding to interpret communication</li> <li>• Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>• Use appropriate forms of writing for different purposes and audiences</li> <li>• Use a variety of media to communicate with a range of audiences</li> <li>• Interpret and use effectively modes of non-verbal communication</li> <li>• Participate in, and contribute to, digital social media networks</li> <li>• Collaborate with peers and share ideas with multiple audiences using a variety of digital environments and media.</li> </ul>
	<b><i>How can students demonstrate communication through language?</i></b>	<p><b>Reading, writing and using language to gather and communicate information</b></p> <ul style="list-style-type: none"> <li>• Read critically and for comprehension</li> <li>• Read a variety of sources for information and for pleasure</li> <li>• Make inferences and draw conclusions</li> <li>• Use and interpret a range of discipline-specific terms and symbols</li> <li>• Write for different purposes</li> <li>• Understand and use mathematical notation</li> <li>• Paraphrase accurately and concisely</li> <li>• Preview and skim texts to build understanding</li> <li>• Take effective notes in class/Make effective summary notes for studying</li> <li>• Use a variety of organizers for academic writing tasks</li> <li>• Organize and depict information logically/Structure information in essays and reports</li> </ul>
<b>Collaboration</b>	<b><i>How can students collaborate?</i></b>	<p><b>Working effectively with others</b></p> <ul style="list-style-type: none"> <li>• Use social media networks appropriately to build and develop relationships</li> <li>• Practice empathy</li> <li>• Delegate and share responsibility for decision-making</li> <li>• Help others to succeed</li> <li>• Take responsibility for one's own actions / Advocate for one's own rights and needs</li> <li>• Manage and resolve conflict and work collaboratively in teams</li> <li>• Build consensus</li> <li>• Make fair and equitable decisions</li> <li>• Listen actively to other perspectives and ideas / Give and receive meaningful feedback</li> <li>• Negotiate effectively</li> <li>• Encourage others to contribute / Exercise leadership and take on a variety of roles within groups</li> </ul>

<b>Self-Management</b>	<p><b>Organization</b> <i>How can students demonstrate organization skills</i></p>	<p><b>Managing time and tasks effectively</b></p> <ul style="list-style-type: none"> <li>• Plan short- and long-term assignments; meet deadlines / Keep and use a weekly planner</li> <li>• Create plans to prepare for summative assessments (examinations and performances)</li> <li>• Set goals that are challenging and realistic</li> <li>• Plan strategies and take action to achieve personal and academic goals</li> <li>• Bring necessary equipment and supplies to class</li> <li>• Keep an organized and logical system of information files/notebooks</li> <li>• Use appropriate strategies for organizing complex information</li> <li>• Select and use technology effectively and productively</li> </ul>
	<p><b>Affective</b> <i>How can students manage their own state of mind?</i></p>	<p><b>Managing state of mind</b></p> <ul style="list-style-type: none"> <li>• <b>Mindfulness:</b> Practice focus and concentration, strategies to develop mental focus and to overcome distractions, being aware of body–mind connections</li> <li>• <b>Perseverance</b> Demonstrate persistence and perseverance and delaying gratification</li> <li>• <b>Emotional management</b> Practice strategies to overcome impulsiveness and anger, prevent and eliminate bullying, and reduce stress and anxiety</li> <li>• <b>Self-motivation</b> Practice analyzing and attributing causes for failure, managing self-talk, and positive thinking</li> <li>• <b>Resilience</b> Practice: “bouncing back” after adversity, mistakes and failures; “failing well”; dealing with disappointment and unmet expectations; dealing with change</li> </ul>
	<p><b>Reflection</b> <i>How can students be reflective?</i></p>	<p><b>(Re)considering the process of learning; choosing and using ATL skills</b></p> <ul style="list-style-type: none"> <li>• Develop new skills, techniques and strategies for effective learning</li> <li>• Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>• Demonstrate flexibility in the selection and use of learning strategies</li> <li>• Try new ATL skills and evaluate their effectiveness</li> <li>• Consider content: What did I learn about today? What don't I yet understand? What questions do I have now?</li> <li>• Consider ATL skills development: What can I already do? How can I share my skills to help peers who need more practice? What will I work on next?</li> <li>• Consider personal learning strategies: What can I do to become a more efficient and effective learner? How can I become more flexible in my choice of learning strategies? What factors are important for helping me learn well?</li> <li>• Focus on the process of creating by imitating the work of others</li> <li>• Consider ethical, cultural and environmental implications</li> <li>• Keep a journal to record reflections</li> </ul>

<b>Research</b>	<p><b><i>Information Literacy</i></b>  <b><i>How can students demonstrate information literacy?</i></b></p>	<p><b>Finding, interpreting, judging and creating information</b></p> <ul style="list-style-type: none"> <li>• Collect, record and verify data</li> <li>• Access information to be informed and inform others</li> <li>• Make connections between various sources of information</li> <li>• Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information</li> <li>• Use memory techniques to develop long-term memory</li> <li>• Present information in a variety of formats and platforms</li> <li>• Collect and analyze data to identify solutions and make informed decisions</li> <li>• Process data and report results</li> <li>• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</li> <li>• Understand and use technology systems</li> <li>• Use critical literacy skills to analyze and interpret media communications</li> <li>• Understand and implement intellectual property rights</li> <li>• Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</li> <li>• Identify primary and secondary sources</li> </ul>
	<p><b><i>Media Literacy Skills</i></b>  <b><i>How can students demonstrate media literacy?</i></b></p>	<p><b>Interacting with media to use and create ideas and information</b></p> <ul style="list-style-type: none"> <li>• Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)</li> <li>• Demonstrate awareness of media interpretations of events and ideas (including digital social media)</li> <li>• Make informed choices about personal viewing experiences</li> <li>• Understand the impact of media representations and modes of presentation</li> <li>• Seek a range of perspectives from multiple and varied sources</li> <li>• Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> <li>• Compare, contrast and draw connections among (multi)media resources</li> </ul>

<b>Thinking</b>	<b>Critical Thinking</b> <b>How can students think critically?</b>	<b>Analyzing and evaluating issues and ideas</b> <ul style="list-style-type: none"> <li>• Practice observing carefully in order to recognize problems</li> <li>• Gather and organize relevant information to formulate an argument</li> <li>• Recognize unstated assumptions and bias</li> <li>• Interpret data</li> <li>• Evaluate evidence, arguments and propositions</li> <li>• Draw reasonable conclusions and generalizations; Test generalizations and conclusions</li> <li>• Revise understanding based on new information and evidence</li> <li>• Evaluate and manage risk</li> <li>• Formulate factual, topical, conceptual and debatable questions</li> <li>• Consider ideas from multiple perspectives</li> <li>• Develop contrary or opposing arguments</li> <li>• Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> <li>• Propose and evaluate a variety of solutions</li> <li>• Identify obstacles and challenges</li> <li>• Use models and simulations to explore complex systems and issues</li> <li>• Identify trends and forecast possibilities</li> <li>• Troubleshoot systems and applications</li> </ul>
	<b>Creative Thinking</b> <b>How can students be creative?</b>	<b>Generating novel ideas and considering new perspectives</b> <ul style="list-style-type: none"> <li>• Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>• Consider multiple alternatives, including those that might be unlikely or impossible</li> <li>• Create novel solutions to authentic problems</li> <li>• Make unexpected or unusual connections between objects and/or ideas</li> <li>• Design new machines or improvements to existing machines, media and technologies</li> <li>• Apply existing knowledge to generate new ideas, products or processes</li> <li>• Make guesses, ask "what if" questions and generate testable hypotheses</li> <li>• Create original works and ideas; use existing works and ideas in new ways</li> <li>• Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments</li> <li>• Practice visible thinking strategies and techniques</li> <li>• Generate metaphors and analogies</li> </ul>
	<b>Transfer</b> <b>How can students transfer skills and knowledge across disciplines and subject groups?</b>	<b>Using skills and knowledge in multiple contexts</b> <ul style="list-style-type: none"> <li>• Use effective learning strategies in subject groups and disciplines</li> <li>• Apply skills and knowledge in unfamiliar situations</li> <li>• Inquire in different contexts to gain a different perspective</li> <li>• Compare conceptual understanding (make connections) across multiple subject groups and disciplines</li> <li>• Combine knowledge, understanding and skills to create products or solutions</li> <li>• Transfer current knowledge to learning of new technologies</li> <li>• Change the context of an inquiry to gain different perspectives</li> </ul>

*Source: RFS (2021)*

## References

RFS (2021). Students Guide 2021-2022. Available at:

<https://www.rfs.edu.ps/uploads/files/personal%20project%20RFS%20Students%20Guide%202021-2022.pdf>