

# MYP2 Project Scaffold

## Investigating

Objective	ATL Focus	Conceptual Understandings and Guiding Questions	Teaching Tools and Strategies
<p>Define a goal to address a need within a community, based on personal interests.</p>	<p><b>Organisation:</b></p> <p>Set goals that are challenging and realistic</p>	<p>Setting goals that are both realistic and challenging can boost motivation, perseverance, and the chances of success.</p> <ol style="list-style-type: none"> <li>1. What are the characteristics of a realistic goal? (F)</li> <li>2. How can you measure whether your goal is challenging? (F)</li> <li>3. How does the balance between challenge and realism affect an individual's motivation? (C)</li> <li>4. Why might setting goals that are too easy or too difficult be counterproductive? (C)</li> <li>5. Is it better to set goals that are slightly out of reach, even if there's a risk of failure? (D)</li> </ol>	<p><a href="#">Mind Map</a>            SWOT Chart (p 16 of <i>Community Project for MYP 3 &amp; 4: Skills for Success</i>)  <a href="#">SOAR Chart</a> (p 16)            Extension Scaffold (p 18)</p>
<p>Identify prior learning and subject-specific knowledge relevant to the project.</p>	<p><b>Transfer:</b></p> <p>Apply skills and knowledge in unfamiliar situations</p>	<p>Applying skills and knowledge in unfamiliar situations allows individuals to solve problems creatively and build confidence by using what they know in new and challenging contexts.</p>	<p>KWL            Prior Learning Reflection (p 24)            Subject-Specific Knowledge Reflection (p 25)</p>

		<ol style="list-style-type: none"> <li>1. What are some examples of skills that can be used in different situations? (F)</li> <li>2. What skills and knowledge will help me in {this specific situation]? (F)</li> <li>3. In what ways does using what you know in unfamiliar situations build confidence and resilience? (C)</li> </ol>	
Demonstrate research skills.	<p><b>Media literacy:</b></p> <p>Seek a range of perspectives from multiple and varied sources</p>	<p>Effective research involves seeking a range of perspectives from multiple and varied sources to identify biases and develop an objective view of a topic or issue.</p> <ol style="list-style-type: none"> <li>1. What are some examples of different types of sources for research? (F)</li> <li>2. How can you find a variety of perspectives on a single topic? (F)</li> <li>3. What criteria can be used to evaluate the credibility of different sources? (F)</li> <li>4. Why is it important to seek out different perspectives when conducting research? (C)</li> <li>5. In what ways can using a range of perspectives help identify biases and assumptions? (C)</li> <li>6. Should certain perspectives be prioritised over others when conducting research on controversial topics? (D)</li> </ol>	<p>Knowledge and Skills Research Questions (p 26)</p> <p><a href="#">Circle of Viewpoints</a></p> <p><a href="#">Step Inside</a></p> <p><a href="#">True for Who?</a></p> <p><a href="#">Facts or Fiction</a></p> <p><a href="#">Ways Things Can Be Complex</a></p>

# Planning

<i>Objective</i>	<i>ATL Focus</i>	<i>Conceptual Understandings and Guiding Questions</i>	<i>Teaching Tools and Strategies</i>
<p>Develop a proposal for action to serve the need in the community.</p>	<p><b>Organisation:</b> Plan strategies and take action to achieve goals</p>	<p>Planning strategies and taking action helps individuals stay organised and focused, making it easier to reach one’s goals by breaking tasks into manageable steps.</p> <ol style="list-style-type: none"> <li>1. What does it mean to make a plan for reaching a goal? (F)</li> <li>2. What are some common steps in planning to achieve a goal? (F)</li> <li>3. Why is it important to break down big goals into smaller, manageable steps? (F)</li> <li>4. In what ways can taking action on a plan increase motivation? (C)</li> <li>5. Should planning always be done before taking action, or can it happen along the way? (D)</li> </ol>	<p>Lotus Diagram (p 34) Y Chart (p 36) Pathways to Success ( p39) Target Circles (p 40) Single-Point Rubric (p 42) Expanding Circles (p 51) Action brief (p 51) Letter (p 52) SWOT analysis</p>
<p>Plan and record the development process of the project.</p>	<p><b>Organisation:</b> Keep an organized and logical system of information files/notebooks</p>	<p>Keeping an organised and logical system of information files or notebooks helps manage the development process of a project by supporting clear and effective planning and progress tracking.</p> <ol style="list-style-type: none"> <li>1. What are some methods for organising information files or notebooks? (F)</li> <li>2. How can digital tools be</li> </ol>	<p><a href="#">Iceberg structure</a> (also p 44) <a href="#">Ishikawa diagram</a> (also p 45) <a href="#">Gantt chart</a> (also p 46) <a href="#">Kanban board</a> (also p 48) <a href="#">Scrum board</a> (also p 48) <a href="#">Use Drive to Organize Files</a></p>

		<p>used to keep track of project information?(F)</p> <ol style="list-style-type: none"> <li>3. What should be included in a project development plan? (F)</li> <li>4. How does an organised system of files and notes contribute to effective project management? (C)</li> <li>5. In what ways can organisation affect the progress and success of a project? (C)</li> </ol>	
Demonstrate self-management skills.	<p><b>Organisation:</b></p> <p>Plan short- and long-term assignments</p>	<p>Breaking tasks into short- and long-term steps and setting clear deadlines supports individuals with self-management.</p> <ol style="list-style-type: none"> <li>1. What tools and strategies can you use to plan and track short- and long-term assignments? (F)</li> <li>2. Why is it important to set deadlines for different stages of an assignment? (C)</li> <li>3. In what ways can breaking down assignments into smaller tasks help reduce stress and increase motivation? (C)</li> </ol>	<p>Managing Mental Focus (p 53)</p> <p><a href="#">MoSCoW Method</a> (also p 54)</p> <p>Compass Points (p 55)</p> <p><a href="#">Track due dates and tasks in Gmail</a></p>

# Taking action

<i>Objective</i>	<i>ATL Focus</i>	<i>Conceptual Understandings and Guiding Questions</i>	<i>Teaching Tools and Strategies</i>
<p>Demonstrate service as action as a result of the project.</p>	<p><b>Collaboration skills:</b> Practice empathy</p>	<p>Practising empathy helps individuals understand others' needs and take meaningful actions that can make a positive difference in the community.</p> <ol style="list-style-type: none"> <li>1. What is empathy? (F)</li> <li>2. What are some ways to show empathy in everyday situations? (F)</li> <li>3. How does empathy help us better understand the needs of others? (F)</li> <li>4. Why is empathy important for taking meaningful action in the community? (C)</li> <li>5. In what ways can empathy lead to positive change in a community? (C)</li> <li>6. Can empathy alone be enough to drive meaningful community action? (D)</li> </ol>	<p><a href="#">Empathy map</a> Reflecting on Affective Skills (p 60)</p>
<p>Demonstrate thinking skills.</p>	<p><b>Critical thinking:</b> Consider ideas from multiple perspectives</p>	<p>Considering ideas from multiple perspectives broadens an individual's understanding and can lead to more balanced and informed decisions.</p> <ol style="list-style-type: none"> <li>1. What are some examples of different perspectives on a single issue? (F)</li> <li>2. How has considering the different perspectives of your group members improved</li> </ol>	<p><a href="#">Claim-Support-Question</a> (also p 62) Problem-Solving (p 63) New Ideas and Perspectives (p 63) Feedback (p 64) Flexible Thinking Skills (p 64) Using Your Prior Knowledge (p 65) Global Context Insight (p 65) <a href="#">Connect-Extend-Challenge</a></p>

		<p>your critical thinking and decision-making? (F)</p> <p>3. Why is it important to understand different viewpoints when solving a problem? (C)</p>	
Demonstrate communication and social skills.	<p><b>Communication skills:</b></p> <p>Negotiate ideas and knowledge with peers and teachers</p> <p><b>Collaboration skills:</b></p> <p>Delegate and share responsibility for decision-making</p>	<p>Negotiating ideas and knowledge with peers and teachers fosters open dialogue and builds collaborative skills by encouraging active listening and respectful debate.</p> <ol style="list-style-type: none"> <li>1. What are some techniques for effective negotiation with peers and teachers? (F)</li> <li>2. What role does active listening play in negotiating ideas? (F)</li> <li>3. In what ways can negotiating ideas and knowledge strengthen relationships and collaboration? (C)</li> <li>4. Can negotiating too much slow down decision-making in a group setting? (D)</li> </ol> <p>Delegating and sharing responsibility for decision-making helps build trust, improve teamwork, and enhance problem-solving.</p> <ol style="list-style-type: none"> <li>1. What roles can different team members play when decisions need to be made? (F)</li> <li>2. What decisions did you make as a team that impacted the success of</li> </ol>	<p>Resolving Conflict (p 67)</p> <p>Giving and Receiving Feedback (p 68)</p> <p><a href="#">Step Inside</a> (also p 69)</p> <p><a href="#">What Makes You Say That?</a></p>

		<p>your project? (F)</p> <p>3. Why is it important for all group members to participate in the decision-making process? (C)</p> <p>4. In what ways can sharing responsibility for decisions lead to better outcomes? (C)</p> <p>5. Should everyone in a group have an equal say in decisions, or should certain members have more influence based on their expertise or role? (D)</p>	
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# Reflecting

Objective	ATL Focus	Conceptual Understandings and Guiding Questions	Teaching Tools and Strategies
Evaluate the quality of the service as action against the proposal.	<b>Critical thinking:</b> Identify obstacles and challenges	Identifying obstacles and challenges in a project helps an individual make changes and improvements to meet the original plan. <ol style="list-style-type: none"> <li>1. What obstacles did you face, and how did they affect your project? (F)</li> <li>2. Why is it important to check if a project meets the original plan? (C)</li> <li>3. How can thinking about what went wrong help an individual do better next time? (C)</li> </ol>	Evaluating success (p 73)
Reflect on how completing the project has extended your knowledge and understanding of service learning.	<b>Reflection:</b> Consider content <ul style="list-style-type: none"> <li>– What did I learn about today?</li> <li>– What don't I yet understand?</li> <li>– What questions do I have now?</li> </ul>	Reflecting on content helps learners deepen their knowledge and understanding, identify areas of confusion, and generate new questions that guide future learning. <ol style="list-style-type: none"> <li>1. <i>What did I learn about today?</i> (F)</li> <li>2. <i>What don't I yet understand?</i> (F)</li> <li>3. <i>What questions do I have now?</i> (F)</li> <li>4. In what ways can asking new questions after learning enhance future learning? (C)</li> </ol>	KWL <a href="#">I used to think, now I think...</a> (also p 74) Experience reflection cycle (p 75) Personal reflection (p 75)
Reflect on your development of ATL skills.	<b>Reflection:</b>	Reflecting on your development of ATL skills helps you recognize your	In the hot seat (pp 76-77)

	<p>Consider ATL skills development</p> <ul style="list-style-type: none"><li>– What can I already do?</li><li>– How can I share my skills to help peers who need more practice?</li><li>– What will I work on next?</li></ul>	<p>strengths, identify areas for improvement, and find ways to support others while setting goals for your own growth.</p> <ol style="list-style-type: none"><li>1. <i>What can I already do?</i> (F)</li><li>2. <i>How can I share my skills to help peers who need more practice?</i> (F)</li><li>3. <i>What will I work on next?</i> (F)</li><li>4. How can reflecting on skills help an individual become a better learner? (C)</li><li>5. Should learners focus more on developing strengths or working on weaknesses? (D)</li></ol>	
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