

MYP4 Project Scaffold

Planning

Objective	ATL Focus	Conceptual Understandings and Guiding Questions	Teaching Tools and Strategies
<p>State a learning goal for the project and explain how a personal interest led to that goal.</p>	<p>Organisation:</p> <p>Set goals that are challenging and realistic</p>	<p>Balancing ambition with achievability in goal-setting helps maintain engagement and encourages continuous improvement.</p> <ol style="list-style-type: none"> 1. What does it mean for a goal to be achievable? (F) 2. How can you tell if a goal is ambitious? (F) 3. How does balancing ambition with achievability help keep people motivated? (C) 4. Can setting goals that are too realistic limit a person's potential for growth? (D) 	<p>Mind Map (also p 18 of <i>Personal Project for MYP 4 & 5: Skills for Success</i>)</p> <p>Golden Circles (p 22)</p> <p>SOAR Chart (also p 23)</p> <p>Profile of a goal (p 24)</p>
<p>State an intended product and develop appropriate success criteria for the product.</p>	<p>Creative thinking:</p> <p>Use brainstorming and visual diagrams to generate new ideas and inquiries</p> <p>Practise visible thinking strategies and techniques</p>	<p>Practising visible thinking strategies and techniques enhances cognitive clarity, deepens understanding, and encourages critical thinking and reflection.</p> <ol style="list-style-type: none"> 1. What are some common visible thinking strategies? (F) 2. In what ways do visible thinking strategies foster critical thinking and 	<p>Product disassemble (p 26)</p> <p>SWOT analysis (p 27)</p> <p>Product success rubric (p 28)</p> <p>Pathways to success (pp 30-31)</p> <p>Checklist (p 31)</p> <p>Single point rubric (also p 34)</p>

		<p>reflection? (C)</p> <p>3. Why is it important to externalise thought processes during learning? (C)</p> <p>4. Can visible thinking strategies be effectively applied in all subjects, or are they more suited to certain disciplines? (D)</p>	
<p>Present a clear, detailed plan for achieving the product and its associated success criteria.</p>	<p>Organisation:</p> <p>Plan strategies and take action to achieve personal and academic goals</p>	<p>Creating strategic plans and taking deliberate action are key to achieving personal and academic goals, as they help individuals prioritise tasks, adapt to challenges, and maintain motivation through a clear sense of purpose and direction.</p> <p>1. What are some effective strategies for setting and achieving goals? (F)</p> <p>2. What is the difference between a short-term and a long-term goal? (F)</p> <p>3. In what ways can adapting your plan improve the chances of success? (C)</p> <p>4. Should more emphasis be placed on planning or taking action in the pursuit of goals? (D)</p>	<p>Iceberg structure (also p 35)</p> <p>Ishikawa diagram (also p 37)</p> <p>Gantt chart (also p 38)</p> <p>Kanban board (also p 39)</p> <p>Scrum board (also p 40)</p> <p>MoSCoW Method</p>

Applying skills

Objective	ATL Focus	Conceptual Understandings and Guiding Questions	Teaching Tools and Strategies
<p>Explain how the ATL skill(s) was/were applied to help achieve their learning goal.</p>	<p>Reflection:</p> <p>Demonstrate flexibility in the selection and use of learning strategies</p> <p>Try new ATL skills and evaluate their effectiveness</p>	<p>Demonstrating flexibility in selecting and using learning strategies enables individuals to adapt to different situations, overcome challenges, and maximise their potential for learning and development.</p> <ol style="list-style-type: none"> 1. Which ATL skills did you use to help you achieve your learning goal? (F) 2. Which ATL skills did you use to help you achieve your product? (F) 3. What methods did you use for evaluating the effectiveness of a new skill? (F) 4. How does trying new learning strategies contribute to personal growth? (C) 	<p>Self Monitoring</p> <p>Chapter 4 of <i>Personal Project for MYP 4 & 5: Skills for Success</i> includes several activities for students to practise and reflect on ATL skills.</p>
<p>Explain how the ATL skill(s) was/were applied to help achieve their product.</p>			

Reflecting

<i>Objective</i>	<i>ATL Focus</i>	<i>Conceptual Understandings and Guiding Questions</i>	<i>Teaching Tools and Strategies</i>
<p>Explain the impact of the project on themselves or their learning.</p>	<p>Reflection:</p> <p>Consider personal learning strategies</p> <ul style="list-style-type: none"> – 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? 	<p>Reflecting on and refining personal learning strategies enhances one's ability to learn more effectively by fostering self-awareness and adaptability to new situations.</p> <ol style="list-style-type: none"> 1. What tools or resources can help me learn more effectively? (F) 2. What factors influence my learning preferences? (F) 3. How can flexibility in learning strategies enhance learning effectiveness? (C) 4. Why is self-awareness important in refining personal learning strategies? (C) 	<p>Know-Want to Know-Learned (p 82) ATL Self-Report (p 82) Reflecting Through the Lens of the Learner Profile (p 83) Considering Your Impact (p 84) The metacognitive approach to learning What? So What? Now What?</p>
<p>Evaluate the product based on the success criteria.</p>	<p>Critical-thinking:</p> <p>Identify obstacles and challenges</p>	<p>Identifying obstacles and challenges in the product design process enables individuals to refine their approach and make informed adjustments to enhance the likelihood of achieving desired outcomes.</p> <ol style="list-style-type: none"> 1. What obstacles did you face and how did they impact the achievement of your goal? (F) 2. Why is it important to evaluate a product or outcome based on success 	<p>Evaluating Your Product (p 85) Compass Points</p>

		<p>criteria? (C)</p> <p>3. In what ways can reflection on challenges improve future performance? (C)</p> <p>4. Can a product or outcome be considered successful if it doesn't meet all predefined success criteria? (D)</p>	
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