

Stage 3: Taking action toward your goal

Your name _____	Student Initials	Supervisor initials	Supervisor _____
Taking appropriate actions toward your goal. Review your planning calendar worksheet from stage 2 and reflect in your journal about the tasks you've accomplished. Are you on track? Do you need to do more research? Additional planning?			
Complete the "Journal Tracker" handout summarizing what journal entries you have completed and which skills you've reflected upon within those entries (last page of this packet)			
You have at least 7 journal entries?			
Writing a rough draft or outline for stages 1, 2, & 3 of your report. Use the attached questions to help you with what to write about.			
Submit a copy of your rough draft or outline to your supervisor to look at			Supervisors, please do not take the student's only copy of their rough draft. Have them make a copy or submit the typed rough draft on OneDrive or Teams. Students will need their outlines to write their final report in February.
Discuss with your supervisor an agreed upon date for them to return your rough draft or outline to you with written feedback.			Supervisors, please agree on a date to return written feedback on the outline/rough draft to the student (can be after break if needed). Write that date here. _____

This checklist is
Due December 11th to your Seminar teacher

STAGE 3 ASSIGNMENT: OUTLINE or ROUGH DRAFT OF YOUR REPORT

Name _____ Supervisor _____

You can use the lines provided below or actually begin typing the report (like a rough draft). It is recommended to type the report and then attach the document on your WCSD OneDrive. Answer these questions in as much detail as you have so far. This will be very helpful when you begin writing your report. Be sure to get feedback from your supervisor on your progress so far.

SECTION 1: Investigating (about 500+ words of your report)

A.) Clarify the goal, how you selected this goal, and why it's appropriately challenging for you.

B.) Discuss why this goal is important and worth spending time on? Why should the world care about what you are doing? Discuss explicitly how it fits into one of these IB "global contexts" and possibly reference your research about the importance of your goal.

- Identities and Relationships (who am I? who are we?)
- Orientation in space and time (what is the meaning of when and where?)
- Personal and Cultural expression (what is the nature and purpose of expression?)
- Science and technological innovation (how do we understand our world?)
- Globalization and sustainability (How is everything connected?)
- Fairness and Development (what are my rights and responsibilities?)

C.) Describe prior learning and subject-specific knowledge that is relevant to your goal. What skills or content or classes have helped prepare you to be successful in this project? How?

D.) Describe your research and your research skills. This includes how you used a variety of sources and how you knew these were good sources to use? Where there any sources you decided not to use and why? How did you find these sources? What makes a good quality source? Which sources were most important? (continued on the next page)

SECTION 2: PLANNING (about 500 words of your report)

A.) Discuss how you created a criteria for evaluating your product/outcome. How did you decide what specific characteristics would make a quality product? What requirements did you create for yourself? Why did you make those decisions and did you change your mind during the process? Were any of these decisions based on research you did, advice you received or examples you looked at? You might reference your Stage 1 or Stage 2 checklists to help you.

B.) How did you plan and record your process? (Types of journal entries that you created and how they vary (depending on the goal). Reflect on your self-management and planning skills. Is this a strength of yours? A weakness? Refer to your journal entries and describe your planning process. It is common in the report to refer to specific journals as evidence of your planning and your process so reflect on the types of journals you have (pictures, links, sketches, diagrams, etc). Do you have enough evidence to refer to so far?

C.) How has your supervisor or anyone else helped you in the planning process? Summarize all 3 meetings. Describe any collaboration with others that took place and whether it was helpful

- How did you delegate responsibility, build consensus and make fair decisions? (if in a group)
- How did you listen to many perspectives or pieces of advice?
- How did you negotiate with others?
- How did you build relationships?

SECTION 3: Taking Action (about 500 words of your report)

A.) Creating the product/outcome. Describe your process of creating the product in general. What were your successes? (If you aren't finished with the product yet...that's okay this is just a rough draft/outline)

B.) How were you a creative thinker during this process? How were you a critical thinker who solved problems and overcame challenges? Here are examples of critical or creative thinking to help you write:

- How did you forecast possibilities and troubleshoot problems?
- Develop opposing arguments?
- Create original ideas and make unexpected connections
- Design new improvements or solutions
- Consider multiple alternatives/perspectives
- Make connections between various subject groups and disciplines

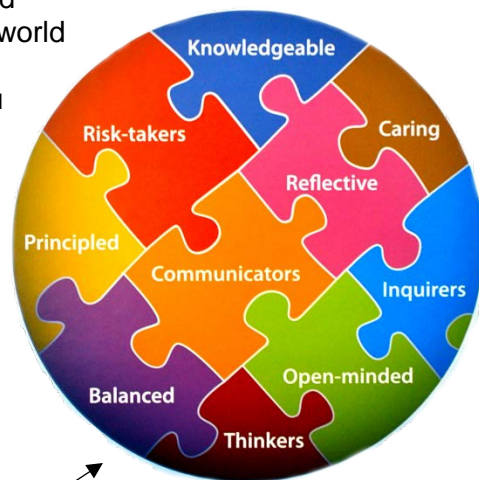
SECTION 4: REFLECTING (about 500 words of your report)

This section cannot be written until you've completed your product/goal but will eventually include answers to these questions:

A.) Evaluate the quality of final product using your own "A", "B", "C", descriptors on the pink stage 2 checklist you completed.

B.) Reflect on how completing the project has extended your knowledge and understanding of the topic and the world. Reference a global context (real world significance)

C.) Reflect on personal development in the IB Learner Profile. How did you "grow" as a learner and as a person from completing this project? How did you challenge yourself? What did you learn about yourself in reference to the IB Learner profile?



IB
Learner
Profile

Keep this outline/rough draft to help you write your report

PROCESS JOURNAL TRACKER: DO YOU HAVE EVIDENCE OF ATL SKILLS?

The process journal is where you record your learning process and any planning you do toward achieving your goal. It is where you record your ideas, thought and an action plan for the project. The journal notes are used to write your report. If you keep detailed notes on your process, then the report will be easier to write at the end. You will select 10 journal entries that help to support your report. The journal can also include artifacts and photographs from your process. Some ideas for things to put into the process journal might include:

- Lists of ideas/brainstorms/notes and any other piece of the process
- Photographs
- Screen shots
- Interview notes with anyone who helped you, including your supervisor
- Notes from various sources (like a documentary you watched, book you read, etc.)
- Examples of other similar goals or products where you gathered ideas
- Drawings or sketches
- Quotes that inspired your goal/product
- Anything else that contributed to your process

- Some of the assignments you have done for personal project are listed below if they can count as a journal entry...check them ONLY if you have them done and will count them as a journal
- Do you have at least 7 journals? (at least 10 are due with your final project).
- Do you have *at least* one journal to show for each of these ATL skill categories?
- Describe the journals you have on this tracker sheet

• Be sure you are demonstrating and reflecting in your journal about your use of all of the ATL skills below. Which ones were challenges for you and at what stage?

AtL skill	Examples from your process journal	Do you have evidence of all of these? <u>Describe</u> journals that demonstrate this skill
Social Skills	<ul style="list-style-type: none"> • How did you delegate responsibility, build consensus and make fair decisions? (if in a group) • How did you listen to many perspectives or pieces of advice? • How did you negotiate with others? • How did you take responsibility for your actions • How did you build relationships? 	<ul style="list-style-type: none"> <input type="checkbox"/> Notes from supervisor meetings? Surveys from others about how to improve on what you have done so far? <input type="checkbox"/> _____ <input type="checkbox"/> _____

<p>Communication skills</p>	<ul style="list-style-type: none"> • How did you communicate with a variety of audiences • How did you interpret and use non-verbal communication • How did you include intercultural understandings? • How did you use a variety of forms of writing or speaking? 	<ul style="list-style-type: none"> <input type="checkbox"/> Notes on interviews with experts? How are you seeking to spread your knowledge to others? How are you building an audience? <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<p>Thinking skills</p>	<ul style="list-style-type: none"> • How did you forecast possibilities and troubleshoot problems? • Develop opposing arguments? • Create original ideas and make unexpected connections • Design new improvements or solutions • Consider multiple alternatives • Make connections between various subject groups and disciplines 	<ul style="list-style-type: none"> <input type="checkbox"/> Brainstorms? Design sketches? <input type="checkbox"/> _____ <input type="checkbox"/> _____
<p>Research skills</p>	<ul style="list-style-type: none"> • How did you collect, record and verify your information? • How did you evaluate and select information? • How did you understand and use technology systems effectively? • Use a variety of sources and media networks? • Compare, contrast and draw connections between many sources? 	<ul style="list-style-type: none"> <input type="checkbox"/> Research sources worksheet? Descriptions and evaluating the quality of links/sources? <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<p>Self-Management skills</p>	<ul style="list-style-type: none"> • How did you keep an organized and logical system for recording your progress? • Set goals that were both challenging and realistic? • Bring necessary materials and supplies? • Plan strategies and plans to prepare for success and minimize obstacles • Meet deadlines? Persevere over obstacles? Reduce stress? • How did you motivate yourself to get it done? • How did you reflect on your learning and reflect on your mistakes to learn from them? 	<ul style="list-style-type: none"> <input type="checkbox"/> Planning timeline/calendar (Stage 2 “to do” list)? “How would I evaluate my project” (Stage 2) or description of criteria you would use to evaluate yourself? Lists of deadlines? <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____