



Personal Project Guide

Name: _____

Supervisor: _____



10700 Oleander Ave. Fontana, CA 92336

Table of Contents

| | |
|---|-----------|
| What is the personal project | 4 |
| What is principled action..... | 4 |
| Personal Project should/should not..... | 4 |
| Four Requirements of the Personal Project | 5 |
| 1. Product/outcome | 5 |
| 2. Process Journal | 5 |
| 3. Report | 5 |
| 4. Exhibit | 6 |
| Four Personal Project Objectives? | 6 |
| Objective A: Investigating..... | 6 |
| Objective B: Planning..... | 6 |
| Objective C: Taking action | 6 |
| Objective D: Reflecting | 6 |
| Identifying a Global Context | 7 |
| What Are the Global Contexts?..... | 7 |
| Where Do I Start? | 8 |
| Step 1: Investigation..... | 8 |
| Step 2 Preparation..... | 8 |
| Step 3 Action..... | 9 |
| Step 4 Reflection..... | 9 |
| Step 5 Demonstration..... | 9 |
| Report..... | 9 |
| Exhibition | 9 |
| Personal Project TimeLine..... | 10 |
| Personal Project Criteria/Requirements Rubrics | 12 |
| Criterion A: Investigating..... | 12 |
| Criterion B: Planning | 13 |
| Criterion C: Taking Action | 14 |
| Criterion D: Reflection | 15 |
| Report Checklist..... | 16 |
| Appendix A: Project Ideas..... | 19 |
| Appendix B: Exhibit Ideas..... | 20 |

What is the personal project?

The personal project develops your personal interests whether that interest is in art, music, literature, invention, design, fashion, cinematography, cooking, sports, etc. The personal project is your chance to showcase the talents and skills you have developed in the MYP through the subjects you have studied and Approaches to Learning. This project can be on any topic, and should be based on your interests and talents, resulting in a product or outcome.

What is principled action?

Principled Action means you make choices that extends your learning beyond the classroom. This does not mean your Personal Project needs to be focused on a service for the community. But hopefully, as you complete your project, you will learn more about the importance of being socially responsible and how to take thoughtful and appropriate (principled) action in order to work towards the completion of your project.

What does principled action include?

Principled Action includes:

1. Developing an area of personal interest beyond your normal subjects.
2. Sharing new information and understanding with friends, teachers and family.
3. Changing your behavior in response to your learning and realizing you can make a difference through the decisions you make and the things you do.
4. Reflecting and recording what you have learned and how this has impacted your attitudes, behaviors, questions, actions and decisions.

What your personal project should be?

Your personal project should:

- Be the result of your initiative, creativity and ability to organize and create.
- Reflect your special interest, hobbies, special abilities, or concerns about particular issues.
- Deal with a topic or area to which you are committed.
- Be focused on one **Global Context** (see page 7).
- Have a clear and achievable goal that is relevant to you.
- Challenge your knowledge, skills and techniques in an appropriate way.
- Allow you to truly express a personal message.
- Be entirely your own work, which is aligned with the **Personal Project Objectives** (page 5), which are marked against the **Personal Project Criteria** (pages 121-15).

Your personal project should NOT:

- Be part of any assessed course work.
- Destroy your personal and social life nor interfere with your studies even though it will involve many hours of work.
- Form part of the curriculum of any of your subjects.

Your personal project MAY:

- Involve others (for example: directing a play, organizing and exhibition, or starting a new community organization. But your **INDIVIDUAL** contribution **must** stand out and be the focal point.)

Your personal project will begin September of grade 9 and end April of grade 10.

What are the four Personal Project Requirements?

1. **Product/outcome.** You must have created something (see Appendix A),

Some examples:

- Written piece of work on a special topic (literary, social, historical, etc.)
- Piece of literary fiction (creative writing, poetry, short story, etc.)
- Presentation of a developed business, organizational plan, etc.
- Original work of art (visual, dramatic, performance, etc.)
- Invention or specially designed object or system
- Original science experiment
- Informational talk or formal talk, i.e. training workshop, radio broadcast
- Film or documentary
- Campaign
- Make a model or life-sized item

2. **Process journal.** The use of the process journal is part of your overall evaluation. All documentation and artifacts must be submitted by hard copy (originals) and/or digital (photograph, scan, upload).

Your journal is:

- Completed *as* you work on your personal project, not *after*.
- A place for planning. This is **NOT** additional work added to your project and it is **NOT** a diary with detailed writing about what you have done.
- A place for recording interviews and meetings.
- A place for storing useful information, quotations, pictures, ideas, etc. You can use many formats for your journal; it is **NOT** a static document with only one format. Use a format that suits your needs.
- A place for reflection on steps of the project.
- A place for evaluating work completed.
- A place for reflecting on learning.
- A place for storing all sources that were used.
- Used to produce your report.

3. **Report.** The report should address all of the criteria and objectives and contain all items from the check list located in the back of this guide (see page 16).

a. Reports are submitted using ONE of the following formats:

- i. **Written (hard copy or digital):** 2,000 – 3,500 words. MLA format.
- ii. **Electronic (website, blog, PowerPoint, etc.):** 2,000 – 3,500 words. References cited.
- iii. **Oral (podcast, radio broadcast, recorded. etc.)** 13 – 15 minutes of content length
- iv. **Visual (film, movie, etc.)** 13 – 15 minutes of content length

b. Reports must include:

- i. Process journal extracts
- ii. Title Page
 1. Student Name
 2. Title of Project
 3. Length (number of minutes or words)
 4. School Name
 5. Month and Year
- iii. Table of Contents
- iv. Content addresses report checklist (see page 16).
- v. Support visuals (if necessary)
- vi. Works Cited (everything from images to ideas)

- vii. Appendices (if necessary)
 1. Any artifacts that are too lengthy to include in your report such as: maps, blueprints, scripts, pamphlets, brochures, announcements, questionnaires, articles, diagrams, statistics, letters, proposals, etc.
 2. Journal extracts
4. **Exhibit.** The exhibit is a display of your learning. Your exhibit should highlight all four of your objectives in a sophisticated and attractive manner (see Appendix B for examples).
 - a. Display must include:
 - i. Title of the Project
 - ii. Student Name
 - iii. Synopsis of all objectives
 - iv. Artifacts (where appropriate)
 - v. Visuals (where appropriate)

What are the Personal Project Objectives?

Your process journal, report, exhibition and outcome/product must demonstrate the following:

1. Objective A: Investigating

- i. Define a clear goal and global context for the project, based on personal interests
- ii. Identify prior learning and subject-specific knowledge relevant to the project
- iii. Demonstrate research skills

2. Objective B: Planning

- i. Develop criteria for the product/outcome
- ii. Plan and record the development process of the project
- iii. Demonstrate self-management skills

3. Objective C: Taking action

- i. Create a product/outcome in response to the goal, global context and criteria
- ii. Demonstrate thinking skills
- iii. Demonstrate communication and social skills

4. Objective D: Reflecting

- i. Evaluate the quality of the product/outcome against the criteria
- ii. Reflect on how completing the project has extended your knowledge and understanding of the topic and the global context
- iii. Reflect on your development as IB learners through the project

How do I identify the most appropriate Global Context for my personal project?

Global Context. The reason why you choose **one** Global Context to define your goal is so your project has a **specific** focus. The Global Contexts help you engage in an inquiry cycle (understanding/awareness, reflection and action) and this cycle leads you from academic knowledge to thoughtful action.

Additionally, the Global Contexts provide you with a starting point for the inquiry and investigation. The Global Contexts encourage you to reflect on what it means to a member of the local, national and global communities, and should reflect real-life issues and the concerns you are addressing through completing the project.

What are the global contexts?

Identities and relationships explores identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Orientation in space and time explores personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.

Personal and cultural expression explores 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.

Scientific and technical innovation explores 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.

Globalization and sustainability explores 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.

Fairness and development explores rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Where do I start?

You will need to find a supervisor. Your supervisor should be able to offer guidance in your particular area of interest. Your supervisor does NOT need to be a staff member. You need to meet with your supervisor on a regular basis. He/she will help you complete the steps according to the deadlines set by the school. It is your responsibility to initiate these meetings and to show up on time.

Step 1: Investigation

During the investigation Step, you will need to:

- Choose a topic you truly want to explore and allow you to reflect on ideas that are outlined in the Global Contexts.
- Ensure your topic is specific.
- Discuss your idea(s) with different people, in and out of school.
- This is to help you focus on what you are going to do. It is important to discuss your ideas with subject teachers to see whether or not your intentions are realistic. Discuss the approach you want to take, the methods you plan to use, and your ability to link your project to the Global Context you have chosen. Some questions you might want to think about are:
 - Where do I find the necessary materials?
 - Who has information on my topic?
 - Do I have to carry out my own experiments?
 - Do I need to prepare, circulate, and analyses a questionnaire or a survey?
 - Do I need to go to libraries other than the school library?
 - Do I need to visit museums?
 - Do I need to interview people?
- Think about how you will research and collect information to help you with *Step 3: Taking Action*.
- Think about how you might be able to use knowledge from your MYP subjects to help you complete the Personal Project.
- **All the above information** needs to be recorded in your Process Journal and submitted to your supervisor. Remember to **reflect** in your Process Journal.

Step 2: Preparation

During this Step, you need to make decisions about:

- The goal of the Personal Project and choose one Global Context as a focus for your project.
- The specific way in which you will take Principled Action.
- What will you actually make as a demonstration of your learning and skills?
- What information you need and where that information will come from?
- What resources you will need?
- What skills you already have and what skills you will need to develop in order to complete your project?
- The specifications, which will be used to assess the quality of your project.
- How you will manage your time so you can achieve the goal?
- **All the above information** needs to be recorded in your Process Journal and submitted to your supervisor and remember to **reflect** in your Process Journal.

Step 3: Action

This is where you have to implement your plan. This means you need to:

- Create a product/outcome in response to the goal, context and criteria.
- Demonstrate thinking skills.
- Demonstrate communication and social skills.
- **Reflect** on how the project is going (see step 4) and record these reflections in your Process Journal.

Step 4: Reflection

Reflection is something you are supposed to do at **every Step** of the Personal Project. The Process Journal is where you are required to keep all of your reflections. The following questions will help you reflect:

- What questions have come up?
- How best can I answer these questions?
- Who can answer these questions for me, or help me find the answers?
- What problems have I encountered?
- How have I used what I have learned to make decisions and solve problems?
- How has my subject knowledge and learning shaped the direction of my project?

Step 5: Demonstration

Report:

All students are required to produce a report of their Personal Project. For more information, please see the sections on Personal Project format and the report checklist. See appendix ___ for information about how your report must look.

Exhibition:

You will show your entire project in an exhibition to which all stakeholders will be invited (parents, families, community members, district personnel, board members, etc.). This is an opportunity for you to share your work with the local community. It also provides an opportunity for you to further develop your presentation skills.

For this evening, you can expect questions, such as:

- Why did you choose this project? What was the main goal?
- Which global context is this related to? And why did you choose it?
- What subjects helped you to complete your product/outcome?
- Did you complete your product/outcome? Did you have to scale your product/outcome down so you could complete it?
- Did you find it difficult to acquire all the materials you needed to complete your product/outcome?
- Did you receive help to complete your project? How did this person help you?
- What was the most challenging part?
- What did you enjoy the most?
- What you would you do differently?
- Will you take this project further?
- Are you interested in doing this for a career? Study in university?

Personal Project Timeline

| Date | Year | Action |
|--------------------------------|------------------|---|
| Beginning Quarter 1 | 9 th | <ul style="list-style-type: none"> • Make a list of your interests, skills, talents • Brainstorm and research what needs exist in the local, regional, or global community. Make record of all source information. • Consider what Principled Action you might take to meet the need that exists within the community you selected. • Select a supervisor |
| Quarter 2 | 9 th | <ul style="list-style-type: none"> • Receive Process Journal • Formalize your Principled Action • Assign a Global Context to your Personal Project • Begin researching and gathering information about your project |
| Quarter 3 | 9 th | <ul style="list-style-type: none"> • Meeting 1 with Supervisor <ul style="list-style-type: none"> ○ Ensure process journal is completed up to this point ○ Explain the connection between your global context and your project ○ Make a list of what needs to be accomplished and what supplies need to be gathered ○ Schedule next meeting with supervisor |
| Quarter 3 (After Meeting 1) | 9 th | <ul style="list-style-type: none"> • Record all information from Meeting 1 in your process journal • Begin “Step 2: Planning” • Compile Source Information into Bibliography |
| Quarter 4 | 9 th | <ul style="list-style-type: none"> • Meeting 2 with Supervisor <ul style="list-style-type: none"> ○ Discuss the Global Context and justify it. ○ Agree on the expectations of your product or outcome. ○ Determine: <ul style="list-style-type: none"> ▪ Project expectations ▪ How success will be determined ○ Discuss your bibliography. <ul style="list-style-type: none"> • Schedule your next meeting with your supervisor. |
| Quarter 4 (After meeting 2) | 9 th | <ul style="list-style-type: none"> ○ Record all information from Meeting 2 in your process journal ○ Complete all tasks in “Step 2: Planning” ○ Begin “Step 3: Taking Action” |
| Summer | 9 th | <ul style="list-style-type: none"> • Continue work on “Step 3: Take Action” • Record all reflections in your process journal |
| Quarter 1 | 10 th | <ul style="list-style-type: none"> • Meeting 3 with Supervisor <ul style="list-style-type: none"> ○ Show all research collected ○ Show progress made on product/outcome ○ Finalize Bibliography ○ Discuss any issues/problems regarding completion of the project ○ Makes changes to project if necessary ○ Make plans for how your project will be exhibited ○ Schedule your next meeting with your supervisor |

| | | |
|--------------------------------|------------------|---|
| Quarter 1 (After Meeting 3) | 10 th | <ul style="list-style-type: none"> ● Record all information from Meeting 3 in your process journal ● Finalize product/outcome ● Begin working on exhibit |
| Quarter 2 | 10 th | <ul style="list-style-type: none"> ● Product/outcome is complete ● Process journal is complete ● Show progress on Exhibit ● Begin Report |
| Quarter 3 | 10 th | <ul style="list-style-type: none"> ● Meeting 4 with Supervisor <ul style="list-style-type: none"> ○ Check process journal for completion ○ Edit 1st draft of report ○ Finalize exhibit |
| Quarter 3 (After Meeting 3) | 10 th | <ul style="list-style-type: none"> ● Record all information in your process journal ● Revise and finalize report |
| Early Quarter 4 | 10 th | <ul style="list-style-type: none"> ● Showcase Exhibition ● Process journal submitted ● Report with bibliography submitted |
| End of Quarter 4 | 10 th | <ul style="list-style-type: none"> ● Marks received |

What are the Personal Project Criteria/Requirements?

Criterion A: Investigating

Evidence located in Process Journal, Report and Exhibition

Maximum: 8

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not achieve a standard described by any of the descriptors below. |
| 1–2 | <ul style="list-style-type: none">i. states a goal and context for the project, based on personal interests, but this may be limited in depth or accessibilityii. identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevanceiii. demonstrates limited research skills. |
| 3–4 | <ul style="list-style-type: none">i. outlines a basic and appropriate goal and context for the project, based on personal interestsii. identifies basic prior learning and subject-specific knowledge relevant to some areas of the projectiii. demonstrates adequate research skills. |
| 5–6 | <ul style="list-style-type: none">i. develops a clear and challenging goal and context for the project, based on personal interestsii. identifies prior learning and subject-specific knowledge generally relevant to the projectiii. demonstrates substantial research skills. |
| 7–8 | <ul style="list-style-type: none">i. develops a clear and highly challenging goal and context for the project, based on personal interestsii. identifies prior learning and subject-specific knowledge that is consistently highly relevant to the projectiii. demonstrates excellent research skills. |

Criterion B: Planning

Evidence located in Process Journal, Report and Exhibition

Maximum: 8

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not achieve a standard described by any of the descriptors below. |
| 1-2 | <ol style="list-style-type: none">i. develops limited criteria for the product/outcomeii. presents a limited or partial plan and record of the development process of the projectiii. demonstrates limited self-management skills. |
| 3-4 | <ol style="list-style-type: none">i. develops adequate criteria for the product/outcomeii. presents an adequate plan and record of the development process of the projectiii. demonstrates adequate self-management skills. |
| 5-6 | <ol style="list-style-type: none">i. develops substantial and appropriate criteria for the product/outcomeii. presents a substantial plan and record of the development process of the projectiii. demonstrates substantial self-management skills. |
| 7-8 | <ol style="list-style-type: none">i. develops rigorous criteria for the product/outcomeii. presents a detailed and accurate plan and record of the development process of the projectiii. demonstrates excellent self-management skills. |

Criterion C: Taking action

Evidence located in Product/Outcome, Report and Exhibition

Maximum: 8

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not achieve a standard described by any of the descriptors below. |
| 1–2 | <ol style="list-style-type: none">i. creates a limited product/outcome in response to the goal, global context and criteriaii. demonstrates limited thinking skillsiii. demonstrates limited communication and social skills. |
| 3–4 | <ol style="list-style-type: none">i. creates a basic product/outcome in response to the goal, global context and criteriaii. demonstrates adequate thinking skillsiii. demonstrates adequate communication and social skills. |
| 5–6 | <ol style="list-style-type: none">i. creates a substantial product/outcome in response to the goal, global context and criteriaii. demonstrates substantial thinking skillsiii. demonstrates substantial communication and social skills. |
| 7–8 | <ol style="list-style-type: none">i. creates an excellent product/outcome in response to the goal, global context and criteriaii. demonstrates excellent thinking skillsiii. demonstrates excellent communication and social skills. |

Criterion D: Reflecting

Evidence located in Process Journal, Report and Exhibition

Maximum: 8

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not achieve a standard described by any of the descriptors below. |
| 1–2 | <ul style="list-style-type: none">i. presents a limited evaluation of the quality of the product/outcome against his or her criteriaii. presents limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. presents limited reflection on his or her development as an IB learner through the project. |
| 3–4 | <ul style="list-style-type: none">i. presents a basic evaluation of the quality of the product/outcome against his or her criteriaii. presents adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. presents adequate reflection on his or her development as an IB learner through the project. |
| 5–6 | <ul style="list-style-type: none">i. presents a substantial evaluation of the quality of the product/outcome against his or her criteriaii. presents substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. presents substantial reflection on his or her development as an IB learner through the project. |
| 7–8 | <ul style="list-style-type: none">i. presents an excellent evaluation of the quality of the product/outcome against his or her criteriaii. presents excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. presents excellent reflection on his or her development as an IB learner through the project. |

Report Checklist

Your personal project should follow this format. Each bullet-point can be its own paragraph.

Section I – Objective A: Investigating

This is your introduction. You started the project by investigating, but you may have followed the inquiry cycle (inquiry, action, reflection) more than once in order to strengthen, extend or refine your inquiry.

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

In my report:

- I give the precise meaning of the goal of my project; I explain “what I wanted to achieve; when, where, how and why I wanted to achieve it”.
- I define the global context that applies best to my project and explain its connection.
- I describe what makes my project **personal**: the experiences, interests and ideas that make it important to me.
- If I made changes to my goal during the project, I explain the changes and why I made them.

Identify prior learning and subject specific knowledge relevant to the project

- I identify what I already knew about this topic/project and the sources of my knowledge.
- I identify what I learned in MYP subject groups before the project started, and how this was helpful.

Demonstrate research skills

- I outline the research skills I had when I started the project.
- I discuss the research skills I developed through the project.
- I explain how I may have shared my research skills to help peers who needed more practice.

Section II – Objective B: Planning

This includes all the work you did to plan and organize your project towards a product/outcome.

| | |
|---|--|
| <input type="checkbox"/> Develop criteria for the product/outcome | <p>In my report:</p> <ul style="list-style-type: none">• I refer to the criteria I developed to evaluate the project product/outcome.• If I made changes to my criteria during the project, I explain the changes and why I made them. |
| <input type="checkbox"/> Plan and record the development process of the project | <ul style="list-style-type: none">• I provide evidence of my planning through timelines, milestones or other tools/strategies.• I present a record of how the project progressed from start to finish. |
| <input type="checkbox"/> Demonstrate self-management skills | <ul style="list-style-type: none">• I outline the self-management skills I had when I started the project.• I discuss the self-management skills I developed through the project.• I explain how I may have shared my self-management skills to help peers who needed more practice. |

Section III – Objective C: Taking Action

This is the main “doing” part of your project—the action part of the inquiry cycle—where the product/outcome is developed and completed.

| | |
|--|--|
| <input type="checkbox"/> Create a product/outcome in response to the goal, global context and criteria | <p>In my report:</p> <ul style="list-style-type: none">• I discuss the product/outcome as the result of the process undertaken during the project.• I check that I have included evidence of my product to be submitted with my report. |
| <input type="checkbox"/> Demonstrate thinking skills | <ul style="list-style-type: none">• I outline the thinking skills I had when I started the project. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • I discuss the thinking skills I developed through the project. • I explain how I may have shared my thinking skills to help peers who needed more practice. |
| <input type="checkbox"/> Demonstrate communication and social skills | <p>I outline the communication and social skills I had when I started the project.</p> <ul style="list-style-type: none"> • I discuss the communication and social skills I developed through the project. • I explain how I may have shared my communication and social skills to help peers who needed more practice. |

Section IV – Objective D: Reflecting

This is the point when you look back over the project and evaluate your development. You may have reflected during the process of the project and you can refer to this here too.

| | |
|---|--|
| <input type="checkbox"/> Evaluate the quality of the product/outcome against their criteria | <p>In my report:</p> <ul style="list-style-type: none"> • I evaluate the product/outcome against the criteria I designed. • I identify the strengths, weaknesses and possible improvements of the product/outcome. |
| <input type="checkbox"/> Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context | <ul style="list-style-type: none"> • I identify challenges and the solutions I developed to meet them. • I demonstrate a deeper knowledge and understanding of my topic and my identified global context. • I base my reflection on evidence, including my process journal. |
| <input type="checkbox"/> Reflect on their development as IB learners through the project | <ul style="list-style-type: none"> • I identify how I have developed as a learner (using the IB learner profile as appropriate). • I discuss my strengths and weaknesses in completing the project. • I summarize the impact the project could have on my future learning. |

Appendix A: Personal Project Ideas

Write a book
Write a poem
Write a script
Write a song
Compose a song
Develop a campaign to raise awareness about a pertinent social issue
Train a pet
Build something - like a guitar, furniture, etc.
Develop a plan for a solar powered car
Learn to play an instrument
Learn to play a sport
Use physics to perfect a sport (a pool shot, a hockey shot, a free-throw, etc.)
Develop a new strategy for chess, poker or another game
Start a business
Develop a recipe
Design and make jewelry
Produce and direct a movie
Produce and direct a music video
Produce and direct an exercise video
Demonstrate how to do something
Do a research/lab report for an original scientific idea
Design and draw a mural
Throw pottery
Go on an archeological dig
Research your genealogy
Debate
Build a proposal/plan
Form a club
Raise money for charity
Invent something
Develop and deliver a speech
Conduct an experiment
Perform (dance, music, comedy)
Provide a photo essay
Build a model
Create your own video game
Create an e-commerce website
Create a blog
Create software programs
Develop a business plan
Design clothes
Remodel using eco-friendly material
Launch a recycling program
Learn a new language

Appendix B: Exhibition Ideas

