You are responsible for identifying evidence that demonstrates your development of the specific skills. Your critical-, creative- and transfer-thinking skills should be visible in your process journal. You have to reflect continuously throughout the project.

**Thinking Skills**
**Critical-thinking skills**
(possible demonstrations)
- Practise observing carefully in order to recognize problems
- Gather information strictly relevant to the project
- Recognize unstated assumptions and bias
- Interpret data useful to the project
- Evaluate evidence, arguments and propositions
- Draw reasonable conclusions and generalizations
- Test generalizations, hypotheses and conclusions
- Revise understanding based on new information and evidence
- Evaluate and manage risk
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding
- Identify obstacles and challenges
- Use models and simulations to explore complex systems and issues
- Troubleshoot systems and applications

**Reflection**
Describe how have you been demonstrating, using and developing critical-thinking skills?
Creative-thinking skills

- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Create novel solutions to authentic problems
- Make unexpected or unusual connections between objects and/or ideas
- Make guesses, ask “what if” questions
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas; use existing works and ideas in new ways
- Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments
- Practise visible/visual thinking strategies and techniques

Transfer skills

- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Make connections between subject groups, prior learning and experiential learning
- Combine knowledge, understanding and skills to create products or solutions
- Change the context of an inquiry to gain different perspectives

Reflection

Describe how have you been demonstrating, using and developing creative-thinking and transfer skills?

Problem Solving

1. What obstacles have you encountered?

2. How have you overcome obstacles through problem solving?
Visible thinking Routine
CLAIM - SUPPORT - QUESTION

<table>
<thead>
<tr>
<th>CLAIM</th>
<th>Make a claim about the topic of your product/outcome. A claim is an explanation or interpretation of some aspect of what is being examined.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPORT</td>
<td>Identify support or evidence for your claim. What do you now know? How can you provide evidence to support your claim?</td>
</tr>
<tr>
<td>QUESTION</td>
<td>Raise a question related to your claim. What may make you doubt the claim? What seems left hanging? What isn’t fully explained? What further ideas or issues does your claim raise?</td>
</tr>
</tbody>
</table>

New ideas and perspectives: Connect - Extent - Challenge
How have you generated novel ideas and considered new perspectives?
How have you made connections between what you already knew to what you are learning in the process of taking action?

How are the ideas and information CONNECTED to what I already knew?
What new ideas did I get that EXTENDED or broadened my thinking in new directions?
What CHALLENGES or puzzles have arisen from the ideas and information presented?
Visible thinking Routine
What Makes You Say That? (WMTY)

How have you taken feedback on board and incorporated this into the creation of your product/outcome? As you receive feedback, dig deeper by asking the question WMYST? as many times as necessary in order to gather the best possible depth of feedback.

Flexible thinking skills (Circle of viewpoints)

How have you developed flexible thinking strategies surrounding the ethical impact of your product/outcome?

0 I am thinking of [your product/outcome] from the point of view of...
0 I think ...[describe the ethical impact of your product/outcome from your chosen viewpoint. Be an actor – take on the character of your viewpoint]. Because ...[explain your reasoning]
0 A question/concern I have from this viewpoint is...

Global Context Insight

What new insight do you have into your chosen global context? Reflect on how your thinking has changed as a result of new insights into your chosen global context.

I used to think...

but now I think...

and this is why...
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Font from the Pond http://frompond.blogspot.com

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https://www.teacherspayteachers.com/Store/The-Learning-Tree

Font: Funds of knowledge
(http://www.teacherspayteachers.com/Store/Funds-Of-Knowledge)
(http://www.fundsofknowledge.com)

Banner: My clipart store
http://www.myclipartstore.com/

Digital Paper: Teresa Lewis
https://www.teacherspayteachers.com/Product/Sweet-Paper-Pack-1212291

Text:
MYP: From principles into practice
Further guidance for MYP Projects

Visible thinking routine ideas from:
Personal Project (Skills for Success) by Laura England and Angela Stancar Johnson

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