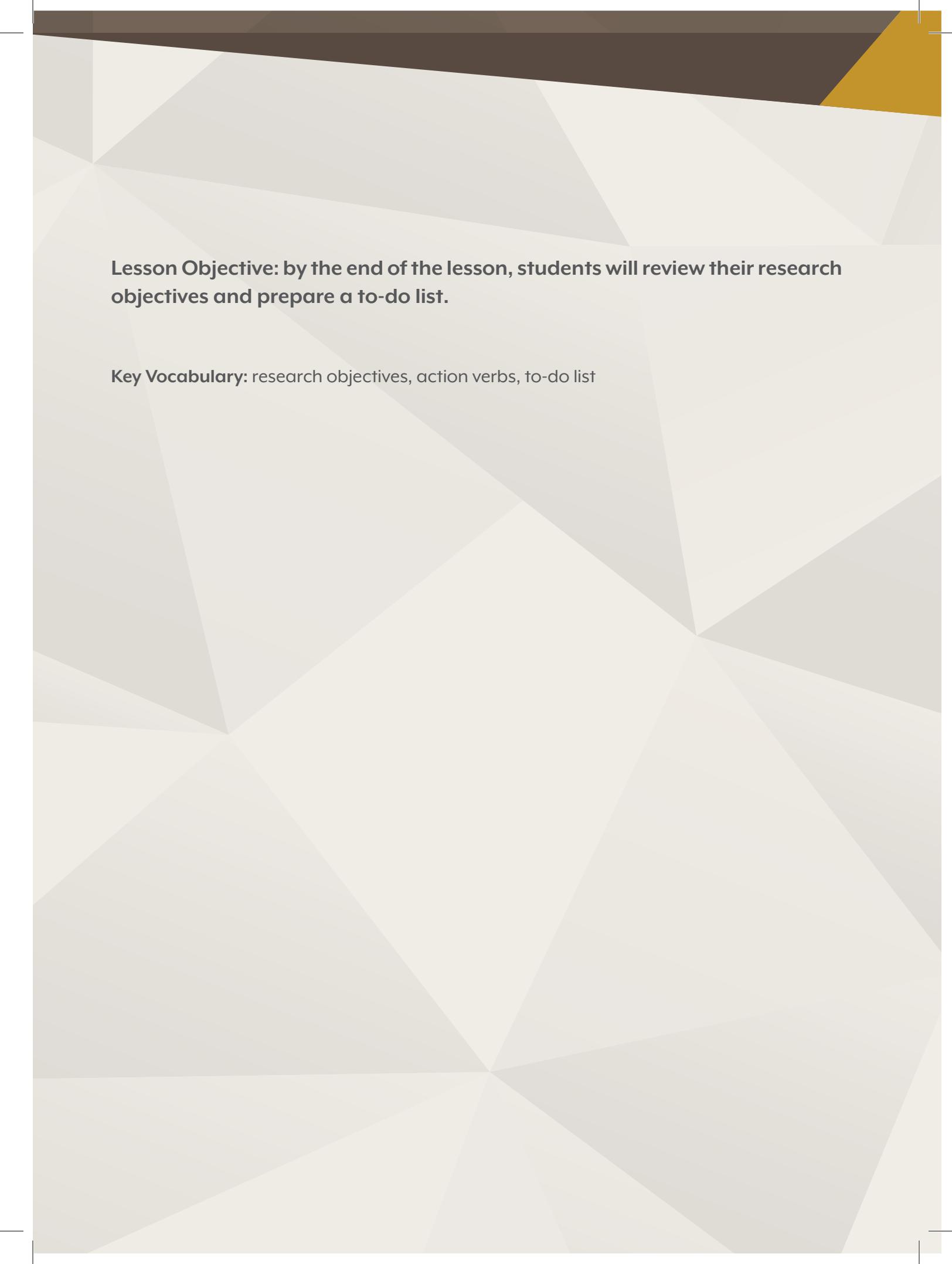# Lesson 1

Research Project Objectives

Grade 12

Our UAE, Our World: Understanding our Past, Present and Future

Lesson Objective: by the end of the lesson, students will review their research objectives and prepare a to-do list.

Key Vocabulary: research objectives, action verbs, to-do list

Go back to your Term 2 journal entries and review your notes.

Write down what you have done well and what needs further improvement.

Complete the chart based on your journal entries:

What I have done well in my research project Term 2:	What needs improvement in my research project Term 2:
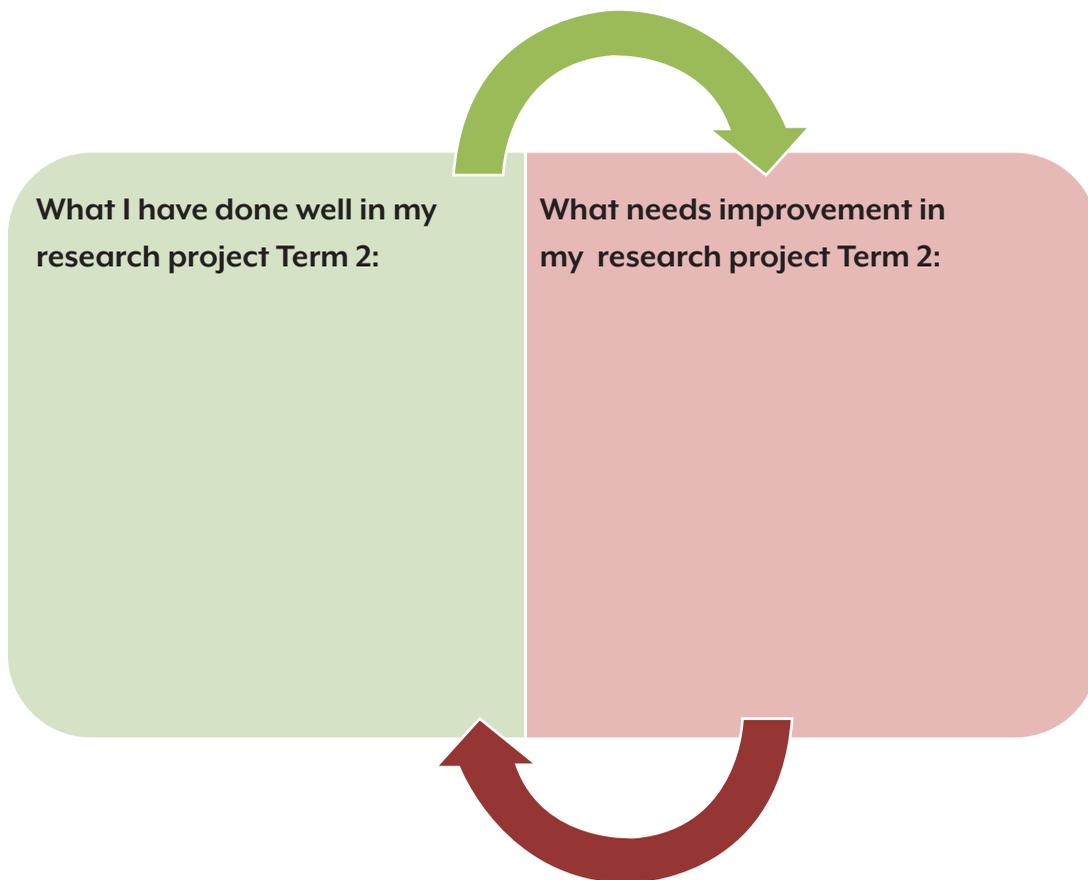
Research Objectives

The final part of explaining your research project involves thinking in more detail about your research objectives. Research objectives should closely relate to your research problem statement.

Activity 2: Write your Research Objectives

Summarise what you are planning to do in your research project. Some tips to writing your research objectives are:

1.   Use action verbs to write your research objectives. For example: to identify, to assess, to evaluate, to describe, to develop, to compare, to calculate, to verify, to collect, etc.

2.   Connect the objectives to your research question.

3.   Make your objectives realistic and achievable.

4.   State your objectives in a few words.

What was your research topic?

Research topic:

....

What was your research question?

Research Question:

....

Write your research objectives for the study you have done in Term 2.

Remember to use action verbs.

1.   ....

2.   ....

3.   ....

Activity 3: To-Do List

People who write down to-do lists are more likely to complete their tasks. Prepare your to-do list using the list of things you have completed well and items you need further development from your journal entries.

You may want to do a search on your phone or other device to find an app for to-do list that has a calendar reminder. Download the app and create your to-do list with calendar reminder.

Figure 1 To-Do List

What app will you use for your to do list? ....

Summarise your to-do list:

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Activity 4: Journal/Log

As in Term 2, you will keep a log of your journal entries. Your journal entries will be a written dialogue of what you have done with your teacher. It also will serve as a reminder for the ideas and/or questions you have for each lesson.

My Research Project Journal

Journal Log # 1:

1. Based on your to-do list and research objectives, what are the three most important things you need to focus on this term?

2. Write 1-2 questions for your teacher to answer.

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Lesson 2

Introduction of Your Research Project

Grade 12

Our UAE, Our World: Understanding our Past, Present and Future

Lesson Objective: by the end of the lesson, students will present their research topic using elevator pitch speech.

Key Vocabulary: Elevator pitch, sales pitch, two-sided conversation

Imagine your parent is asking you what you are doing in this class. In small groups, think of at least 3 different ways to briefly talk about your research study in a simple and concise way. Use the circles below to add your ideas.

Creative ways to talk about your research topic
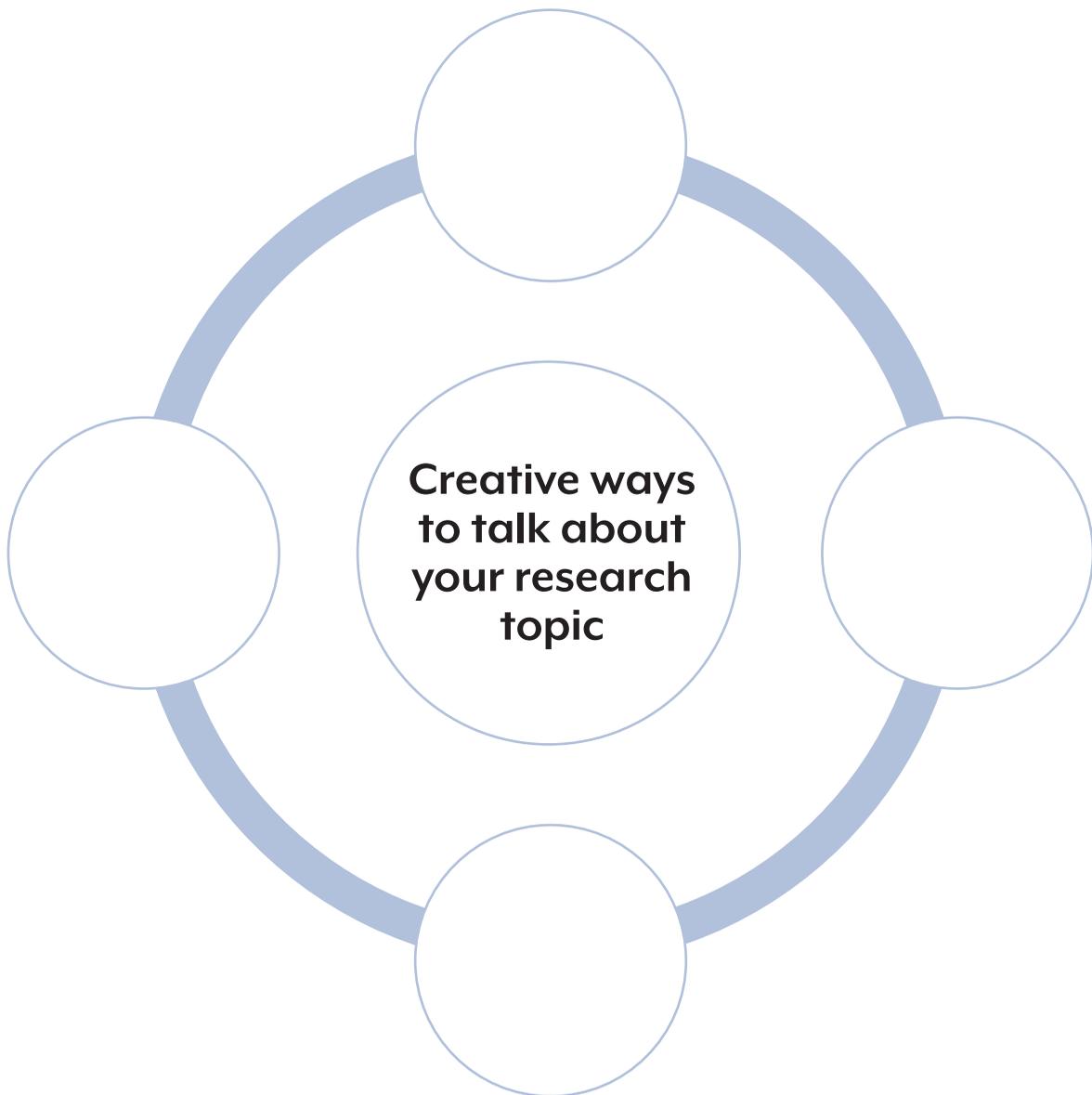
Elevator Pitch

The purpose of an elevator pitch is to quickly introduce your topic and create a dialog. It is like imagining that you had only the time in an elevator ride to convince an organization to support your research.

An elevator pitch takes place within an actual conversation. The conversation could lead you to ideas of how you could implement it in real life. This conversation could end up with you getting involved in a project or work opportunity.

Figure 2 Elevator Pitch

There are four steps for preparing an elevator pitch:

Step 1: identify what your research project topic is about

Step 2: identify the purpose of your research project and why it is important

Step 3: share what you have done in the project: data collection, results, and findings

Step 4: finally, engage with a question.

| Identify topic of your research | State your purpose | Share what you have done | Finsih off with a question |

Activity 2: Check your Understanding

Prepare an elevator speech to introduce your research topic. Write it down then practice giving it in small groups.

My Elevator Pitch:

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Activity 3: Journal/Log

My Research Project Journal

Journal Log # 2:

Find someone to give your elevator pitch of your research project. Reflect on how the conversation went. How did this person react? What follow up questions did you get?

What other topics did the conversation lead to?

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Write 1-2 questions for your teacher to answer.

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....
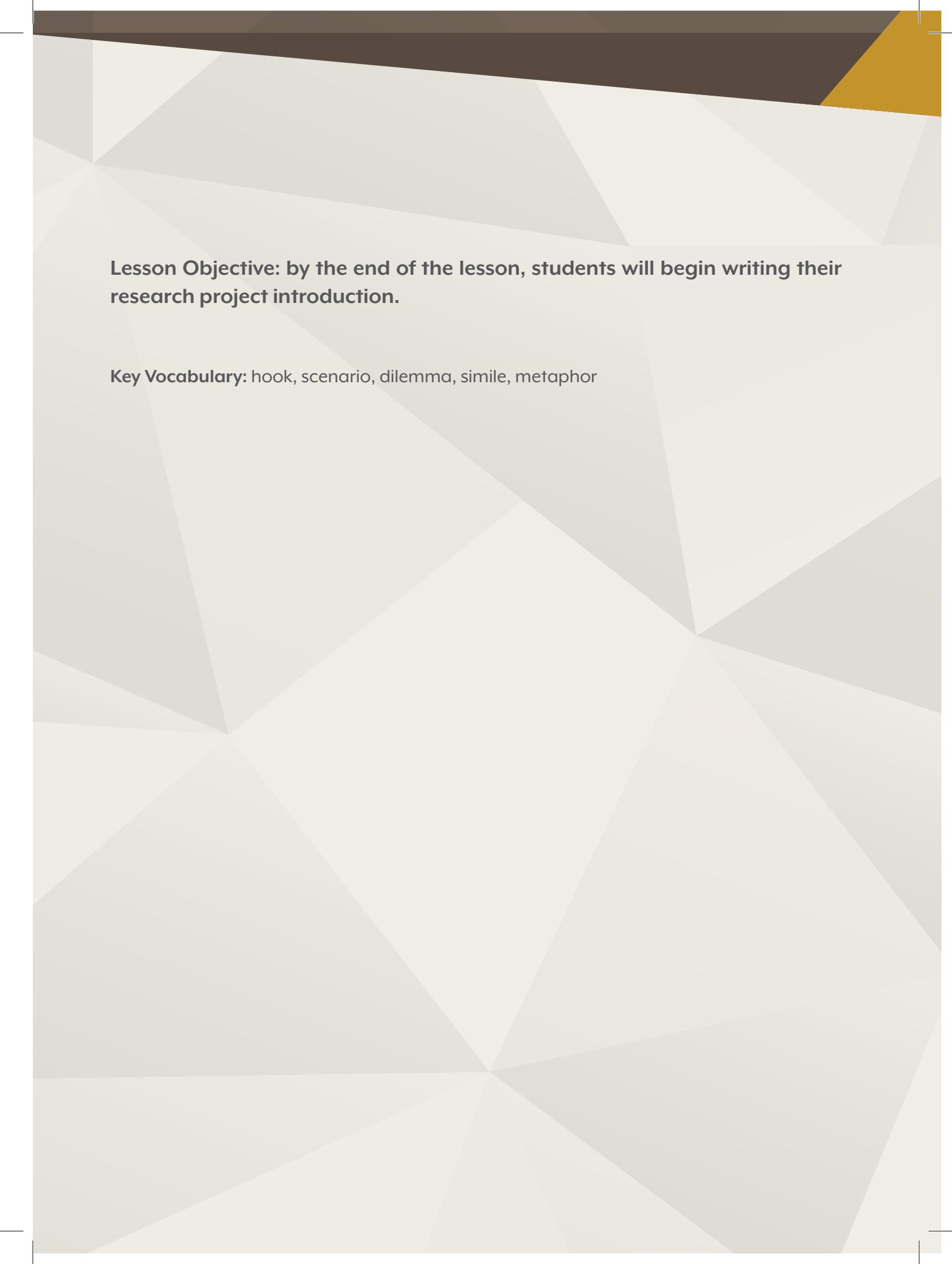
Lesson 3

Write Your Research Introduction

Grade 12

Our UAE, Our World: Understanding our Past, Present and Future

Lesson Objective: by the end of the lesson, students will begin writing their research project introduction.

Key Vocabulary: hook, scenario, dilemma, simile, metaphor

Activity 1: The Hook

The Hook

The hook is the opening sentence of any essay. It is your attempt to make the reader want to read your work. You can use different types of hooks such as:

1.   surprising statement

2.   definition

3.   quote from a famous person

4.   question

5.   describe a scene or scenario

6.   humorous statement

7.   dilemma

8.   comparison using a simile (for example: My life has been like a roller coaster), or a metaphor (for example: My life has been a roller coaster).

Activity 2: Concept Check

Choose two types of hooks from the 8 listed options and write two examples that fit your research topic. Make sure you add an explanation after the hook.

My two possible hooks are:

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In small groups, compare the strengths and weaknesses of the hooks you have chosen and that of 2 of your classmates.

In your opinion, which hook is the most effective? Explain your choice.

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In your opinion, which hook is the weakest? Explain your choice.

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Guide to Writing your Introduction

Use guidelines to write your introduction

1. Write the full title of your paper and centre it.

2. The introduction does not need the heading "introduction". Your readers will know it is the introduction because it is at the beginning.

3. Limit it to one paragraph and no more than 200 words.

4. Write what topic your project will be about and why you chose it.

5. Write which sections are included in this report. For example, literature review, description of the research design, results and conclusion.

Then hit the tab key to indent and then continue typing the paper. In APA, any source that you use in your paper must have an in-text citation. In APA these citations include the author's last name and the year of the publication in parentheses (Barrett, 2017). If the source you are using does not identify an author, use a shortened version of the source title rather than the author name ("E-Portfolios for Education," 2018).

Activity 4: Write Your Introduction

Using the guide in the previous activity, write your completed introduction

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My Research Project Journal

Journal Log # 3:

After completing your introduction, find someone who does not study with you to read it and give you feedback. Ask this person whether he or she will be interested in learning more about the topic? Reflect on what you have found.

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Lesson 4

Literature Review
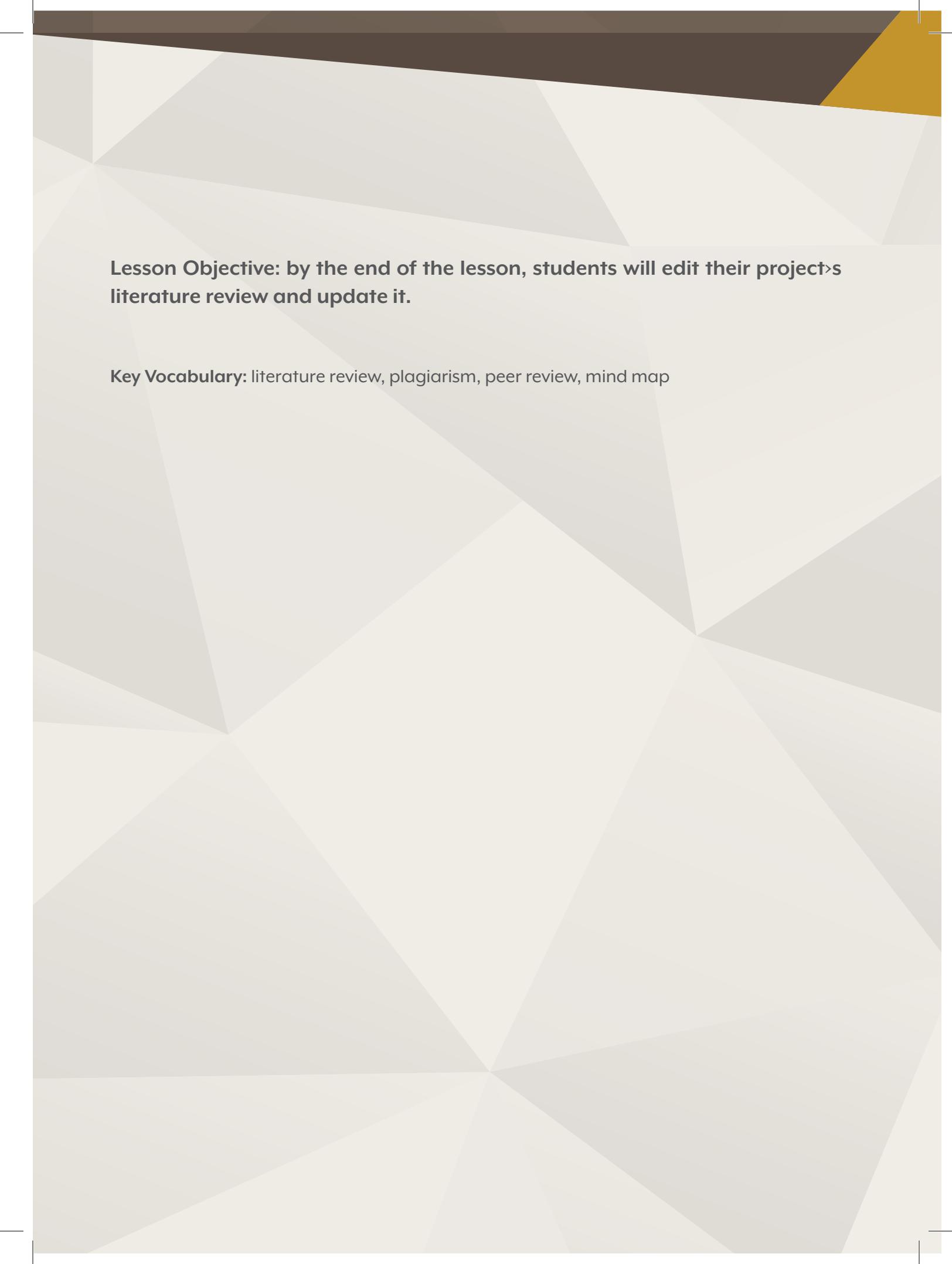
Lesson Objective: by the end of the lesson, students will edit their project›s literature review and update it.

Key Vocabulary: literature review, plagiarism, peer review, mind map

Look at your Term 2 literature review section. Then create a mind map of the different themes and topics covered in your literature review. Include the number of sources you have used for each topic.

Topic 1:

Topic 4:

Title of My Research Project:
_____
_____
_____

Topics /themes for
my Literature Review
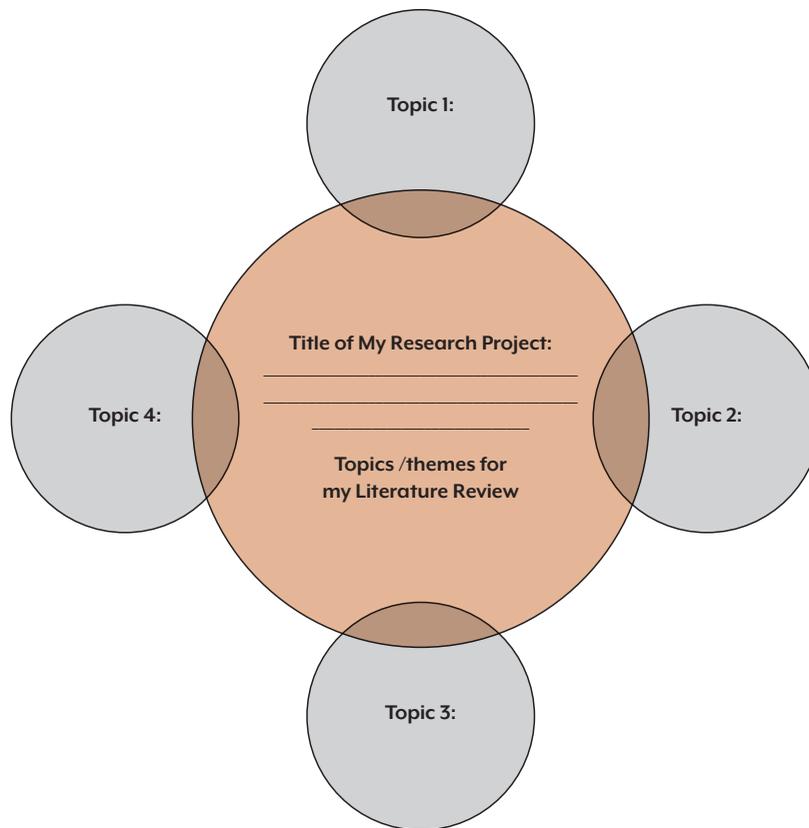
Topic 2:

Topic 3:

Topics for your Literature Review

How many sources have you used for each theme? Are any of the topics more covered than others? Reflect on which areas are not covered in your literature review and you will need to add more sources for that.

Activity 2:   Peer Review

In pairs or small groups, exchange your literature review from Term 2. Provide feedback.

What I liked about my classmate's literature review is:

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What I would suggest improving in my classmate's literature review is:

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Activity 3: Edit your literature review

Based on the feedback you received, edit your literature review.

Type your literature review below. Make sure you add in-text citations and discuss all the relevant sources you are using for your research.

If you need more space, type your literature review on a separate document and refer to it in here.

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Activity 4: Writing and Plagiarism Checker

Before you submit your literature review to your teacher, you should run it through the writing and plagiarism checker. This is a software that checks whether you have cited the sources you have used correctly, and whether you have copied other people's work without correct referencing. In addition, you will get free writing tips. It is a good practice to check your written work before you submit it to your teacher.

An example of a writing and plagiarism software is: Grammarly website.

1. On your own device or in a computer lab, download Grammarly as an extension to chrome.

2. Use the Grammarly link and run your literature review to see what errors you made.

3. Then edit the mistakes and re-type your literature review.

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My Research Project Journal

Journal Log # 4:

After using the Grammarly site to check your writing, reflect on the type of mistakes you made when writing your literature review.

What were the mistakes you made in your writing? List the type of mistakes in the report. What else can help you improve your written work.

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Finalize your Literature Review
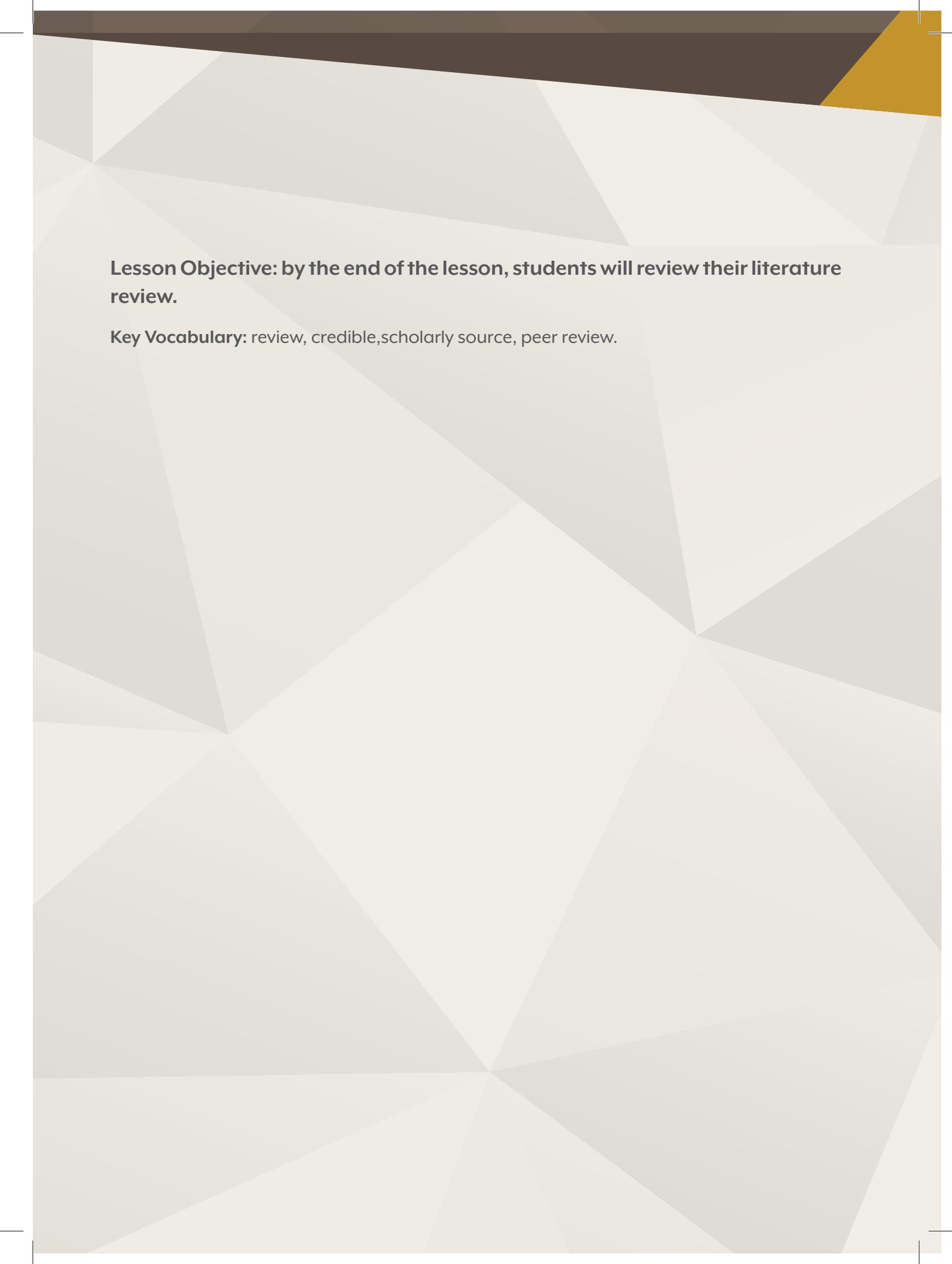
Lesson Objective: by the end of the lesson, students will review their literature review.

Key Vocabulary: review, credible,scholarly source, peer review.

Brainstorm all the words that are connected to your research topic. Use the space below.

1.   Put your research topic in the middle.

2.   Then add all the words that can be associated to your topic.
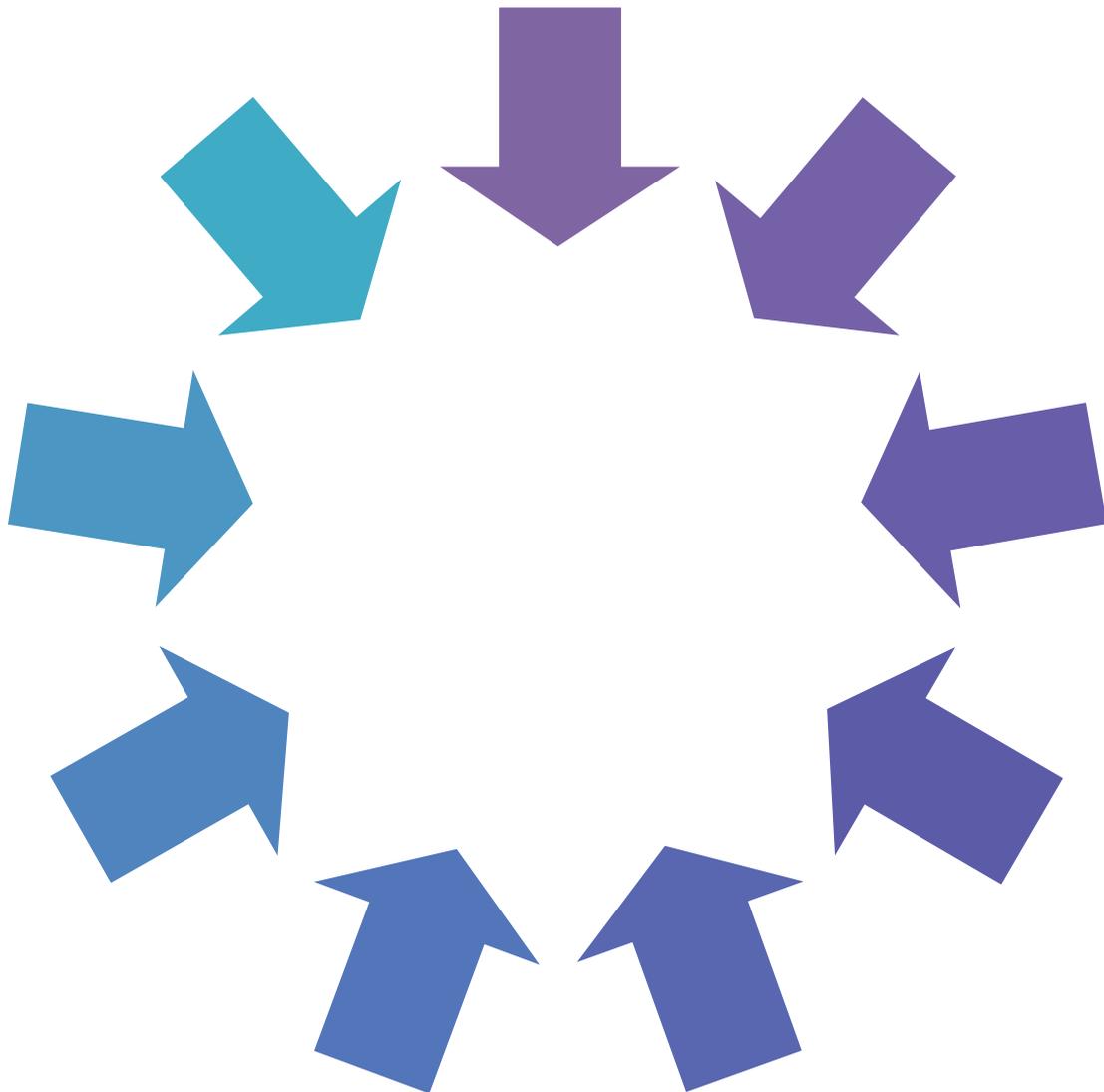
Literature Review

The key words you have listed in the previous exercise are important words for your research topic. Reflect whether you have found resources such as journal articles, credible websites, research studies, etc. that reference these words. If you have listed some keywords that do not appear in any resources in your literature review, then you need to add at least 1 or 2 additional sources.

Activity 2:   Add two sources for your Literature Review

Based on the listed keywords, find at least 2 more scholarly sources to add to your literature review section.

Keyword: ....

Source # 1

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Summary:

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Keyword: ....

Source # 2

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Summary:
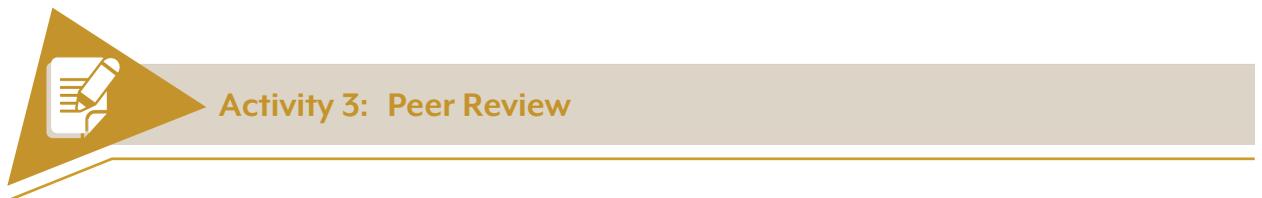
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Activity 3: Peer Review

Exchange your literature review with a classmate and use the below checklist to provide feedback.

Use the below checklist to score your classmate's literature review out of 10 points:

1. There is an introduction to the review explaining the purpose of the review.

2. Headings are used to Organise and structure the review.

3. There is a clear connection between each section; a clear storyline.

4. There is critique and analysis of the presented sources and not just a summary.

5. All sources used are from credible sources such as journal articles, books, credible websites, etc.

6. There are at least 6 references used.

7. References are up to date and not older than 5 years.

8. The literature review section has a clear structure.

9. Citations are added and are correct.

10. There is a summary or conclusion that pulls this section together.

Score out of 10= ....

Areas that need improvement:

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Activity 4: Finalise your Literature Review

Based on the previous checklist and peer review activity, finalise your literature review section.

Type your literature review in this space below or on another document and add it in here.

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My Research Project Journal

Journal Log # 5:

What are the key learning points about writing an effective literature review?

Reflect on the areas you most struggled with as you were working on your literature review.

What would your checklist for a strong literature review?

Remember to keep your written work on a word document on your laptop or in shared drive if your school allows it. This way, you can keep working on your research paper and add the edits every lesson.

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Lesson 6

Research Design and Methodology

Lesson Objective: by the end of the lesson, students will update the research design and methodology section in their research paper.

Key Vocabulary: research design, research methodology, region, context

In small groups, discuss the differences between research design, methodology and research types. Then list at least three examples for each.

Research Types	Research Methodology	Research Design

Key terminologies

It is important to agree on a common meaning of the key terminologies you will be using in this course. Therefore, the following definitions will be used for your research project:

1. Research types are two: primary and secondary

2. Research methodology are three: qualitative, quantitative and mixed methods

3. Research designs are many depending on the research methodology used. For example, common quantitative research designs are questionnaires or surveys, structured interviews, experiments, etc. Examples of qualitative research designs are semi-structured interviews or unstructured interviews, focus group questionnaires, case studies, etc. Some designs could be both depending on how you plan to use them. For instance, observations could be both quantitative or qualitive.

Read a research report about Social media and young people's well-being from the Happiness Research Institute website and the research methodology used to collect data. Discuss the research design used and propose an alternative research design to collect data.

Go online and type the Happiness Research Institute and under publications find the article entitled: Does social media really pose a threat to your people's well-being?

Read pages **8, 12, and 13** then discuss in small groups the study and write down your discussion summary notes in the below circles:

1.   the structure of the research study overall
2.   notes to propose an alternative research design

Activity 3: Small Group Discussion: Part 2

In small groups, go over the report and discuss the following questions:

Note how the research report was structured and discuss:

1. What are the main headings?

2. What graphic illustrations are included?

3. What details were included about the research design and methodology?

4. What did you like about the structure of this report?

5. What did not like about this report other than how long it is?

Share your notes with the class.

Activity 4: Journal/Log

My Research Project Journal

Journal Log # 6:

1. What did you like and what you did not like about the social media research study report?

2. Do you think similar findings would be discovered in your region or context? Explain your answer.

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Lesson 7

Write your Research Design and Methodology Section

Grade 12

Our UAE, Our World: Understanding our Past, Present and Future

Lesson Objective: by the end of the lesson, students will:

- finalise their research design and methodology section
- update the two sections.

Key Vocabulary: sample, population, sample size, response rate, methodology, design, outline, ethical considerations, target population, sampling strategy

Read the sample methods and research design text below and list the main headings you need for your research paper and the research method section. Add what you need to include in each section.

| Sub heading 1: | Sub heading 2: | Sub heading 3: |

| Main Headings: | details: |

Main Headings in
Research Methods Section

Sample Research Methods section

Search online for a sample research methods section from a research article. Your teacher may also provide you with a sample section to complete the previous exercise.

Prepare a simple outline of your research methods section. Do not write full sentences, but rather a simple bullet point list of what you want to include.

Research Project Title:

....

Introduction:

Hook:

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Research Problem:

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Research Question:

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Research Methods:

Explain your methodological approach.

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Why was this approach the most suitable to answer your research question?

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What could be an alternative research design?

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What were the ethical considerations in your study?

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What was the targeted population?

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What was your sampling strategy?

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What was your sample size?

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What was the response rate?

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Activity 3: Peer Editing of Outline

In pairs, exchange your outline with a classmate. Read your classmate's outline and provide feedback based on the below points.

Is there any aspect of this outline unclear to you? Give details?

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Can you think of an area in the outline that needs development? Make specific suggestions.

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If you have any other ideas or suggestions, write them here.

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Activity 4: Write your Research Methodology Section

Use the feedback and comments from the previous activity and finalise your research methodology section. Remember to keep all of your work saved in a Microsoft Word document.

Activity 5: Get Feedback and revise

Exchange your draft with a partner and get feedback on your first draft. Make notes of the comments. Then compile your review to-do list:

My review to-do list:

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....

Finalise your research methodology section and save the document either in the cloud or on your device.

Activity 6: Journal/Log

My Research Project Journal

Journal Log # 7:

Do you think you have used the most suitable research methodology to answer your research question? Explain your answer.

What would you do differently the next time when you plan a research methodology?

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Lesson 8

Write your Results Section

Lesson Objective: by the end of the lesson, students will:

- review their research study results

- write the results part of their papers.

Key Vocabulary: data collection instruments, archival documents, findings, study results response rate, target population, charts, graphical illustrations

Go back to the data that you collected for your research study.

What are the three data collection methods you used? List them below and provide brief details of what you did.

Data Collection Instrument # 1:

Data Collection Instrument # 2:

Data Collection Instrument # 3:

Data Collection Instruments

There are many instruments used to collect data based on your research question and how you design your study. For example, you collected data for your research conducting an interview, creating and running an online questionnaire/survey, or doing an experiment. Other common data collection instruments are observations, archival documents and government published reports.

Activity 2: What is the results section?

The results section includes the findings of your study only. The findings should include:

- report on data collection instruments
- description of your target population and sample size
- report on response rate
- data presented in tables, charts, and graphs

Go online to the Happiness Research Institute website and under publications, find an article you are interested in. Then briefly read through it.

In small groups, discuss the article you read.

How were the results written in your chosen article?

Make notes of how results were written.

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Activity 3: Your Study Results Part 1: Report on Data Instruments

In the below space, summarise the data instruments you used in your research study.

Briefly say what instrument you used and why you used it.

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Activity 4: Your Study Results Part 2: Population and Sample

In the space below, briefly describe the following:

Your target population is everyone and everything that can be used for your research and can provide useful data.

Define your target population for the three data collection instruments.

Target population for the online questionnaire:

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Target population for the interview:

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Target population for the experiment:

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What was your **sample strategy you used and the size** from the target population?

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Calculate your response rate

to calculate your response rate: The formula for your response rate is to take the number of responses returned and divide it by the number of surveys sent out, and multiply the result by 100.

Response Rate= (Responses Returned) / (Surveys Sent Out) * 100.

Response rate for the online questionnaire=

Response rate for the interview=

Response rate for the experiment=

Activity 5: Your Study Results Part 3— Charts

Now follow the steps below and create a summary of your main findings. Save your study results in your research project document.

Step 1:
copy the charts for your online questionnaire results

Step 2:
summarise the main answers for the interview

Step 3:
summarise in table format or word decsription the results of your experiment
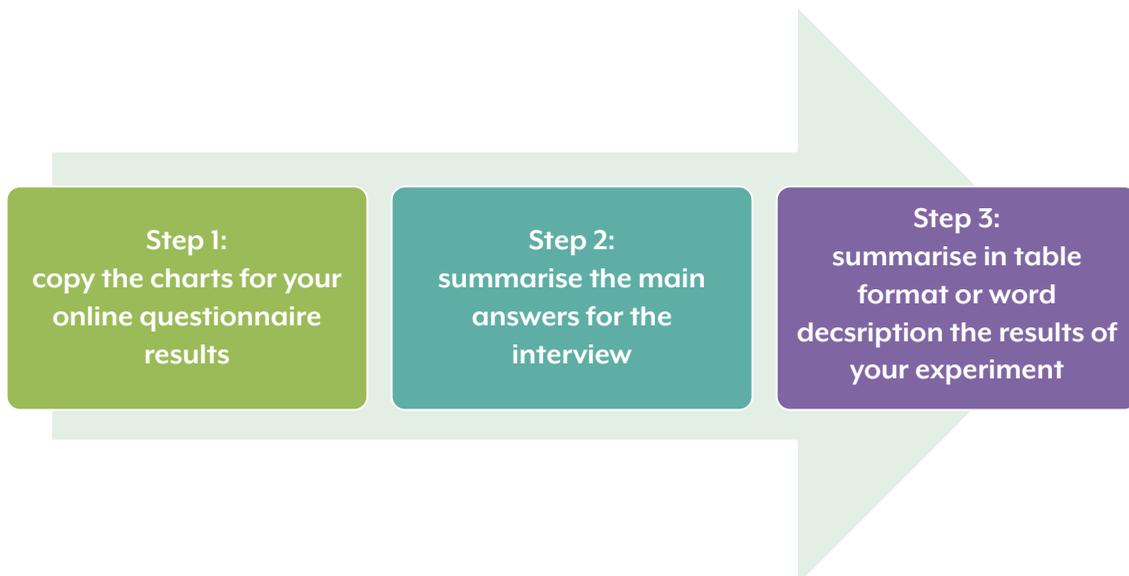
Activity 6: Journal/Log

My Research Project Journal

Journal Log # 8:

- ❀ Create a do-list of what the results section should include.

- ❀ Then reflect on what you have done well and what you could have improved.

- ❀ What would you do differently next time when deciding on a data collection instrument? Explain your answer.

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Lesson 9

Proofread and Edit your Results Section

Grade 12

Our UAE, Our World: Understanding our Past, Present and Future

Lesson Objective: by the end of the lesson, students will:

- get their results sections peer-reviewed
- finalise the results section based on the feedback received.

Key Vocabulary: peer review, proofread, visuals, graphic illustrations

Activity 1: Combine your results

Go over the activities you did in the previous lesson and combine all the sections you wrote.

You should have the following:

- brief introduction stating your research topic and question
- report on data collection instruments
- description of your target population and sample size
- report on response rate
- data presented in tables, charts, and graphs

Put a checklist when you have compiled all the above headings.

Activity 2: Using Visuals

Go online to the Happiness Research Institute website and under publications, find an article entitled: The Good Home Report 2019: What Makes a Happy Home?

In small groups, discuss how the results were presented in the research article that you read.

Pay special attention to the visuals in the articles. What tables, graphic illustrations, and pictures are included? Why were they added?

Make notes of how visuals can be used effectively to show results of a study.

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Activity 3: Peer Review of your Results Section

In pairs, exchange your results section with a classmate. Read your classmate's results section and provide feedback based on the below points.

Is there any aspect of the results that are unclear to you? Give details.

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Can you think of an area in the results section that needs development?

Make specific suggestions.

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If you have any other ideas or suggestions, write them here.

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Activity 4: Edit and Finalise your Results Section

Use the feedback and comments from the previous activity and finalise your results section. Save the finalised edits to your research document on your device.

Activity 5: Proof -read your Writing

Now submit your results section to the Grammarly website and fix any errors that show in the report.

Activity 6: Journal/Log

My Research Project Journal

Journal Log # 9:

❋ What are the best ways to organise your results sections of a research study?

❋ Reflect on one main idea you have learned from this lesson.

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Lesson 10

Write your Discussion Section

Grade 12

Our UAE, Our World: Understanding our Past, Present and Future

Lesson Objective: by the end of the lesson, students will write the discussion part of their papers.

Key Vocabulary: reiterate, inverted pyramid, major findings, study limitations, research weaknesses

In small groups, discuss the following points about your research project.

❋   Make notes of the points below.

❋   Share your notes with your group.

❋   Take notes of the discussion you have with your group to share with the whole class.

General Research Problem

Major Findings

Connect to Literature

Limiations
& Weakenessses

Recommedations

Further
Research
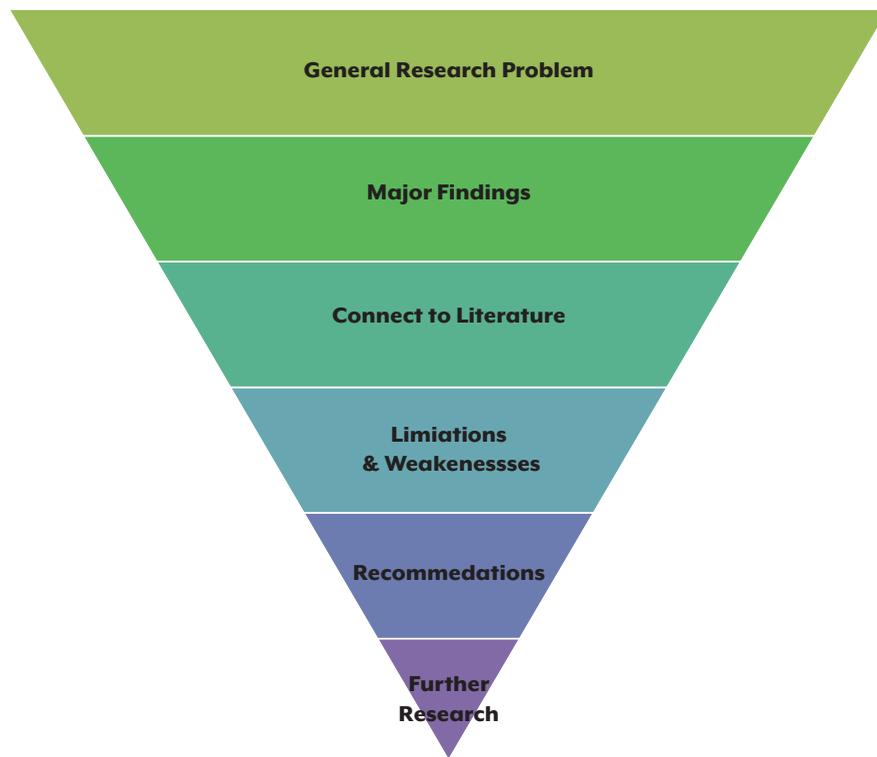
Discussion Notes:

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What is the discussion section?

Beginner researchers sometimes mix the results section with the discussion of main findings. Even though in some research reports you could find the results and discussions as one section, it is better to separate them into two different sections. A common mistake is to repeat the results as the discussion instead of explaining what the results mean in connection to your research question.

Think of the discussion section as an inverted pyramid like the one presented in activity 1. Your discussion moves from the general to more specific just like the ‹pyramid›.

Activity 2: Checklist: What goes into the discussion section?

The discussion section includes an analysis of what the main findings of your research project mean. The discussion should include:

❀   explanation of Results: Reiterate the Research Problem/State the Major Findings

❀   connection to previous research listed in your literature review section

❀   limitations and weaknesses

❀   recommendations and description of what was learned

❀   making suggestions for further research

Go over the checklist and identify which points in your discussion need improvement or are missing.

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Activity 3: Part 1: Explanation of Results

Reiterate the research problem and state the major findings

What was the research problem in your project?

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What were the major findings?

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Go back to your literature review section and identify which research articles and references connect to your major findings. List at least 3.

What are the similarities or differences in the major findings of your research project and that of previous research in your literature review?

Connection to previous research # 1:

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Connection to previous research # 2:

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Connection to previous research # 3:

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Activity 5: Part 3: Limitations and Weaknesses

Identify the main limitations of your research project and weaknesses.

Limitations could be time, place, sample size, etc. Note any weaknesses in your research project such as unanswered questions or problems that you faced during the project. Don't worry about listing the limitations and weaknesses. Every research project should include those.

List the limitations and weaknesses below:

✤ ....
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✤ ....
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✤ ....
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Activity 6: Part 4: Recommendations

In the space below, briefly describe what you have learned from your research project and list your recommendations in bullet format.

Based on my research findings, I recommend the following:

(Make at list 3 important recommendations)

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Activity 7: Part 5: Further Research

Now that you have completed your research project what would you recommend the next research project to be?

Suggest further needed research for your topic:

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Activity 8: Journal/Log

My Research Project Journal

Journal Log # 10:

The discussion part is a very important section of your research project. Evaluate yourself on how well you were able to complete the discussion and analysis section out of 10, the highest point is 10 out of 10 and lowest is zero.

What grade would you give yourself? ....

Explain the reason.

Note: The score you give yourself will NOT impact the grade you receive for the project.

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Lesson 11

Proofread and Edit your Discussion Section

Grade 12

Our UAE, Our World: Understanding our Past, Present and Future

Lesson Objective: by the end of the lesson, students will:

- get their discussion sections peer-reviewed
- finalise discussion based on the feedback received.

Key Vocabulary: peer review, proofread, visuals, graphic illustrations

Activity 1: Combine your discussion section

Go over the activities you did in the previous lesson and combine all the sections you wrote.

You should have the following:

- explanation of results: reiterate the research problem and state the major findings
- connection to previous research included into your literature review
- list and a brief explanation of your study limitation and weaknesses
- list of recommendations based on key findings
- suggestions for further research

Put a checklist when you have compiled all the above headings.

Activity 2: Using Visuals

Go online to the Happiness Research Institute website and under publications, find an article entitles: The Good Home Report 2019: What Makes a Happy Home?

In small groups, discuss how the discussion of key findings were presented in the research article that you read.

Pay special attention to the visuals in the articles. What tables, graphic illustrations, and pictures are included? Why were they added?

Make notes of how visuals can be used effectively to visually present findings of a study.

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✳ ....

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Activity 3: Peer Review of your Discussion Section

In pairs, exchange your discussion section with a classmate. Read your classmate's discussion section and provide feedback based on the below points.

Is there any aspect of the discussion that is unclear to you? Give details?.

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Can you think of an area in the discussion section that needs development?

Make specific suggestions.

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If you have any other ideas or suggestions, write them here.

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Activity 4: Edit and Finalise your Discussion Section

Use the feedback and comments from the previous activity and finalise your discussion section. Save the finalised edits to your research document on your device.

Activity 5: Proof -read your Writing

Now submit your discussion section to the Grammarly website and fix any errors that show in the report.

Activity 6: Journal/Log

My Research Project Journal

Journal Log # 11:

- What are the best ways to present the discussion of key findings of a research study so that readers would be engaged and interested in your research study?

- Reflect on one main idea you have learned from this lesson.

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Lesson 12

Developing a Convincing Conclusion

Grade 12

Our UAE, Our World: Understanding our Past, Present and Future

Lesson Objective: by the end of the lesson, students will practice 10 different strategies to develop a convincing conclusion.

Key Vocabulary: group discussion, brainstorm, convincing, empathy, Synthesise

Activity 1:   Small group discussion

In small groups, read and then discuss the way the following conclusions were written. Decide:

- Which strategy was used?

- Which conclusion did you find the most convincing?.

Strategies:

- rephrase the question

- summarise the main ideas

- give your opinion, if you haven't given it already

- look to the future (say what will happen if the situation continues or changes)]

Instructions:

Read the conclusions below and select one of the strategies listed above that was used.

Topic: *Who learns quicker; adults or children?*

Sample conclusion # 1:

Finally, I feel that we cannot generalize about children or adults being better learners. It depends on the situation and the motivation of the person, and the level of enthusiasm he or she has for learning.

Strategy used:

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Topic: *Should we test products on animals?*

Sample conclusion # 2:

I agree that we need to make sure that animals who are used for testing new products have the minimum of suffering. However, I am convinced that animal testing is unnecessary, and that there are other ways humans can continue to test their products.

Strategy used:

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Topic: *Should we teach tolerance in schools?*

Sample conclusion # 3:

In conclusion, teaching tolerance can be a useful method of developing a caring society. However, it should be practised at home first. If we want to build a world with more empathy, we must begin at home, and we must teach our children to be caring and tolerant.

Strategy used:

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Topic: *Should dangerous sports be banned?*

Sample conclusion # 3:

In summary, our society would be healthier if more people took part in sports of all kinds. We should continue to try to prevent accidents and injuries. However, we should also ensure that sports are challenging, exciting, and, above all, fun.

Strategy used:

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In your group, decide which strategy was the most convincing? Explain your answer.

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Answer Key Activity 1: 1-give your opinion, 2-repharse the question, 3-summarise main ideas, 4-looking for the future

How to write a convincing conclusion?

Conclusions should not add anything new to the text. The purpose is to give a final wrap up to your topic. You can use different strategies to write your conclusion as you read in the previous examples. The next activity will have a list of 10 strategies you can use, and then you will decide which strategy to use for your research topic.

Activity 2: Strategies: Part 1

The list below includes examples of strategies you could use to write a convincing conclusion.

Instructions:

In pairs or small groups, go through the 10 strategies and verbally use the below strategies to speak about your research project.

First introduce your research topic and then go over the strategies to give a conclusion. You can have 10 minutes to take notes before you share your conclusions verbally.

Remember to take notes of questions or comments that your classmates make after you share your conclusion.

Strategy # 1: "So what" discussion

Answer the question about your research project: So what? Why should anyone care about your research?

My Notes:

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Strategy # 2: Return to the theme or themes in the introduction

What were the main points/themes in your introduction? How can you summarise these points differently from the introduction?

My Notes:

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Strategy # 3: Synthesise, don't summarise

To Synthesise, you can present the other perspectives then add your own. Critical evaluation is key. Remember not to add anything new in the conclusion.

My Notes:

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Strategy # 4: Include a challenging insight or quotation from the research or reading you did for your paper.

My Notes:

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Strategy # 5: Propose a course of action, a solution to an issue, or questions for further study.

My Notes:

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Activity 3:   Strategies: Part 2

Same as in Activity 2, use the below list of strategies to share talking about your conclusion. Take another 10 minutes to jot down your notes and then share verbally in your small groups or in pairs.

Strategy # 6: Point to broader implications

My Notes:

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Strategy # 7: Echoing the introduction

My Notes:

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Strategy # 8: Challenging the reader

My Notes:

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Strategy # 9: Looking to the future

My Notes:

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Strategy # 10: Posing questions

My Notes:

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Activity 4: Select a strategy

Go over your notes, and decide which strategy you are going to use to write your convincing conclusion.

Strategy I will use is:...

Write/type the first draft of your conclusion: word limit 200-250 words

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Activity 5: Journal/Log

My Research Project Journal

Journal Log # 12:

❋   Which strategy for writing a conclusion did you find the easiest to use?

❋   Which strategy was the most difficult to apply? Explain your answer.

❋   Suggest a way that you believe could be a powerful way to write a conclusion.

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Proofread and Finalize your Conclusion

Grade **12**

Our UAE, Our World: Understanding our Past, Present and Future
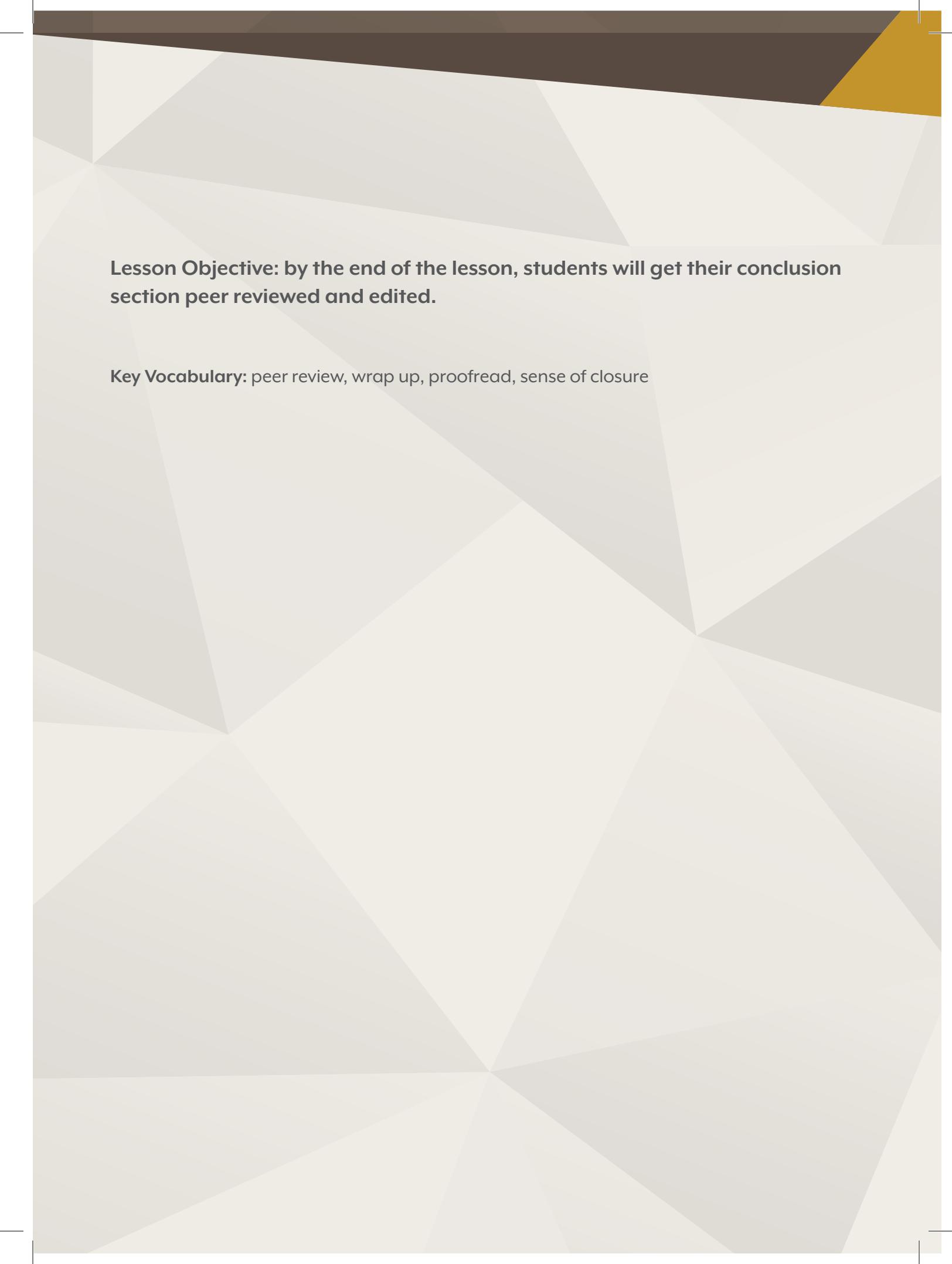
Lesson Objective: by the end of the lesson, students will get their conclusion section peer reviewed and edited.

Key Vocabulary: peer review, wrap up, proofread, sense of closure

Activity 1: Checklist for peer review

Exchange your conclusion with a classmate and then use the below checklist to go over the first draft of your conclusion.

Your classmate will score your conclusion by choosing yes or no for the below list:

- There is a topic sentence to start the conclusion. Yes/No
- The conclusion does not include any new ideas. Yes/No
- One of the previously discussed strategies were used to write the conclusion. Yes/No
- There is a closing sentence at the end of the conclusion. Yes/No
- No new evidence was added to the conclusion. Yes/No
- The conclusion does not include any extra information that was not mentioned earlier. Yes/No
- This conclusion connects back to the introduction. Yes/No
- This conclusion provides a sense of closure. Yes/No
- There is a clear closing sentence that wraps up the report. Yes/No
- Overall, the conclusion was effective. Yes/No

Give a score for the conclusion you read by counting every yes as 1 point.

Score: ....*out of 10*

Activity 2: Edit your conclusion

Use the feedback and comments from the previous activity and finalise your conclusion section. Remember to save your finalise conclusion to your research report document on your device.

Activity 3: Check your writing

After completing your first draft of your conclusion, use the Grammarly website to upload your conclusion and run the report.

Step 1: Download the performance report.

How many alerts did you get? ....

What is the overall score for your text? ....

How many sentences do you have? ....

What is your readability score? ....

How many unique words did you use? ....

Step 2: Edit your conclusion based on the Grammarly report.

Step 3: Type or write your edited conclusion below.

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Activity 4: Journal/Log

My Research Project Journal

Journal Log # 13:

✿   Why is the conclusion important?

✿   Reflect on one main idea you have learned from this lesson.

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Lesson 14

Write Your Abstract

Grade 12

Our UAE, Our World: Understanding our Past, Present and Future

Lesson Objective: by the end of the lesson, students will write the abstract section of their research paper.

Key Vocabulary: abstract, movie trailer, peer review

Think about the below questions.

Then pair up with a classmate and discuss your answers.

Finally, share your notes with the whole class.

You can do an online search to take notes.

| What is an abtract? | Why do you need to write an abtract? | What are some strategies to writing a good abstract? |

Activity 2: Write your abstract

An abstract is like a movie trailer. People will read the rest of your research paper only if your abstract seems interesting. Here are some important tips:

✦ Write your abstract after completing your research paper.

✦ Choose only key points from each of the headings or sections you have in your research paper.

✦ Edit your abstract carefully.

Instructions: Answer the below questions to complete your abstract. Your answers should be no more than 1 or 2 sentences for each of the below topics.

Reason for writing: What is the importance of the research? Why would a reader be interested in the larger work?

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Problem: What problem does this work attempt to solve? What are the main research questions and hypotheses?

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Methodology: Describe the types of evidence used in the research.

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Results: What are the major findings in a more general way?

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Implications: What changes should be implemented as a result of the findings of the work?

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Activity 3: Check your writing

After completing the previous section, compile your answers into one paragraph.

The word count should be between 250-300 words.

Now upload your abstract to the Grammarly website and run the report.

Step 1: Download the performance report.

How many alerts did you get? ....

What is the overall score for your text? ....

How many sentences do you have? ....

What is your readability score? ....

How many unique words did you use? ....

Step 2: Edit your abstract based on the report.

Step 3: Type or write your edited abstract below.

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Activity 4: Peer Review

Instructions: in pairs, exchange your completed abstract and score each your classmate's written abstract. For every **Yes**, give a point.

Score: ..../8

❋ The word count is within the required length, or a maximum of one A4 sheet of paper.

❋ The abstract is included after the title page and/or acknowledgements and before the table of contents.

❋ The objective, problem statement, and/or research questions are stated.

❋ The methodology is briefly described.

❋ The most important results are summarised.

❋ The main conclusions are stated.

❋ Any recommendations and/or suggestions for further research are mentioned.

❋ The abstract can be understood by someone without prior knowledge of the topic.

Comments/ Suggestions:

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My Research Project Journal

Journal Log # 14:

❋ Why is the abstract so important?

❋ Search for strategies you can use to write a good abstract. List at least 3 strategies.

❋ Reflect on one main idea you have learned from this lesson.

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Lesson 15

Create your Table of Contents

Grade 12

Our UAE, Our World: Understanding our Past, Present and Future

Lesson Objective: by the end of the lesson, students will prepare the table of contents.

Key Vocabulary: TOC, heading, subheading, heading levels, automated TOC

Activity 1: Think-Pair-Share

⚜ Think about the below questions.

⚜ Then pair up with a classmate and discuss your answers.

⚜ Finally, share your notes with the whole class.

You can do an online search to take notes.

Where should you place the table of contents?

How many pages are acceptable for a table of contents?

Find an example of a table of contents for a research paper and share it.

Activity 2: Headings

Table of Contents is often abbreviated as TOC. It comes between the abstract and the introduction.

TOC is usually no longer than 2 pages but that depends on how long your research paper is.

Key features of a TOC are the following:

❋   Page Title: Table of Contents

❋   Clear headings and subheadings. Examples: Introduction, Literature Review, Methodology, etc.

❋   Correct page numbers where each heading and subheading are found.

Instructions: List all the headings and subheadings in your research paper.

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Example of Table of Contents for a research paper:

Table of Contents

Activity 3: TOC Generator in Microsoft Word

You can automatically create a table of contents from Microsoft Word. However, you must first apply heading styles to your document.

❁   To apply headings to your document, you can highlight the main heading and apply heading 1 style. For subheading, apply heading 2.

❁   Then on your Word document, find the references tab. Select table of contents. You can customize the table of contents to modify the number of levels (i.e. subheadings) you have.

Now, it's your turn to create your table of contents using a customised table from Microsoft Word.

Once done, add it to your research paper.

Check point: Have you completed the TOC? Yes/ No

Activity 4: Journal/Log

My Research Project Journal

Journal Log # 15:

Go to the Happiness Research Institute website and under publications, look at three different published reports.

✿   Examine the way table of contents are presented and the headings.

✿   Summarise your notes of type of headings and visual presentation of TOC.

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Lesson 16

Research Report Final Review

Lesson Objective: by the end of the lesson, students will:

❀ review the list of references

❀ use two writing checker websites to check for plagiarism and writing errors.

Key Vocabulary: references, accuracy, in-text citation, plagiarism

Activity 1: Check your References

Go over your research paper and include your references. You need to check for two things:

✿   Your references are formatted correctly according to APA formatting style.

✿   All in-text citations are used correctly. If you have a reference that you did not cite inside your research paper, then you need to delete that reference.

Reference Guide

There are many websites and video tutorials that you can refer to when you check the accuracy of your references. For example, go online and type the Monash University Library and search for the citing and referencing site. You will find examples of in-text citation and reference guides.

Another useful resource is The Purdue University Online Writing Lab which is an important resource for you to refer to whenever you do any writing.

Activity 2: Run the plagiarism report

Upload your research paper to two sites:

1.   BibMe — The Online Writing Centre and check for accidental plagiarism
2.   Grammarly website

After running your paper through the two websites, fix the errors and save a new document. Then choose the answer for Check Points 1 and 2:

CheckPoint 2:

Yes

No

Have you fixed the errors in your paper and saved a new final document?

Check Point 2:

CheckPoint 1:

Yes

No

Have you completed running your paper through the two websites (BibMe and Grammarly)?

Check Point 1:
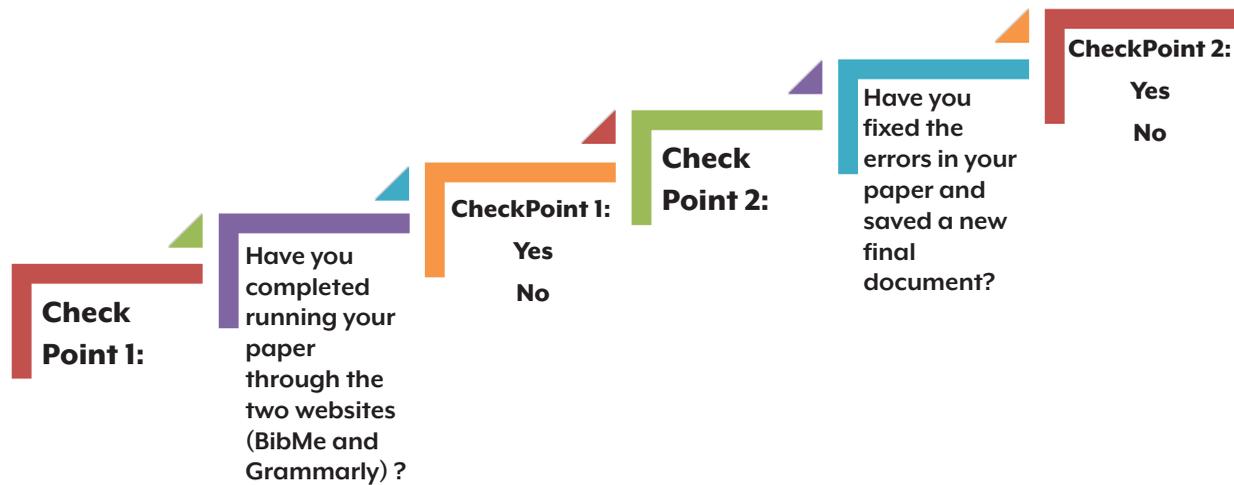
Activity 3: Peer review

Exchange your paper with a classmate. Read your classmate's final paper and offer comments:

❋ What did you like about your classmate's paper?

❋ What could have been improved?

❋ A question you have about the research study.

CheckPoint 4:

Yes

No

Did you provide your feedback and comments?

Check Point 4:

CheckPoint 3:

Yes

No

Have you read your classmate's research paper?

Check Point 3:
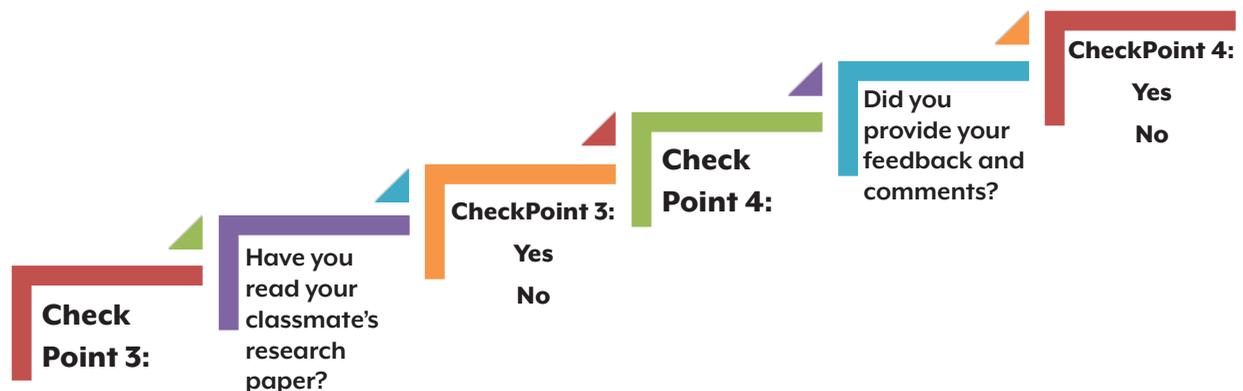
Activity 4: Journal/Log

My Research Project Journal

Journal Log # 16:

❂ What were the most common mistakes that you made when you run your report using the BibMe or Grammarly cite?

❂ What do you need to pay attention to when you do your written work?

❂ What have you taken away from reading your classmate's research paper? List at least 1 main take-away.

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Lesson 17

Pecha Kucha Presentation

Grade 12

Our UAE, Our World: Understanding our Past, Present and Future
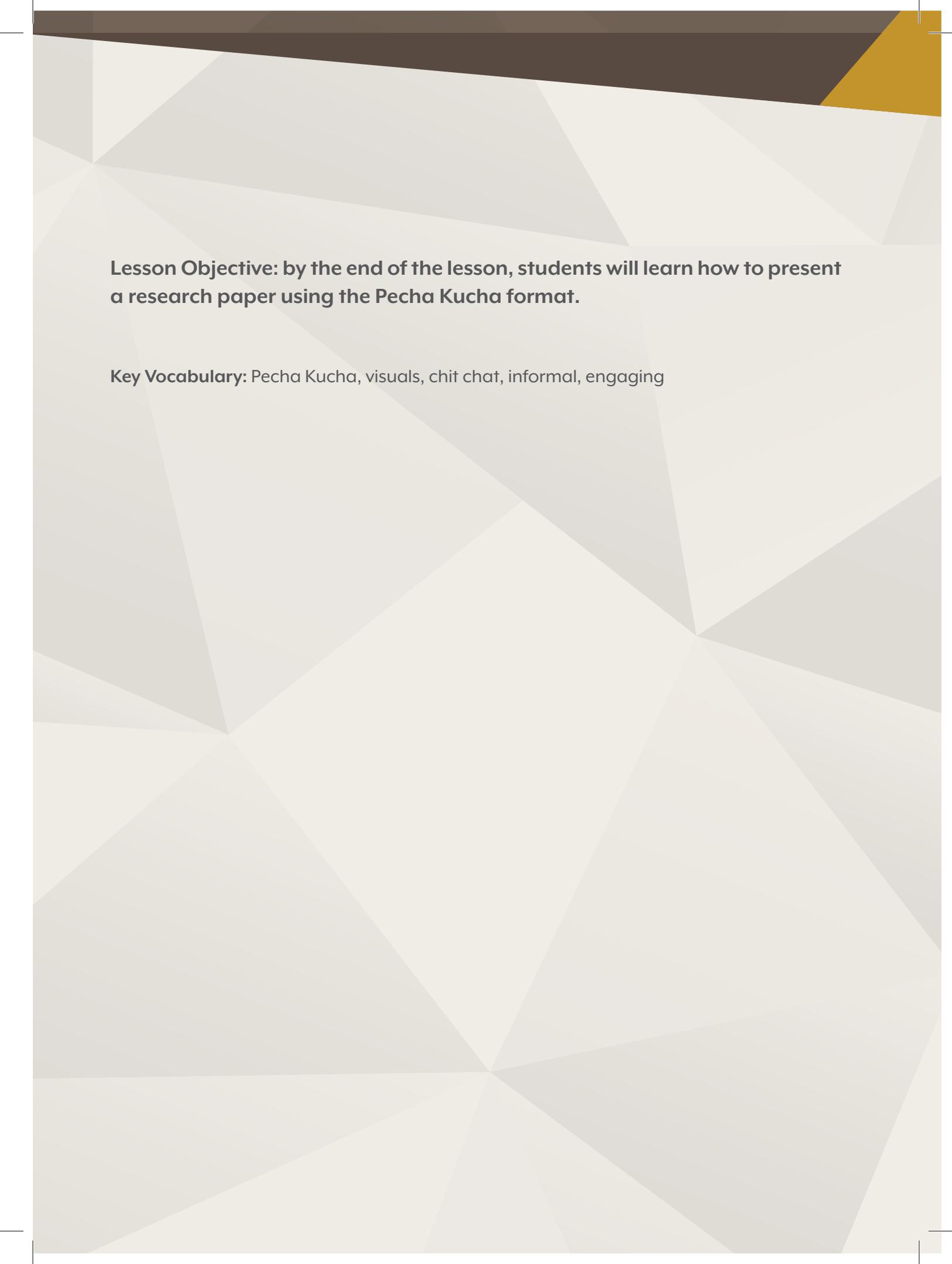
Lesson Objective: by the end of the lesson, students will learn how to present a research paper using the Pecha Kucha format.

Key Vocabulary: Pecha Kucha, visuals, chit chat, informal, engaging

In pairs, find out what Pecha Kucha is and fill out the graph below

What is the Format?

What are the benefits of this way of presenting?

What is Pecha Kucha?

Definition

Find 2 examples of Pecha Kucha presentations that you liked

Examples
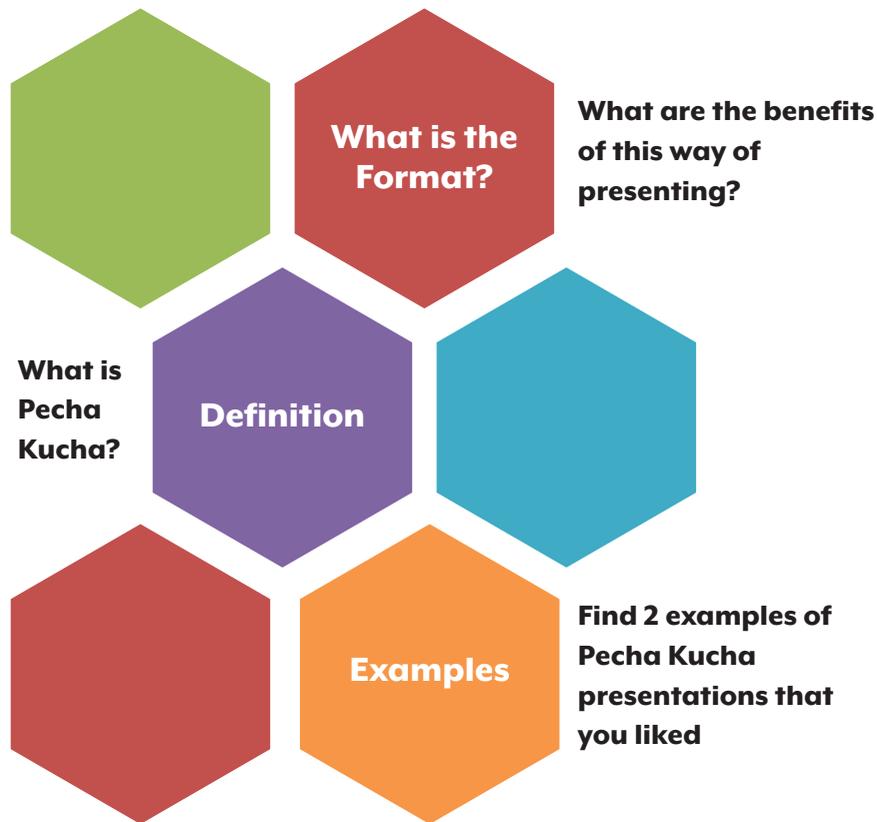
Pecha Kucha

 The official website of Pecha Kucha provides you with lots of information about this style of presenting. Pecha Kucha is a Japanese word for "chit chat", and is a format of storytelling that many people are using. The format is very simple. You choose 20 pictures that are the most important for the topic you want to present on, and you speak for 20 seconds about each picture. This visual style of presentation can be done using PowerPoint slides or Prezi or Keynote, or SWAY from Office tool. You keep your audience engaged for 7 minutes of powerful and carefully selected images. This format forces you as the presenter to move on to the next slide after 20 seconds because slides should advance automatically to the next slide after 20 seconds.

Activity 2: Create your own Pecha Kucha presentation

Now it's your turn to prepare a Pecha Kucha Presentation. The main goal of Pecha Kucha is to get to the point fast so the format of 20x20 is planned; 20 slides per 20 seconds each.

Follow these simple steps:

Step 1: Watch at least 3 Pecha Kucha presentations online

Step 2: Script your Pecha Kucha slide by slide by creating a table of the slide number, picture chosen, and what you will say for that slide for 20 seconds. You have 20 slides to create a script.

Do NOT skip this step of careful planning because the structure of Pecha Kucha is very tight, and planning is key. Make sure you can present the essence of what your topic is in 20 slides.

Step 3: Gather the images. Work on your images that draw attention, use simple text, and avoid animation which distracts from the message.

Step 4: Create your presentation in PowerPoint. Choose the setting for 20 seconds for all slides. You do this by clicking on the **transition**, and choose **'after' and type '20 seconds'**— **'apply to all'**. This is for PowerPoint slides. You can do the same if you use other software.

Step 5: Some important tips are:

- Practice so that your timing is correct.
- The slides will move automatically so practice is key. Stick to the script.
- Do not add too much unneeded details.
- Use eye contact when you present.
- You can record your Pecha Kucha if you are not presenting live.

Before moving on to the next activity, answer the below:

Check Point 1: Have you created your Pecha Kucha Presentation? Yes/No

If you selected No, complete the task before moving on to the next activity.

Activity 3: Practice your Pecha Kucha

In small groups, practice presenting your Pecha Kucha presentations.

✿   Time each presentation so that it is not longer than 7 minutes, 20 seconds per slide.

✿   Offer feedback: What went well? What needs to be improved?

Activity 4: Record your Pecha Kucha

After practising with your group, record your Pecha Kucha presentation using an audio recording tool.

You can do this by recording onto your Power Point slides directly or using your mobile phone voice recorder.

Once completed, upload your voice recorded Pecha Kucha to your school's portal which your teacher will inform you about.

Check Point 2: Have you recorded your Pecha Kucha Presentation? Yes/No

Check Point 3: Have you uploaded and shared your recoded Pecha Kucha Presentation with your teacher? Yes/No

Activity 5: Journal/Log

My Research Project Journal

Journal Log # 17:

- What are your thoughts about Pecha Kucha style of presenting? Did you like it? Explain your answer.
- What in your opinion are the main benefits of the Pecha Kucha?
- Where else can you use a Pecha Kucha format of presenting?

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Lesson 18

Poster Presentation

Grade 12

Our UAE, Our World: Understanding our Past, Present and Future
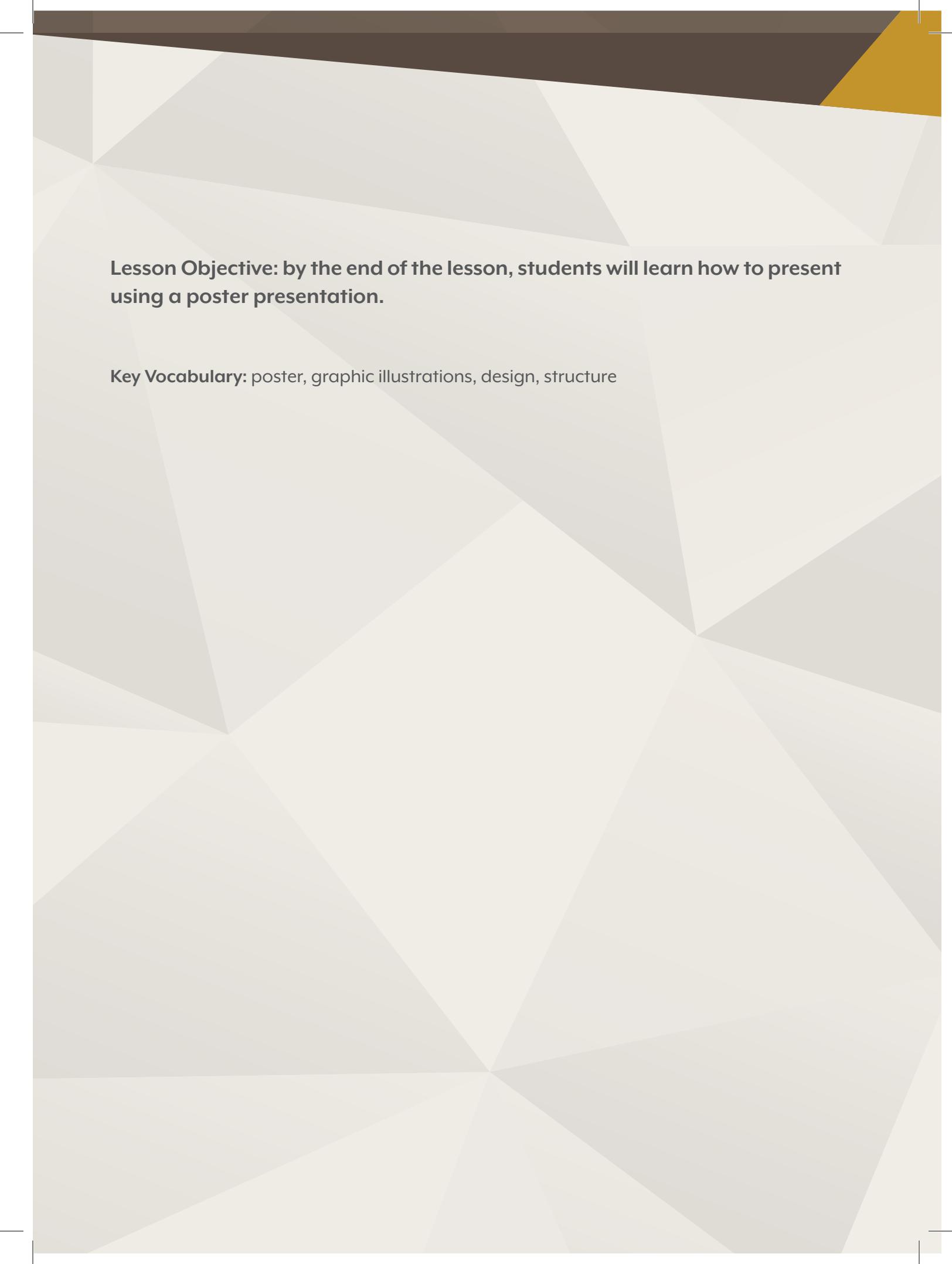
Lesson Objective: by the end of the lesson, students will learn how to present using a poster presentation.

Key Vocabulary: poster, graphic illustrations, design, structure

In pairs, complete the chart below about poster presentations

What is the format of a poster presentation?

When would you use a poster presentation?

Find at least 3 free tools online that help your create poster presentations.

Poster Presentations

Scientific poster presentations are often used to present important work in a conferences and workshops. Poster presentations have the following key features:

- Posters are often printed on large displays so you can read them from one-meter distance.

- Viewers can quickly scan the poster and understand the main topics and key ideas.

- Posters are never as dense in text like the written report.

- Visual appearance of the poster is very important.

Activity 2: Structure your Poster Presentation

You can follow one of the below methods to create your poster presentation:

One Piece Method: you can create your poster in one slide on PowerPoint and then enlarge it to A3 to be printed as a larger poster.

Panel Method: you can also create your poster in several panels by dividing your poster into text, graphic illustrations, and images which are your panels to be added to the overall poster.

Find two examples of posters presentations; one that follows that one-piece method and another example that follows the panel method. Share the examples you found with a classmate.

Activity 3: Plan Your Poster

Before you start putting information into your poster, answer these questions:

- **What is the purpose of your poster** - to report findings, present an argument, convince an audience or promote a new way of doing things?

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✳ Who will be looking at your poster – other classmates, parents, visitors, teachers, the general public?

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✳ What will your audience be looking for - detailed information or a brief summary?

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✳ Where will your poster be displayed - in a busy school reception, science fair, innovation space, or a classroom?

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✳ Are there any guidelines you must follow for your poster? These guidelines would be for the structure and the size of the printed poster to be displayed. If the poster will be digitally displayed, are there any guidelines for the digital display?

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Activity 4: Poster Design

Now it's time to develop your poster design and plan how visually your poster will be Organised.

There are many tools online that offer poster templates. One useful website is called Canva design which is a free website that offers templates for posters, logos, etc.

Go online and find the Canva website for designing your poster.

Then sign up using your school email or other email as permitted by your school.

Alternatively, you can open a PowerPoint slide and use a poster template to create your poster presentation.

Task to complete: Design your poster online.

Tip: Pay attention to the path of how the main headings are placed in your poster.

Activity 5: Peer Review

Once you have created your poster and designed it using either PowerPoint slides or an online tool like Canva, share your poster with a classmate to get feedback.

Evaluate 3 posters and take notes in the table below.

Use the below checklist to provide feedback and score: ..../4 points

- ❀ The poster design is visually appealing.
- ❀ The poster is easy to understand and follow.
- ❀ There are enough images and visuals to support the main idea of the poster.
- ❀ Not a lot of text is used.

Score out of 4:_____	What I liked about my classmate's posters:	What I would do differently:
● Poster # 1:	● Poster # 1:	● Poster # 1:
● Poster # 2:	● Poster # 2:	● Poster # 2:
● Poster # 3:	● Poster # 3:	● Poster # 3:

Activity 6: Journal/Log

My Research Project Journal

Journal Log # 18:

✾   What are your thoughts about using scientific posters to present your research findings? What challenges did you face? Explain your answer.

✾   What were the main learning points of this lesson for you? List at least 2.

✾   Where else can you use the poster presentation format of presenting?

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Lesson 19

Organize a Pecha Kucha Evening

Grade 12

Our UAE, Our World: Understanding our Past, Present and Future

Lesson Objective: by the end of the lesson, students will:

❀   Organise a Pecha Kucha event at school

❀   showcase research findings as a Pecha Kucha Presentation.

Key Vocabulary: Pecha Kucha, disseminating findings, flyer, to-do list

Go online and learn about how a Pecha Kucha event is Organised. Then in a small group, list all the main elements that you need to Organise such an event.

Organizing a Pecha Kucha Event

❁ *How do you Organise a Pecha Kucha evening?*

❁ *What do you need?*

❁ *What makes a successful Pecha Kucha Event?*

❁ *Who do you need to talk to to get approval?*

Organise an Event

The final stages of a major project are disseminating your findings and celebrating the successes of completing the project. Now, it is your opportunity to take on a leadership role in organising a major event which is a Pecha Kucha evening. After a class discussion of how to Organise the event, think about your leadership skills. What are you good at? This could be communication skills, designing the flyer, time management, etc. You can add this event as part of your portfolio and CV which as many universities and employers look for leadership skills.

Activity 2: Checklist for the Event

There are many details that you need to take care of as you work in a team. The following questions will help you with your plan:

❋   When and where the Pecha Kucha Event will take place?

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❋   Did your class get approval to host the event? If so, who gave the approval?

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❋   What is the planned schedule? How many students are going to present? Depending on the size of your class, not everyone needs to present. Some students could be in the organising team.

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❋   Who will be the moderator? Who will give out the certificates at the end? Who will be the ushers?

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❋ Are you planning to have refreshments for the guests? If so, who will pay for those? Where will you get them?

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❋ Who will be the photographer and media person? How about the ushers and student volunteers?

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Check Point # 1 → **I have created a plan for the Pecha Kucha Event with my class** → **Choose: Yes No**

Note: Before moving on to the next activity, you must have completed check point 1 with an answer yes.

Activity 3: Flyer, logo, and certificates for the Event

To promote the event, you need a flyer so that parents, teachers, and visitors can be invited.

❋ In small groups, create a flyer, logo, and sample certificates to promote the Pecha Kucha Evening. Remember to add the date, time, place, and event name to the flyer.

❋ You can create the flyer, logo, and sample certificates using Microsoft Word, Paint tool, or go to the Canva website and use a ready-made flyer.

✳ Once the groups have created the flyers, logo, and sample certificates, share your flyers and vote for the best designs to be used.

✳ Decide where the printing is going to happen and the budget.

Check Point # 2

The class has created the marketing materials and selected the ones to be used. I voted for the designs I liked

Choose:
Yes
No
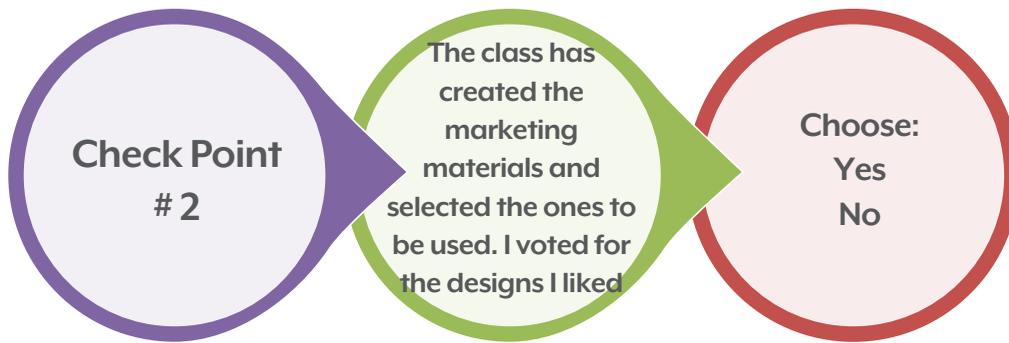
Note: Before moving on to the next activity, you must have completed check point 2 with an answer yes.

Activity 4: Your to do-List app

Use your To-do list application that you have downloaded previously and create your to-do list as whole class.

Make sure that roles are clearly defined, and everyone knows what their task is.

What is your role?

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What is on your to-do list?

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Check Point # 3 → **I have a role in organizing the event & my to-do list is created** → **Choose: Yes No**

Note: Before moving on to the next activity, you must have completed check point 3 with an answer yes.

Activity 5: Post-event feedback

After completing all the planning, it's time to host the event. Remember to create a feedback form after the event.

❀ What are the main questions you will have on the post-event feedback form?

❀ How will you send the feedback form? Online or on paper?

❀ Create the feedback form as a whole class.

Now get busy organising the event. Remember to enjoy this celebration!

Activity 6: Journal/Log

My Research Project Journal

Journal Log # 19:

❀ Reflect on how the planning for the event took place?

❀ What were the main challenges of organising a big event?

❀ What were the most enjoyable moments you had during the planning and the actual event?

Then write 1 question for your teacher to answer.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....

Lesson 20

Science Fair

Grade 12

Our UAE, Our World: Understanding our Past, Present and Future

Lesson Objective: by the end of the lesson, students will Organise an event to showcase poster presentations.

Key Vocabulary: science fair, showcase, scientific presentations, posters

Go online and learn about how to Organise and plan for a science fair. Then in a small group, list all the main elements that you need to Organise such an event.

Organising a Science Fair

- What is a science fair?
- What do you need to plan for?
- What makes a successful science fair event?
- Who do you need to talk to to get approval?

Organise a Science Fair

The second major event that you will have the opportunity to Organise and showcase your leadership skills is organising a science fair. This event will be an opportunity to showcase all students' research projects while the Pecha Kucha evening may have had only some of the Pecha Kucha presentations, this event will showcase all students' projects.

As with the Pecha Kucha Evening event, there are many details that you need to take care of as you work in a team. Discuss the following steps which will help you with your plan:
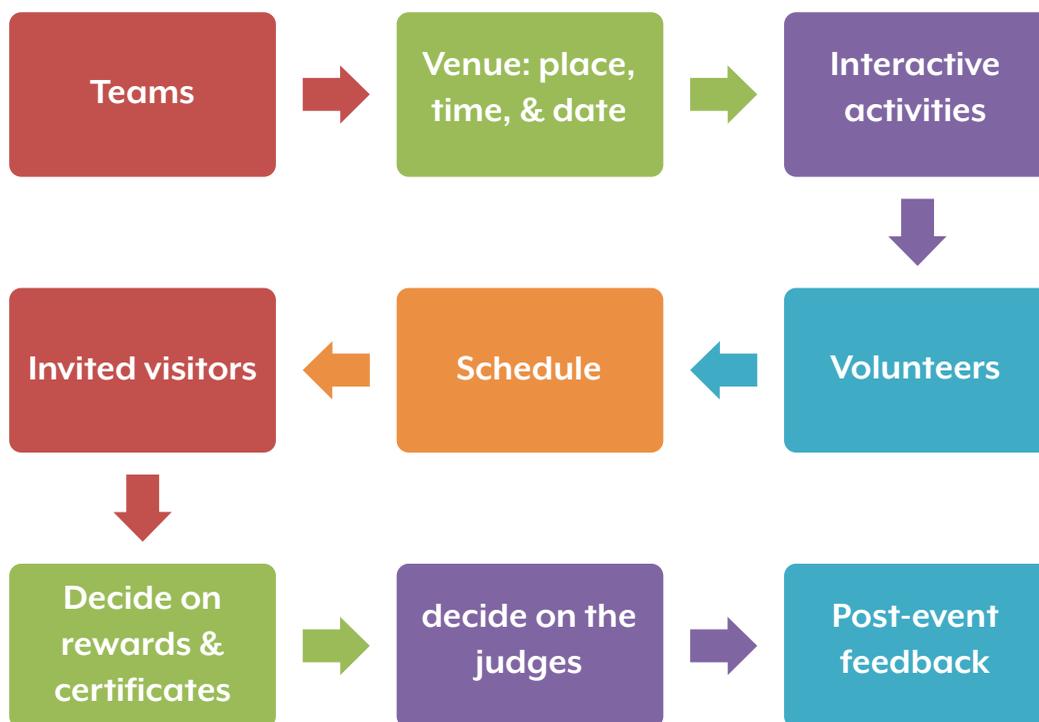
Teams → Venue: place, time, & date → Interactive activities

Invited visitors ← Schedule ← Volunteers

Decide on rewards & certificates → decide on the judges → Post-event feedback

Check Point #1 → the class has created a clear plan for the Science Fair Event → Choose: Yes No

Note: Before moving on to the next activity, you must have completed check point 1 with an answer yes.

Activity 3: Flyer, logo, certificates, & rewards for the Event

As with the Pecha Kucha evening event, to promote the event, you need a flyer so that parents, teachers, and visitors can be invited.

✿ In small groups, create a flyer, logo, and sample certificates to promote the Science Fair. Remember to add the date, time, place, and event name to the flyer.

✿ You can create the flyer, logo, and sample certificates using Microsoft Word, Paint tool, or go to Canva website and use a ready-made flyer.

✿ Once the groups have created the flyers, logo, and sample certificates, share your flyers and vote for the best designs to be used.

✿ Decide where the printing is going to happen and the budget.

Check Point # 2 → **I have a clear role in creating the marketing & promotion material** → **Choose: Yes No**

Note: Before moving on to the next activity, you must have completed check point 2 with an answer yes.

Activity 4: Rewards

Discuss in class what rewards can be given to the winners. Who can be a sponsor for your event?
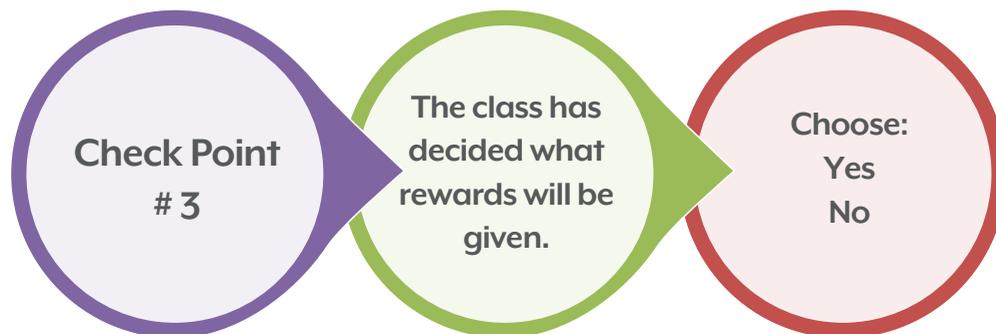
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Check Point # 3 → **The class has decided what rewards will be given.** → **Choose: Yes No**

Activity 5: Post-event feedback

Note: Before moving on to the next activity, you must have completed Check Point 3 with an yes answer.

As with the previous event, decide on the post-event feedback. Create your feedback form.

❋   What are the main questions you will have on the post-event feedback form?

❋   How will you send the feedback form? Online or on paper?

❋   Create the feedback form as a whole class.

My Research Project Journal

Journal Log # 20:

Congratulations! You have completed the course and have successfully experienced organising and taking part in two major events. Not only did you showcase your research project but also had experience in working in a team and taking on leadership roles in organising two major events. Well done!

Now you have experienced organising two events.

❀   Reflect on your role in the first event the Pecha Kucha evening and the second one the Science Fair. What did you do well?

❀   What were the challenges?

❀   How did you deal with people who did not do their part?

Then write 1 comment for your teacher to respond to.

Participate in a focus Group discussion as a whole class and use your notes from this reflection as a guide.

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Question for my teacher:

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Teacher's comments/ notes:

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Student's signature: ....

Teacher's signature: ....

Date: ....