



The IB Extended Essay: Managing your research project

Scheme of Work

	Lesson 1	Lesson 2	Lesson 3
Length	Approx. 1 hour	Approx. 1 hour	Approx. 1 hour
Objectives	<ul style="list-style-type: none">• Identify and develop transferable study skills for the IB extended essay.• Explore techniques to narrow an area of interest into research questions.• To identify components of a good research question.	<ul style="list-style-type: none">• To evaluate the suitability of a range of sources and research material.• To explain how to accurately reference sources.• To evaluate and interpret different sources of information.• To identify the features of an effective critical argument.	<ul style="list-style-type: none">• To apply simple project management techniques to manage your time effectively.• To explain how to plan, structure and write an extended research project.• To identify the features of critical writing.• To develop your understanding and use of academic language.

Lesson plans for each session can be found on the following pages.

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Lesson 1 plan

Starter activity	Learning Objectives
<p>Answer the question: What is the extended essay?</p> <p>Then watch the video from Step 1.2.</p>	<ul style="list-style-type: none"> • Identify and develop transferable study skills for the IB extended essay. • Explore techniques by which to narrow an area of interest into research questions. • To identify components of a good research question.
Main activities	Resources required
<p>Students brainstorm the key skills needed for the IB extended essay and feedback to the teacher, who scaffolds to make sure all points on Step 1.2 are covered.</p> <p>Watch video on Step 1.3. In pairs or small groups, students brainstorm ideas of topics they might be interested in for each of the six subject areas listed in the step. Teacher then summarises key info from step.</p> <p>Research questions – students brainstorm ideas then feedback to the teacher – who scaffolds to make sure all points on Step 1.4 are covered.</p> <p>Students complete ‘Check your understanding’ quiz from Step 1.5 (this can be completed online or on paper, individually or as a group).</p>	<ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. Devices to watch videos on.
	Assessment for Learning
	Verbal contributions to discussion.
	Check your understanding quiz.
	Peer assessment.
	Differentiation
	SEND: Videos have subtitles.
	Low ability: Peer-learning.
	Gifted and Talented: Use the International Baccalaureate Organisation website to find out about doing an extended essay in world studies.
	Plenary
	Mock up some example research questions and peer assess based on the info in Step 1.4

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Lesson 2 plan

Starter activity	Learning Objectives
<p>Primary and secondary sources.</p> <p>Students write a definition of what they think the above terms mean. Teacher gives correct definitions after feedback.</p>	<ul style="list-style-type: none"> • To evaluate the suitability of a range of sources and research material. • To explain how to accurately reference sources. • To evaluate and interpret different sources of information. • To identify the features of an effective critical argument.
Main activities	Resources required
<p>Watch video on Step 1.6, 'What sources are available?'</p> <p>Teacher to split class into three groups. Group one complete exercise on Step 1.6 (this could be printed and completed as a card sort activity if access to IT is limited). Group 2 complete exercise on Step 1.7. Group 3 complete exercise on Step 1.8. Groups then feedback a summary of their activity and findings to the rest of the class.</p> <p>Referencing – Step 1.8. Students read information on referencing from step, and create a visual summary of key points to remember.</p> <p>Introduction to arguing – Step 2.3. Watch video from step 2.3 and create a short summary of the key information, ready to develop into writing critically next lesson.</p>	<ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. Devices to watch video on and complete tasks with.
	Assessment for Learning
	<p>Verbal contributions to discussion.</p> <p>Feedback following group work.</p>
	Differentiation
	<p>SEND: Videos have subtitles.</p> <p>Low ability: Peer-learning.</p> <p>Gifted and Talented: extension task: Critically analysing sources exercise, Step 2.2.</p>
	Plenary
	<p>Students create a list (individually or in groups) of the places they could go to find suitable sources for their IB extended essay.</p>

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Lesson 3 plan

Starter activity	Learning Objectives
<p>Students complete self-assessment exercise from Step 1.10, 'How do I manage my project effectively?'</p>	<ul style="list-style-type: none"> • To apply simple project management techniques to manage your time effectively. • To explain how to plan, structure and write an extended research project. • To identify the features of critical writing. • To develop your understanding and use of academic language.
Main activities	Resources required
<p>Students brainstorm in small groups answer to the question: what processes are involved in completing your IB project? Teacher then explains the SMART objectives (Step 1.10).</p> <p>Writing effectively – Step 2.5. Students brainstorm features of critical writing and feedback to class. Give students an example of critical writing to identify the features or example of descriptive and critical writing and spot the differences (examples available on Step 2.5).</p> <p>Students complete 'check your understanding' quiz on Step 2.6 (individually or as a class).</p> <p>Academic language – students complete academic language exercise on step 2.8. (Individually or in pairs.)</p> <p>Watch planning video on Step 2.7. Brainstorm features of an effective plan and feedback.</p>	<ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. 3+ devices to watch video on.
	Assessment for Learning
	Verbal contributions to discussion
	Check your understanding quiz
	Self-assessment of skills
	Differentiation
	<p>SEND: Videos have subtitles</p> <p>Low ability: Peer-learning</p> <p>Gifted and Talented: extension task: planning your essay exercise, step 2.7</p>
	Plenary
	<p>Students return to their self-assessment from the starter activity and note down ideas to improve their lower scores based on what they have learned.</p>