

Criterion A: Planning

Inspiration

Stories are part of everyone's lives. From those we hear, to the ones we read, the ones we imagine, the ones we write, and most importantly, the ones we live.

When in third grade, I received a homework assignment to create a story; specifically, a story aimed at someone we loved. At that time, my younger sister had just recently been - officially - diagnosed with dyslexia. Our mother had been introducing its concept gradually to us and I took interest in it, as it was something I was witnessing my sister having to surpass, yet being unable to be of help in any way. Now, seven years later, if I were to tell you anything about the thought process I undertook while completing this assignment, it would be a lie, because rather sadly, my memory has failed to record these details. I can however recall that I came up with a small story on the subject of dyslexia.

When I was introduced to the concept of personal project, I was almost entirely sure I wanted to do something related to stories. Reading fiction is one of the great pleasures in my life and attempting to write them, is another. Writing a book has always been something I have wanted to do, although I never had the courage to start. Therefore, when given the opportunity to complete a project on any subject I chose, I thought 'if not now, when?'. So, I decided to try to bring to life this idea I had been carrying around.

Throughout my sister's school years, I have seen her grow and overcome difficulties I could not relate with. I am able to especially recall that in her younger years, when she still did not understand that there was in fact nothing wrong with dyslexia, that there weren't always resources to motivate and aid her in understanding what these symptoms were. My product idea originated from these feelings of powerlessness.

Global Context

The global context I will be exploring throughout my journey of personal project is Identities and Relationships. I will widen my understanding on dyslexia and focus on my personal relationship with my sister; taking past experiences to create a product I feel can impact other people's perspective and relationship towards dyslexia.

Learning Goal

My learning goal for this project is to develop my knowledge and understanding on what dyslexia is, how it may affect an individual, and how society views and treats it, to be able to create a picture book reflecting on the subject. Through this activity I simply have the aim of trying to get a better understanding of what some people experience, which I personally do not, specifically taking into consideration my sister; I will measure this through my ability to transmit my acquired knowledge through my story. I aim to have achieved my learning goal by the end of this project, after having reflected on the journey of my project.

Product

My product for this project will be a children's picture book, targeting specifically children in the age group of third graders. The purpose of this book is to raise awareness on dyslexia to parents, teachers

and children. This book should also portray some common symptoms that are part of dyslexia so that dyslexic children can identify themselves in it, be comforted and understand that it is not a 'bad thing'. Through this product, I would like to create the kind of comfort I would have liked to be able to give my sister when she was struggling in her younger years to understand what she was experiencing when others around her did not seem to.

Personal growth, skills will I have to develop and learn

Through this project I hope to learn more about the process of developing a book. I will need to learn how to design the layout of a book, the websites and tools needed to format it, how to design and create characters, as well as the process of creating, either online or printing, a picture book. Skills that I hope to acquire and practice are time management, organizational skills, creativity, research skills as well as my knowledge on the topic. I will have to manage my time wisely to be able to carry out all my needed background knowledge and prior research, the creation of the characters, pictures, story and final product. The whole process will also include the use of creativity, as I will be creating this product from scratch.

Success criteria

Category	Below expectations	Meeting expectations	Exceeding expectations
User	My product does not raise awareness on dyslexia.	My product raises awareness and acceptance of dyslexia for children, parents and teachers. It portrays dyslexia in a positive light.	My product raises awareness and acceptance of dyslexia for children, parents and teachers. It portrays dyslexia in a positive light and includes links to resources where parents and teachers could find more relevant information on the topic.
	My product's language and message is too complex for children in third grade to understand and shows no effort to be 'dyslexic friendly'.	My product is appropriate for my targeted audience's age and dyslexic children by including clear and simple language and topics that can be understood by children in third grade.	My product is appropriate for my targeted audience's age and dyslexic children by including clear and simple language and topics that can be understood by children in third grade. It also includes and portrays common and relatable traits dyslexic children experiences.
Aesthetic	My product's font is not specifically targeted, nor takes into consideration my targeted audience's age nor dyslexic children	My product has an easy-to-read, clear font. Research and effort was put into using a dyslexic friendly font.	My product uses a font that is easy to read and understand for children and dyslexics (dyslexic friendly font included).
	My product includes a few creative illustrations as visual aid.	My product should include frequent creative	My product should include a wide range of interesting, diverse, creative and thought

		and interesting illustrations.	provoking illustrations that help in the portraying of the story.
	My product shows input of creativity and effort, however there isn't a clear and professional finishing.	My product has a clear, simple and creative professional finish.	My product's finish is professional, has a clear, simple, creative, overall consistent, thoughtful and considerate design targeted towards the chosen audience.
Function	I was not able to finalize my product to a point where it is functionable (readable) and therefore have no final product to present.	My product is functionable and accessible online. It includes more than 5 pages.	My product is functionable, accessible online and there is also a paper copy prototype. It includes more than 5 pages and additional elements that relate to my targeted audience such as a reading ruler or audiobook were also created.
Story	I did not conduct any, or very limited, research on my topic before and during the creation process. Less than 3 different sources were used.	My story is based on knowledge I have acquired through some research on dyslexia. A minimum of 3 different sources were used.	My story is based on a wide range of research that I conducted through articles, books, websites and interviews. More than 5 sources of information were used.
Cost	I surpassed the designated budget.	I kept within the budget.	I used less than the expected budget.
Manufacturing	My final product's components (illustrations and text) were not combined.	I used an adequate software to combine my illustrations to the text, being able to manufacture an online product.	I used an adequate software to combine my illustrations to the text, being able to manufacture an online product as well as print a prototype of my book in a printing company.

Action plan

Category	Success Criteria	Task	To do	Start Date	End date	Status	ATL skills	Notes, reflections and comments
Planning	—	Finding Inspiration	Identify area of interest and start brainstorming product ideas	July 2022	July 2022	Done	Thinking skills	I identified that I wish to investigate the subject of dyslexia and my final product could be a picture book.
Story	My story is based on knowledge I have acquired through some research on dyslexia. A minimum of 3 different sources were used.	Initial research about dyslexia	Find a book on dyslexia and read it	August 2022	5 th November	Done	Research skills	Reading a book on dyslexia is a good way to complete research a little each day.
Planning	—	Identify product and learning goal	Talk with supervisor about learning goal, product and project aim	5 th September	12 th September	Done	Communication and thinking skills	I brainstormed with my supervisor about my topic, goals, global concept and ways in which I can develop my research and final product
Planning	—	Plan work ahead	Create a work timeline/schedule	13 th September	20 th September	Done	Organization and Self-management skills	I created a set of tasks that I need to complete in order to successfully create my product, the dates were a little harder to establish and I will keep on updating them
Story	My story is based on knowledge I have acquired through some research on dyslexia. A minimum of 3 different sources were used.	Research about dyslexia in own community	Contact school's counselor and arrange a meeting to discuss dyslexia in ISL in specific. As well as resources used to help students diagnosed with it.	20 th September	29 th September	Done	Research skills, communication skills	Wrote an email to counselor on the 20 th . Had a meeting on the 26 th of September. We discussed how the school assists students with dyslexia, and I also got some books to aid me on my research.
Story	My story is based on knowledge I have acquired through some research on dyslexia. A minimum of 3 different sources were used.	Look at other works for age group and about dyslexia	Look at examples of children's books and books with the theme of dyslexia	21 st September	5 th October	Done	Research skills, critical thinking skills	Books looked at (recommended by counselor): 'Hudson hates school', 'Aaron Slater, Illustrator', 'When my worries get too big', 'My brother is autistic', Isaac and his amazing Asperger Superpowers!
User, aesthetic	My product raises awareness and acceptance of dyslexia for children, parents and teachers. It portrays dyslexia in a positive light. My product should include frequent creative and interesting illustrations.	Create characters and storyline	Start brainstorming ideas for storyline, characters and character design	22 nd September	Ongoing	Started	Creative and critical thinking	I have started to figure out what characters I would like my story to be about.
Story	My story is based on knowledge I have acquired through some research on dyslexia. A minimum of 3 different sources were used.	Research about dyslexia	Find 4 articles on dyslexia, read and annotate them	23 rd September	19 th November	Done	Research skills	I read several articles on dyslexia, from Yale university, Mayo clinic, NHS, among others.
Manufacturing	I used an adequate software to combine my illustrations to the text, being able to manufacture an online product.	Identify possible software and programs that could possibly help in the designing and formatting of the book	Start looking into book designing (ask teachers for help)	26 th September	7 th November	Done	Communication and research skills	On the 17 th I got introduced to some of the school's marketing team members who kindly introduced me to two programs I could possibly use for creating my product, Figma and InDesign.
User	My product raises awareness and acceptance of dyslexia for children, parents and teachers. It portrays dyslexia in a positive light.	Create an outline	Write a story outline	28 th October	15 th November	Done	Critical thinking, creative thinking	I created a general outline for my story by talking with my sister on some main points and experiences on her journey with dyslexia
User	My product is appropriate for my targeted audience's age and dyslexic children by including clear and simple language and topics that can be understood by children in third grade.	Create story idea	Present story idea to supervisor	7 th November	21 st November	Done	Communication skills, reflection	This was done late, however I did present my story to my supervisor prior to fully developing it.
User	My product raises awareness and acceptance of dyslexia for children, parents and teachers. It portrays dyslexia in a positive light.	Create first draft	Start writing story, first draft	28 th October	21 st November	Done	Critical thinking, creative thinking	Done late but also completed.
Story	My story is based on knowledge I have acquired through some research on dyslexia. A minimum of 3 different sources were used.	Research about dyslexia	Finish reading 'The Gift of dyslexia'	August 2022	5 th November	Done	Research skills (media literacy and information literacy skills)	Reading this book took a lot longer than I anticipated, I had to reconsider my deadline several times due to having to research additional information while reading it.
Aesthetic	My product should include frequent creative and interesting illustrations.	Create character designs	Finalize character design	1 st November	19 th November	Done	Critical thinking, creative thinking	This was also finalized late and I changed the designs completely after having almost finished illustrating.
Manufacturing	I used an adequate software to combine my illustrations to the text, being able to manufacture an online product	Find and get familiar with formatting software	Find ways to transfer illustrations online for printing	30 th October	Ongoing	Done	Research skills	I watched a few tutorials, following mainly 2, about how to use InDesign.
Story	My product raises awareness and acceptance of dyslexia for children, parents and teachers. It portrays dyslexia in a positive light.	Create second draft	Edit story, create second draft	22 nd November	27 th November	Done	Critical and creative thinking skills	This was finalized late, however I ended up having 6 drafts.
User	My product is appropriate for my targeted audience's age and dyslexic children by including clear and simple language and topics that can be understood by children in third grade.	Feedback	Ask for feedback on story (teachers, students, children in targeted audience age group and dyslexic)	21 st November	30 th November	Done	Reflecting skills, critical thinking and communication skills	I asked my coordinator, my sister, parents and some classmates for feedback on my story. This was completed late.
Aesthetic	My product should include frequent creative and interesting illustrations.	Create illustrations	Start creating illustrations for storyline	20 th November	3 rd December	Done	Critical thinking, creative thinking and transfer skills	This was started on time however finished late as it was changed several times.
Aesthetic	My product should include frequent creative and interesting illustrations. My product has a clear, simple and creative professional finish.	Color illustrations	Color illustrations	4 th December	9 th December	Done	Critical thinking, creative thinking	I decided not to include color in a majority of my illustrations, and those that I did, I used InDesign. This was finished late.
Manufacturing	I used an adequate software to combine my illustrations to the text, being able to manufacture an online product.	Identify Software that will be used	Find and get familiar with formatting software	20 th November	Ongoing	Done	Research and critical thinking skills	After my talk with the marketing team at school and exploring both suggestions as well as some others I found online, I decided to use InDesign.
Manufacturing	My product is functional, accessible online and there is also a paper copy prototype. It includes more than 5 pages and additional elements that relate to my targeted audience such as a reading ruler or audiobook were also created.	Find and contact printing company	Research printing companies in Qatar, one that is within budget and can provide the needed service.	23 rd November	1 st December	Done	Communication and research skills	I was able to find and contact a printing company that was able to print my online book into paper prototypes.
Manufacturing, Function, Aesthetic	I used an adequate software to combine my illustrations to the text, being able to manufacture an online product. My product is functional and accessible online. It includes more than 5 pages. My product has a clear, simple and creative finish.	Format and combine illustrations and text	Use software chosen to create the design, layout and function of the book	23 rd November	1 st December	Done	Critical and creative thinking skills	Used In Design and Cam scanner to combine, format and design my book. This was finished late.
Manufacturing, Aesthetic	I used an adequate software to combine my illustrations to the text, being able to manufacture an online product as well as print a prototype of my book in a printing company. My product has a clear, simple and creative finish.	Print book	Print book	10 th December	31 st of December	Done	Self-management and communication skills	This was finalized a month later than the date I had set up.

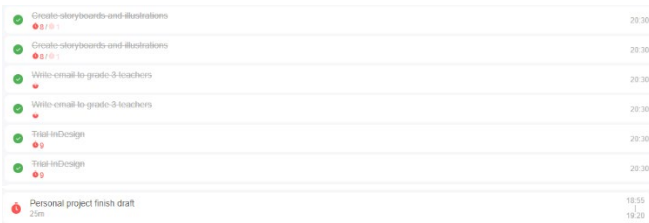
Criteria B: Applying Skills

Although I have been living with myself for sixteen years, every day presents itself to be a new opportunity to get to know more about who I am. Experiences are a big part of this journey towards discovery, therefore, it was no surprise that trying to create a whole book in a span of a few months revealed much about my work ethic.

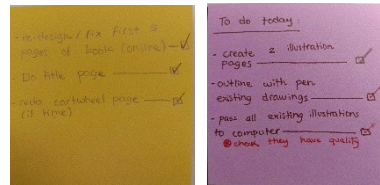
Throughout the process of completing this project, from planning to creating the product, I have had to apply several ATL skills in order to be successful. Looking back on my criterion A and planning stage, the ATL skills which I hoped I would develop were time management, organizational skills, creativity and research skills. As of now, I would say I have applied each of these and several more when completing my book. Time management and organizational skills both fall under the self-management category, and I would say that they were one of the most important skills I had to use when carrying out the whole of personal project.

Organizational skills and Time management

One of the main challenges I faced in the creation process of my product, was sticking to my schedule and the stress of falling behind. Although I knew that creating a whole book from scratch was difficult and took time, I was by far not prepared for the difficulty I would have to create my story and illustrations. In the planning stage of this project, I created a schedule for myself with deadlines with the most important elements of my product completion (the action plan presented in Criterion A). Additionally, I used a pomodoro planner and timer app to help me concentrate in my working sessions, as well as an agenda and checklists where I wrote down and planned my tasks daily and as I needed.



● Create storyboards and illustrations	20:30
● 2:15	
● Create storyboards and illustrations	20:30
● 2:15	
● Write email to grade 3 teachers	20:30
● Write email to grade 3 teachers	20:30
● Trial inDesign	20:30
● Trial inDesign	20:30
● Personal project finish draft	19:55
2:30	19:20



(Examples of two lists and pomodoro timer)

I can say now that I wasn't able to follow my initial schedule I set up. Although at the start I was able to keep up with my deadlines, as I reached the creative state of having to write my story, I started to fall behind on my deadlines and finished my product almost a month behind. Due to schoolwork, exams and the constant postponing of work due to fear of failure, I took a lot longer to finish my story and establish a character design.

The component that allowed me to finalize my product on time was that I had made my initial schedule with enough breathing space if something were to go wrong. I already knew that it was likely I would postpone work for one reason or another, so I made sure I would have enough time to catch up with my work once again before the exhibition. The deadlines set up by Mr. Moneeb were especially helpful as they also provided additional guidance and motivation to getting things done. My final product, which I had planned to be done at the start of December, printed by the end of the month, was actually only finalized digitally in mid, almost end, of January and printed at the very start of February.

Affective skills

The challenge I faced that ended up making me fall behind, was not that writing my story was difficult, or my drawings too complex, but rather, not having the confidence to start and carry on with what I was able to do. I spent hours, literally, in front of my computer trying to write, but too afraid it would not be good enough. I took a lot of time to search for children's book illustrations, looking at book examples and searching for ways I could design my character, for I was not able to be confident in my own. I drew countless character designs, yet every time I decided on a design and started to create my illustrations, I would not like them and start all over again. This became especially problematic when I had already completed about half of my drawings yet decided to redo them completely. Although I am much happier with what I have now, it was here that I had to learn to apply my time management and reflection skills to realize how far behind I was falling and use my organizational and affective skills to be able to not lose motivation and move quicker. There were several sessions I was working more than 3 hours without a break, without realizing it. Because once I did start, and accepted I would make mistakes, I loved working, and was able to do it. When these instances did occur, it was here that my critical and creative skills became best. I tried finding a, relatively, new way I could portray dyslexia in both my story and illustrations, tried to understand what I liked or did not like about all my other sketches until I was able to have one I was content with.

During my work sessions I had to apply several features of affective skills, such as practicing focus, concentration and perseverance, creative strategies to overcome disappointment, unmet expectations and anxiety, among multiple others.

Creative and critical thinking skills

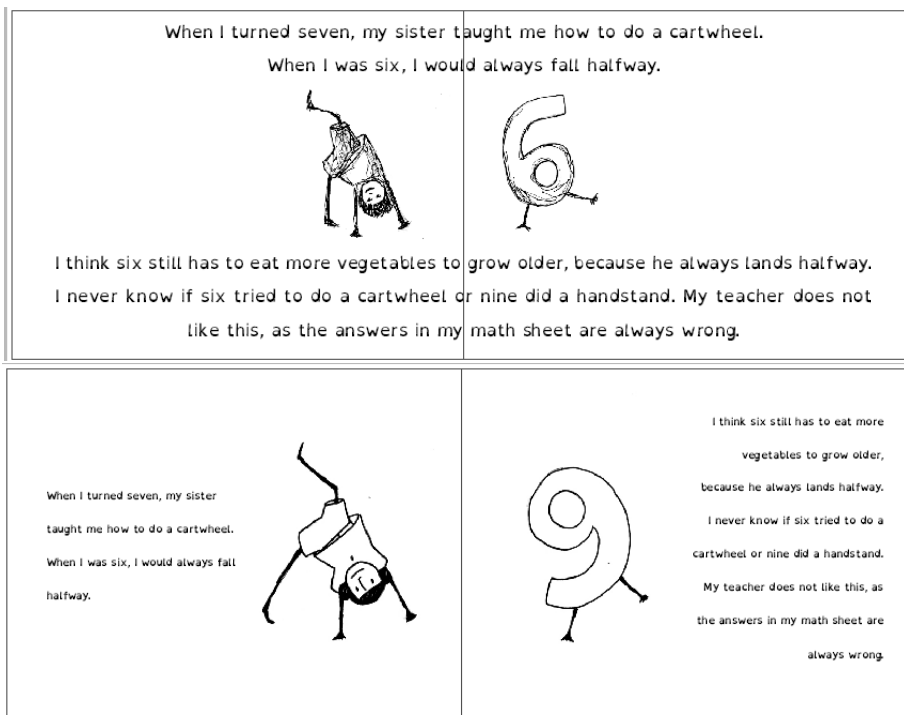
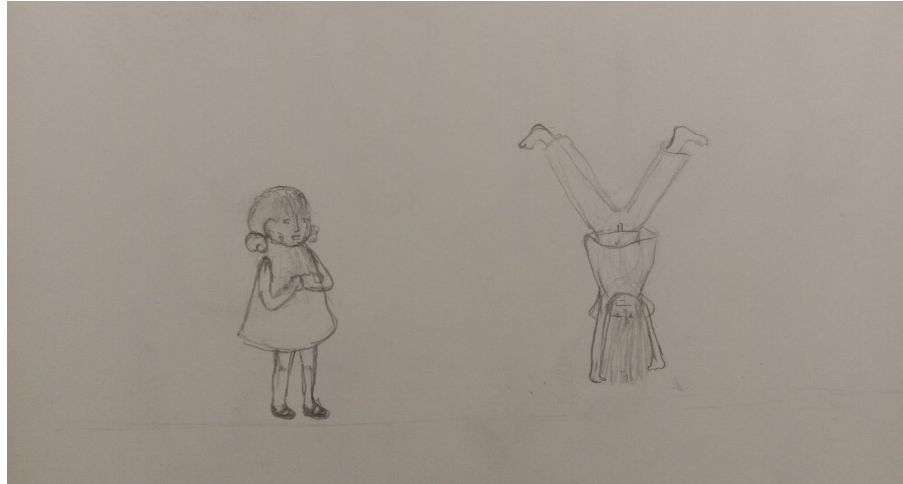
In addition to the reasons previously stated, my work was so delayed because once I had almost completed all of my illustrations, I realized how unhappy I was with them. I did not think that they matched the character or feelings I wanted to portray; therefore I decided to change them entirely. I spent hours testing out different mediums, from card to pencils, watercolor and markers. I ended up opting for pen as it came out the cleanest when scanned. I tried different drawing styles, looked through countless Pinterest and google images for examples and revisited all the children's books I had at home plus a few in the library; both with the theme of dyslexia, disabilities or any topic in general.



few pages showing part of the character design development)

My final design actually originated in a supermarket list, as I was talking with my mom while doodling. By this stage, I had been drawing character designs everywhere, from the corners of pages to my school notebooks while waiting for the class to start, my planner, random papers I found lying around and even shopping lists. I wanted my character to be inspired by my sister. I looked at past photos from when she was little, reviving old memories and reflecting on her characteristics. A lot of my character designs at the

start had dresses, yet I quickly realized that I wanted some trousers or shorts instead as they displayed my sister's personality better. I experimented with dirt stains on cheeks, scratches of the legs and little plasters on the knees to give her a fearless and outgoing feeling. The final design shows a combination of different styles I had been experimenting with.



(The evolution of a page)

Transfer skills

When working in the layout of my book, as said previously, I used InDesign. In my art lessons in grade 8 I had already used Photoshop and Illustrator, two programs also by Adobe, so they resembled each other in a few ways. This was the main factor - along with me only having to use some of the simpler features of the program - that I decided to use this one specifically. I watched and made a few notes on two tutorials prior to starting to use the program. Following this, I had a play around with some of the

features to start getting acquainted. After having scanned all my drawings and passed them to my computer - using CamScanner, a phone app that I had also previously used in art classes- I realized that the pencil marks I had left on the drawings for a 'messier' look became quite low quality; therefore I went over all my drawings with pen, scanned, and passed them all to my computer again, replacing them with the old ones. As I got more familiar with the program of InDesign, I also realized that the drawing tool could be quite helpful. Since I only had the equipment of a mouse, I was not able to complete the full drawings online since the mouse did not give me enough control of my strokes. I was however able to create the lines and basic shapes such as the circles and lines, which was one of the features I was familiar with from using Adobe programs in art classes.

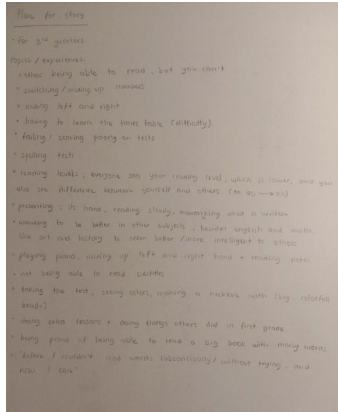
In the process of creating my book I used multiple skills from my design and art classes to aid me in styling and designing my characters, layouts and aesthetic of my work, writing and analyzing skills from my language classes, as well all the time management, reflection, creative and critical thinking skills I have been practicing to create my whole product. Transfer skills are ones difficult to identify, but important nevertheless, because all past experiences I have gone through are what shape me today and allowed me to complete my book as I did.

Communication and Social skills

Although this project was an individual task, I would not have been able to achieve it on my own. From asking and receiving feedback on my product from several people, to doing interviews with the school's counselor, my mom and sister for more personal perspectives of dyslexia, to communicating with my supervisor for improvements and feedback, and to meeting the marketing team members for suggestions in design applications.

Media Literacy and Information Literacy skills

From the interviews and interactions I had throughout my research and creation stage, I was able to develop my understanding on dyslexia. From the interview with the school's counselor, also Head of Inclusion and Wellbeing, I learned more about how the school aids those with dyslexia and realized some points it could improve on. Through discussions with my mom, I learned more about how she became familiar with dyslexia and how she aids my sister through the challenges of dyslexia. The discussions with my sister were the most helpful towards the creation of my product and achievement of my learning goal. It was here where I was able to create my story's outline and decide on the most important aspects to feature when portraying dyslexia; for example, the flipping of letters, the feelings of confusion, self-doubt and lostness, the impact other's reactions can have in a child's self esteem and the experience and joy of being able to surpass challenges.



(Outline for my story)

Other forms I research I conducted for this project were the reading of the book 'Gift of Dyslexia', the picture books I was given by the counselor - such as 'Hudson hates school', 'Aaron slater, illustrator', etc. - and of the websites I found online – Mayo clinic, NHS, Yale University etc.

Before starting to read the gift of dyslexia, I looked through several lists of books that were recommended to read when learning about dyslexia. I found that this one in specific caught my attention and therefore decided to conduct a CRAAP test to make sure it would be a reliable source of information.

CRAAP test – 'The Gift of Dyslexia' by Ronald D. Davis

Currency

- This book was originally first published in 1993, however, I read the updated, revised version. I would think the information is current and relevant to today. Before and while reading this book, I looked at several reviews and opinions on it and there were none regarding its currency.

Relevance

- The book was of the exact relevance I was looking for to explore my topic of dyslexia. It not only explained some of the main symptoms, however, went in depth as to reasons why they occur, explaining them in different ways, as well as possible methods that could be taken to deal with them.

Authority

- Author: Ronald D. Davis, Publisher: Perigee Trade. Before starting to read the book, I did some background research on the author and the program that was being discussed in it. The author is qualified to write this book as he has done extensive research on the subject, founded the DDAI organization that is set to carry out his methods as well as being dyslexic himself.

Accuracy

- A majority of the information's sources is 'The Davis Dyslexia Association International' and is supported by research. In some instances, when relatively new methods were presented and there still wasn't much research on their reliability, examples of cases were presented. The more general information was supported in other articles and websites I read, although the more experimental methods I did not verify. The language used throughout the book was adequate, although it was biased into proving that dyslexia was not a 'problem', this however was something I wanted to explore, therefore it made sense to my research.

Purpose

- The purpose of this book was to inform people on what dyslexia is and give a deeper insight into some of the factors behind the symptoms. Much of the book was scientific explanations so it wasn't biased besides the fact that it was made for its audience to not see dyslexia badly, as well as promoting the Davis Dyslexia program.

It was in the research process that I gained most of my new knowledge of dyslexia and was able to achieve my learning goal.

Learning Goal: "... develop my knowledge and understanding on what dyslexia is, how it may affect an individual, and how society views and treats it, to be able to create a picture book reflecting on the subject. Through this activity I simply have the aim of trying to get a better understanding of what some people experience, which I personally do not, specifically taking into consideration my sister; I will measure this through my ability to transmit my acquired knowledge through my story."

From the 'Gift of Dyslexia' I learned theory, such as the development steps of dyslexia in a child, how this affects their perspectives and experiences, how disorientation occurs, what are triggers, what are common habits created by dyslexic children that can cause difficulty in reading, some methods used to reverse these habits, such as the Davis Orientation Counseling and Symbol Mastery. But it was from

talking with my sister that I gained a real-life perspective of a journey with dyslexia that closely resonated with me. It was through these discussions that I got to know more about the challenges and fears she faced; such as when all her classmates had higher reading levels than her, when she dreaded spelling tests, scored poorly on tests, resented the times table, wanting to be good at art, history and other subjects to raise her self-esteem, mixing up left and right, amongst numerous others. However, it was also here that I heard about her joys and achievements of being able to finish a chapter book for the first time, starting to be able to read subtitles, read things without so much effort.

Criterion C: Reflecting

The impact of the project on myself

The more I emerged myself in personal project, the more I did, and the farther along I got into my product and process, the more I began to understand its nature. Although I was aiming for a good grade and a good quality final product, I have come to realize that that is not the essence of personal project; these are just by-products, achievements, that are directly correlated and interconnected with its process.

The moment I started to notice the impact this project was having on myself, as an individual, was as I started to create my final product, especially in the later stages where I already had a set story and almost finalized character design. It was here that I started to realize that personal project, is just actually just a given opportunity to challenge yourself; to see what you are capable of; and explore new areas of possible interest. Because if not now, when? When are we all going to actually sit down, and take the time to do something out of our daily routine? Something that causes additional stress, pressure, and may even lead to failure? If I were to answer this prior to having completed the personal project, I would have said that, for me at least, nowhere in the near future.

Through personal project - besides having created a book I had been wanting to create for a few years now - the main takeaway I have, is all I learned about myself and the skills I go to practiced throughout the process. I have come to identify that the biggest component I'm taking from this whole experience - which personal project is exactly that, an experience - are the skills I had to apply unconsciously. From finding out I like to work at night, due to the silence and stillness both in my house and in the outside world; to how I avoid things because I get nervous I will fail at them; to how it is better to start, because leaving it for latter won't change the outcome, maybe only worsen it; how much I like to write, and draw, and create something by and with myself, for others. I learned that things don't always - actually almost never - go as planned, and it is in these instances that the greatest parts of you come out; when there is no pressure to be better, no expectation to achieve due to no plan being placed, that forcing greatness will not achieve it, only block you from attempting it. I had to deal with stress, not being happy with my work and accepting it, moving forward and trying to meet deadlines. I have come to realize that even though something is not perfect, even if it could improved - which it always can- you still tried, and gave something in. Forcing myself to sit and work or else I would just keep on imagining that I would not be able to do it. Learning that even a few sentences, doodles or attempts are better than yesterday, for it means you did something, and you tried, and maybe they could become something. That sometimes, you end where you began. Use ideas that you thought weren't it, but ended up working. So that even if no one likes my book, even if I get a bad grade, I gained something. I showed up, I tried, I gave something in, and I learned in the way. And that, in my opinion is the true essence of personal project for me. It is not perfect, but it is mine.

Now, looking back on my journey, I am able to label these skills and action as affective skills. Skills that taught me to cope with stress and doubt and taught me how to surpass them through perseverance. Although at the time, progress seemed slow, I can say I was transformed by this project. I think that the two main aspects especially developed through personal project were my resilience and confidence. I had to build my resilience to be able to persevere in action even when I doubted myself or did not feel motivated. After this process, I feel that, if I was able to do this here, I can also apply it elsewhere in my life, especially in schoolwork. I am not someone with a high self-esteem, and this sometimes impacts my motivation towards completing work; seen in my personal project journey as well. I can say now, however, that I have gotten through it, I have written a book, from start to finish. This has lifted my confidence a little, I was able to turn into reality a dream I had, and that is a true achievement.

The exhibition was also a major component that contributed towards the building up of my confidence in my own work. It was during the few moments I got to share the work I had created with others, share my sister's story, that I completely fell in love with my project and the journey I went through. I got really positive feedback from those who read my book. From people who had similar experiences, to those who had friends and family with dyslexia to children who found my character a heroine, to those who simply resonated with the challenged my protagonist had to surpass.



(Photos of my exhibition)

I was surprised by how something I had done was able to touch and have meaning to others. This impacted me deeply, giving me motivation and confidence to maybe write another book in the future. By telling my sister's story, I was able to hear others, and this truly touched me.

The impact of the project on my learning

Through this project, not only have I developed in terms of self-growth, but also in terms of my knowledge on dyslexia. As I stated previously, I conducted research on dyslexia through different mediums prior to starting the creative process of writing the story. I read the book 'The gift of dyslexia' by Ronald D. Davis, along with several picture books, among which "Aaron Slatter, Illustrator" and "Hudson Hates school" are the main highlights. I also read several websites and articles on dyslexia. Additionally, I arranged a meeting with the school's counselor to discuss what dyslexia was and how the school is currently supporting dyslexic students. Through this interview, I realized that although the school is making an effort to aid dyslexia students, not everyone is being reached, and more could be done. In the process of writing my story and layout of the book, I consulted with my sister multiple times for suggestions, improvements and her opinions and experiences.

Through the process I had to go through when creating my product I have identified some techniques I can use in my daily life as a student to become a more effective learner. A majority of these are about organizational skills and how to increase my focus. A good tool I found was creating a schedule with dates, and if possible, timings, of tasks I need to get done for a project. Through creating this structure, which should have enough time to catch up if I fall behind, I am able to divide my tasks into smaller actions daily. I did this in my project, and it was really helpful and motivating. The use of a pomodoro timer keeps me on task for longer periods of time and I am able to be more productive during sessions and the use of lists that I can tick off keeps me organized.


The combination of the impact my project had on self-growth and my learning is what made me achieve my learning goal of developing my knowledge and understanding on what dyslexia is, how it affects an individual, how society views and treats it and widen my perspective of what dyslexic children may experience. In my opinion, I was able to create a picture book reflecting on the subject of dyslexia and showcasing the points above, focusing on my sister’s journey. I featured some symptoms of dyslexia, such as the flipping of letters and numbers, the feelings of lostness, confusion and self-doubt dyslexic children may experience by not being able to succeed in the same way their classmates do in a specific teaching style, and the courage, strength and hard work it takes to be able to surpass these challenges.


I explored my global context of Identities and Relationships through my discussions with my sister and through asking her for feedback and opinion throughout the creation of my book. I learned about her experiences and opinion, and reflecting back, I think I deepened my relationship with her through these conversation and the writing of her story.

I was able to develop the ATL skills I had set to practice, time management, organizational skills, creativity, research skills, as well as others like affective skills, transfer, communication and social skills. Additionally, I was able to learn about how to design the layout of a book, the websites and tools needed to format it, how to design and create characters, as well as the process of creating both an online and paperback version of a picture book. This showcases that I was able to achieve both my learning goal, skills I had aimed to develop and successfully create my product.

Evaluation of product against success criteria

Category	Below expectations	Meeting expectations	Exceeding expectations	Evaluation Against Criteria
User	My product does not raise awareness on dyslexia.	My product raises awareness and acceptance of dyslexia for children, parents and teachers. It portrays dyslexia in a positive light.	My product raises awareness and acceptance of dyslexia for children, parents and teachers. It portrays dyslexia in a positive light and includes links to resources where parents and teachers could find more relevant information on the topic.	The topic of my book is dyslexia, and this is stated in the story. Personally, I think it portrays the subject in a positive light as the protagonist is seen surpassing the challenges of dyslexia and a hopeful ending was created. The results from my survey agree with this. Although I did not include links to more information about dyslexia inside the book itself, as it would be printed, I provided a QR code in my exhibition for this purpose. This was a document explaining the importance of being informed on dyslexia, which included of several links to trustworthy websites on dyslexia (determined through CRAAP), a brief description and review on ‘The Gift of Dyslexia’ and the recommendation of two children’s books.
	My product’s language and message is too	My product is appropriate for my	My product is appropriate for my targeted audience’s	I aimed to use simple everyday language in my book and use short sentences to make it

	complex for children in third grade to understand and shows no effort to be 'dyslexic friendly'.	targeted audience's age and dyslexic children by including clear and simple language and topics that can be understood by children in third grade.	age and dyslexic children by including clear and simple language and topics that can be understood by children in third grade. It also includes and portrays common and relatable traits dyslexic children experiences.	appropriate for children from the ages of 8 and above as well as dyslexic children. The answers to my survey agree with this. I explored scenarios my sister went through as a child and being dyslexic. Several of these experiences were also present in other dyslexic's lives, I found in my research. A limitation I found in this strand would be that I do not go in depth into what is dyslexia, therefore this, although done on purpose not to overwhelm children, could be a possible improvement.
Aesthetic	My product's font is not specifically targeted, nor takes into consideration my targeted audience's age nor dyslexic children	My product has an easy-to-read, clear font. Research and effort was put into using a dyslexic friendly font.	My product uses a font that is easy to read and understand for children and dyslexics (dyslexic friendly font included).	I used the open dyslexic font, that has been created to diminish reading errors caused by dyslexia. I also made the font and line spacing big, as well as only including a few sentences in each page for this purpose as well.
	My product includes a few creative illustrations as visual aid.	My product should include frequent creative and interesting illustrations.	My product should include a wide range of interesting, diverse, creative and thought-provoking illustrations that help in the portraying of the story.	My book includes a total of 49 pages with different illustrations. The layout of the pages is varied and thought through to match the message being conveyed. I tried to create illustrations that have figurative/metaphorical meanings as well as literal ones. An example of such a drawing would be the one below, where the protagonist is seen laying down happily on one of the beads that was used to describe the diagnosis of dyslexia. This symbolizes the acceptance of having dyslexia and being comfortable with herself. The use of a bright orange was chosen to create a cheerful and hopeful setting.  A possible improvement for this strand would be to develop some of the drawings to be more impactful.
	My product shows input of creativity and effort, however there isn't a clear and professional finishing.	My product has a clear, simple and creative professional finish.	My product's finish is professional, has a clear, simple, creative, overall consistent, thoughtful and considerate design targeted towards the chosen audience.	The design and layout of my book is simple, I tried to use lines to create a creative cohesive connection between pages and different sections. A majority of the book is white, creating a simple easy to understand layout.
Function	I was not able to finalize my product to a point where it is functionable (readable) and therefore have no final product to present.	My product is functionable and accessible online. It includes more than 5 pages.	My product is functionable, accessible online and there is also a paper copy prototype. It includes more than 5 pages and additional elements that relate to my targeted audience such as a reading ruler or audiobook were also created.	I created both an online and physical fully functioning versions of my book. There are a total of 60 pages in my book, and an audiobook was available in the exhibition.
Story	I did not conduct any, or very limited,	My story is based on knowledge I have	My story is based on a wide range of research that I	I used more than 5 sources of information, these being my sister, my parents, the school's

	research on my topic before and during the creation process. Less than 3 different sources were used.	acquired through some research on dyslexia. A minimum of 3 different sources were used.	conducted through articles, books, websites and interviews. More than 5 sources of information were used.	counselor, the book 'The Gift of Dyslexia', several websites (Mayo clinic, NHS, Yale center for dyslexia etc.), two picture books about dyslexia ('Hudson Hates School' and 'Aaron Slater Illustrator') and other children's books on disabilities. I conducted interviews, discussions, used books and the internet as resources.
Cost	I surpassed the designated budget.	I kept within the budget.	I used less than the expected budget.	When planning for my project, I had initially planned to only create 2 or 3 paper copies of my book, yet once I contacted the printing company I realized that it was cheaper, if I printed in bulk, therefore it was decided that it would be better to create 15 copies of my book, instead of the initially planned 3. This, of course meant that I surpassed the budget guideline I had initially thought of.
Manufacturing	My final product's components (illustrations and text) were not combined.	I used an adequate software to combine my illustrations to the text, being able to manufacture an online product.	I used an adequate software to combine my illustrations to the text, being able to manufacture an online product as well as print a prototype of my book in a printing company.	<p>I used InDesign as my software, it contained all the needed tools and is used by professional children's books authors. I was able to create an online and printed version of my book thanks to this software. There was no issue in the printing company due to the software use and I was able to share my book online as well.</p>  <p>This is a physical copy of my book.</p>

To support my evaluation, I shared a survey with those who watched my personal project exhibition and read my book. The results aligned with the strands I highlighted in my success criteria.

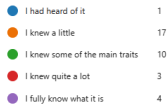
1. Before seeing this exhibition, did you know what dyslexia was? (0 point)

[More Details](#) [Insights](#)



2. If yes, to what degree? (0 point)

[More Details](#) [Insights](#)



3. Do you know anyone who has been professionally diagnosed with dyslexia? (0 point)

[More Details](#) [Insights](#)



4. Do you think you have a better understanding of what dyslexia is after being in this exhibition and reading my book? (0 point)

[More Details](#) [Insights](#)



5. Do you think my book is appropriate for children between the ages of 8 and above? (0 point)

[More Details](#) [Insights](#)



6. In your opinion, does my book have an easy-to-read, clear font and interesting, creative illustrations (0 point)

[More Details](#) [Insights](#)



7. Do you think dyslexia was portrayed in a 'positive light' (whereas not made to be seen as a 'bad thing') in my story? (0 point)

[More Details](#)



8. Do you have any other comments or feedback you would like to share? (0 point)

[More Details](#) [Insights](#)

25 Responses

Latest Responses
 "You should have this beautiful book published!"
 "I loved it, it was very inspirational and creative. It seriously made my day."
 "I loved this idea of a personal project and how it raises awareness"

[Update](#)

7 respondents (28%) answered **great** for this question.



25 Responses

1	anonymous	Please make this project accessible and reaching as many people as possible. I love your project, thank you for doing this.
2	anonymous	It's not a surprise that you have done all this amazing work. Typical you. I'm SO proud of you Lara - Ms Eugenia
3	anonymous	It was a great book. I loved the way some things were written as a poem, well done Lara!!
4	anonymous	It's most beautiful presentation and the diary you prepared on your sister is priceless and sure many would greatly appreciate your creativity and the insight of your topic. Good job.
5	anonymous	Very good presentation and very good understanding
6	anonymous	you should put it up for sale
7	anonymous	I love the topic - lara is great

Conclusion

To conclude on my personal project journey which has come to an end, I was able to create a product I am content with the theme of dyslexia, retelling a small part of my sister's story. I was able to turn into reality a dream I had been carrying around, learn to design a book, become a person who is a little more confident in her work, more resilient, and has a better understanding of her ways of learning. Most of all, however, I was able to share my work and connect with others through words, the very thing my sister dreaded for so long, yet now carry a minuscule part of her story.