

Rain Lee Lin Jun

Grade 11G

# **Personal Project Report**

FINAL

Submitted to: Ms Priyanka Bakshi

10th February 2017

***This report has been updated on the 18th of December 2018 to include a disclaimer and foreword.***

### **Background**

The following report was completed for the International Baccalaureate Middle Years Programme (IB MYP) Personal Project (Grade 11) at Fairview International School Subang, Malaysia on 10th February 2017.

The product, an informational dramatized short film based on interviews of real experiences, titled "The Girl Who Lived Again: Social Anxiety & Depression Awareness Video" can be viewed at <https://youtu.be/DxTXGYfm39M>.

### **Disclaimer**

This report is in no way suitable for professional therapeutic use and may only be used for reference. The author, school, IBO or any other relevant party are not liable for any current factual errors as the report has been marked and facts have been checked. Should there be any doubts, please consult a professional (i.e. psychiatrist, teacher or lecturer) or professional reports, journals and books for clarification.

Thank you for your kind understanding.

Please do not plagiarize this report. Kindly read and reference the content of the report should you deem it accurate and worthy enough to be used for academic, research purposes.

Should you wish to display the product (video) or any portion of the report in any media, please do make a reference and link to the author's YouTube channel at

*[www.rainleelj.com](http://www.rainleelj.com)*

The author may be contacted at:

[stu19.ljlee.sj@fairview.edu.my](mailto:stu19.ljlee.sj@fairview.edu.my) or [leelinjun888@gmail.com](mailto:leelinjun888@gmail.com).

# Contents

## **Criterion A Investigation**

- Goals
- Global Context
- About My Personal Project
- Research Process
- Source Evaluation
- Reliability, Usefulness and Relevance

## **Criterion B Planning**

- PP Process
- Materials
- Rubrics for Product
- Timeline
- ATL Skills

## **Criterion C Taking Action**

- Product Making Process
- Challenges Faced
- Approaches To Learning In Creation

## **Criterion D Reflection**

- Self Evaluation
- Improvement
- Impact On Community

## **PERSONAL PROJECT REPORT**

Rain Lee Lin Jun

Grade 11

10th February 2017

Ms. Priyanka

### **Criterion A**

#### **i) Investigation**

##### **Goals**

I would begin this project by researching social anxiety disorder (SAD) and major depression disorder (Depression) as these are two big mental health disorders. The causes of these mental health disorders include stress, bullying and biasness. Of the causes mentioned, I have experienced bullying and biasness before (not to the point of contracting mental illness). I am very keen to promote mental health awareness and for my project, I am creating a video to achieve the objective. In addition, the video will depict how SAD and depression can affect one's life to the point where it becomes unbearable. I will also showcase how technology such as information technology and communication channels are "double edge sword" as these channels are able to cause people to become socially anxious from cyber bullying, yet alleviate the problems through interacting with others online. Obviously, one needs to be careful during these interactions and not be addicted to the extent the physical well being is to be neglected. These channels are used to fill up the void in a depressed person's life, yet it can be used to assist a depressed person to come out of that state. There are so many people in this world that are not aware of the dangers of Depression and SAD, their causes, symptoms and treatments. According to a study done by the American Foundation of Suicide Prevention (AFSP, 2012), over 25 million Americans suffer from major depressive disorder yearly and 50% of them end up committing suicide. This same study discovered that suicide is also the 10th leading cause of death of Americans. The video could bring a lot of benefit to those suffering from depression, as well as SAD (since a factor of depression is long term, abusive social anxiety). These are highly challenging goals for me because I will need to research about people who suffer from SAD and depression which comprises of one's mental, physical and emotional states.

##### **Global Context**

The project links to the global context of Identities and Relationships, as it depicts the lives of people suffering from SAD are mostly alone and shunned from society, whilst those who suffer from depression are stereotypically seen to be huddled in the corner of the room everyday. It also shows the relationship of these victims with society by how individuals are not bothered to help. They are also misdiagnosed or wrongly assisted by society. Social anxiety are actually caused by those unwilling to help as they've seriously been "wounded" by these people simply due the fact that these people are the ones that left them all afraid of being in society as they were abused by them. Depressed people are only depressed because they are reminiscing of a relationship that they used to have, no matter what type of relationship.

# Choosing a Global Context

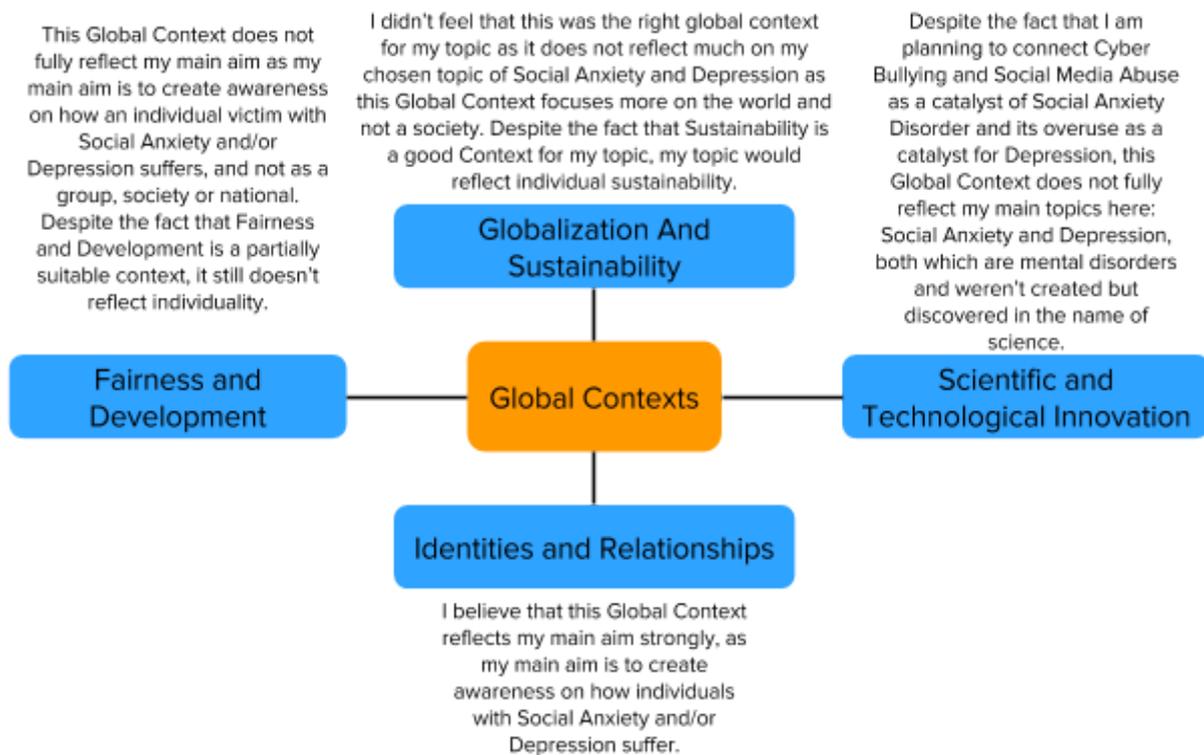


Fig 1.1

## About My Personal Project

The main topics in my Personal Project (PP) are Social Anxiety Disorder (SAD) and Major Depressive Disorder (Depression). Based on my prior experiences being Socially Awkward (which is one stage before SAD, I know how it feels like to be Socially Anxious as Social Awkwardness exhibits the same symptoms as SAD, but it is a milder form. When I started becoming more sociable, I researched into what I used to be like in social situations by looking back at old video diaries I used to take. After a visit to a psychologist, he explained that I was only Socially Awkward, a stage before SAD that is easily curable and the moment individuals around you start interacting with you, the Social Awkwardness simply turns into shyness. However, Social Awkwardness was very hard for me and I could only imagine what those with SAD are going through. Therefore ever since then, I have wanted to spread awareness about this problem. I know, that through what I've seen with my own eyes that there are many other people exhibiting symptoms of SAD, and they're being bullied, ridiculed and harassed.

SAD, also called social phobia is a condition or disorder when the individual who suffers from it has an excessive and unreasonable fear of social situations. Anxiety (intense nervousness) and self-consciousness arise from a fear of being closely watched, judged, and criticized by others. It can become so severe to the point where even going out on their

own or even talking on the phone is seems as threatening to them as holding a gun one trigger away towards their own death. It gets worse when people actually start to reject them because of their behaviour. There however is a fine line between SAD, being an introvert or being socially anxious. Most introverts are not afraid that they will be judged by others. Socially anxious individuals tend to take other's judgements to heart but they are still not afraid to say what they want to. However, individuals suffering from SAD are so afraid of being judged by others to the point they refuse to even say anything and even minor criticism and advice are taken to heart as insults or judgements. They would be afraid of doing any given activity in public because the thoughts that arise in their mind go from "This would be successful." to "I will most definitely fail and I will be all over the internet." However, the average introvert would not think that way, and would only think "I'll do it." Socially anxious individuals would be hesitant but with motivation, they would do any given activity in public. Social Anxiety is driven by fear, while being an introvert is your way of life and being socially anxious just means that you're a rather shy person.

Depression means that an individual has feelings of severe despondency and dejection. It is a mood disorder that causes a persistent feeling of sadness and loss of interest. Once medically diagnosed, it is referred to as clinical depression. It affects how you feel, think and behave and can lead to a variety of emotional and physical problems. Individuals who suffer from it may have trouble doing normal day-to-day activities, and sometimes they may feel as if life isn't worth living. More than just about being sad, depression isn't a weakness and they can't simply "snap out" of it. Depression requires long-term treatment.

Experts tell me that SAD only has a remote connection to Depression, but in my opinion, SAD can lead to Depression because people who suffer from SAD will mostly end up alone and feel nervous about going out to any social events or do presentations, feel scared and afraid because they have no friends. And they will stay home all day, alone, not wanting to have any interaction with anyone outside. They will compare themselves to others, they feel useless and they look down upon themselves, as in focus on shortcomings and negative perspectives. Depressed individuals, in the later stages, will also avoid all outdoor contact, compare themselves to others, feel that they're useless and beat themselves up. In fact, there is only one difference in the symptoms between SAD and Depression which would be how individuals with SAD expect that they could enjoy themselves if they could somehow interact appropriately with others. On the other hand, those who suffer from depression don't ever expect to enjoy themselves.

I want to spread awareness about SAD and Depression, since SAD leads to Depression and 90% of Depressed individuals eventually commit suicide based on US research. I have set my target audience at all Malaysian individuals who are 12 to 60 years old, as SAD and Depression can occur in anyone. I am not letting younger audiences view the video as they aren't likely to understand what is going on. I choose video as the media of communicating this awareness as videos are the most commonly watched media today on all digital platforms. The reason why I chose this target audience is that because according to national survey statistics, 80% of Malaysians would not visit a psychologist at all, no matter what disorders or issues they have. Most of them say this because they think of a psychologist's consultation room like a metal cage with bars all around, or that after the consultation they'd

be put in a metal cage. As for Social Anxiety in Malaysia, not many people are even aware how serious it is and they don't know that it can lead into Depression. There are 318 million Americans and 10% of them suffer from SAD and Depression. USA government statistics report that 70% of the 15 million Americans who are clinically depressed refused to come forward or receive treatment. [3] The number of Americans suffering from SAD also stand at 15 million.

I am relating Depression and SAD to Social Media and Cyberbullying as being Cyberbullied was how I became Socially Awkward for a short period in my life. I also have a passion for computers and digital life, so I could relate a lot to Social Media.

I have not been able to find any product similar to mine on the internet's popular video sharing platforms at all that have the target audience of Malaysians. My product will be a video that spreads awareness about SAD and Depression, the symptoms, how to assist them and I will also include a scene that acts out the lives of people suffering from SAD and Depression. The video will be closer to a drama rather than a documentary. I did this because statistics obtained from Google show that more people would rather watch a video that contains a scripted drama or acting than a documentary.

The main reason why I chose the product to be a video and not a website, blog, book, campaign or journal is that because none of these are able to showcase the lives of people suffering from SAD and Depression from a first person perspective, which is one of the best perspective to spread awareness from.

## Relating MYP Subjects

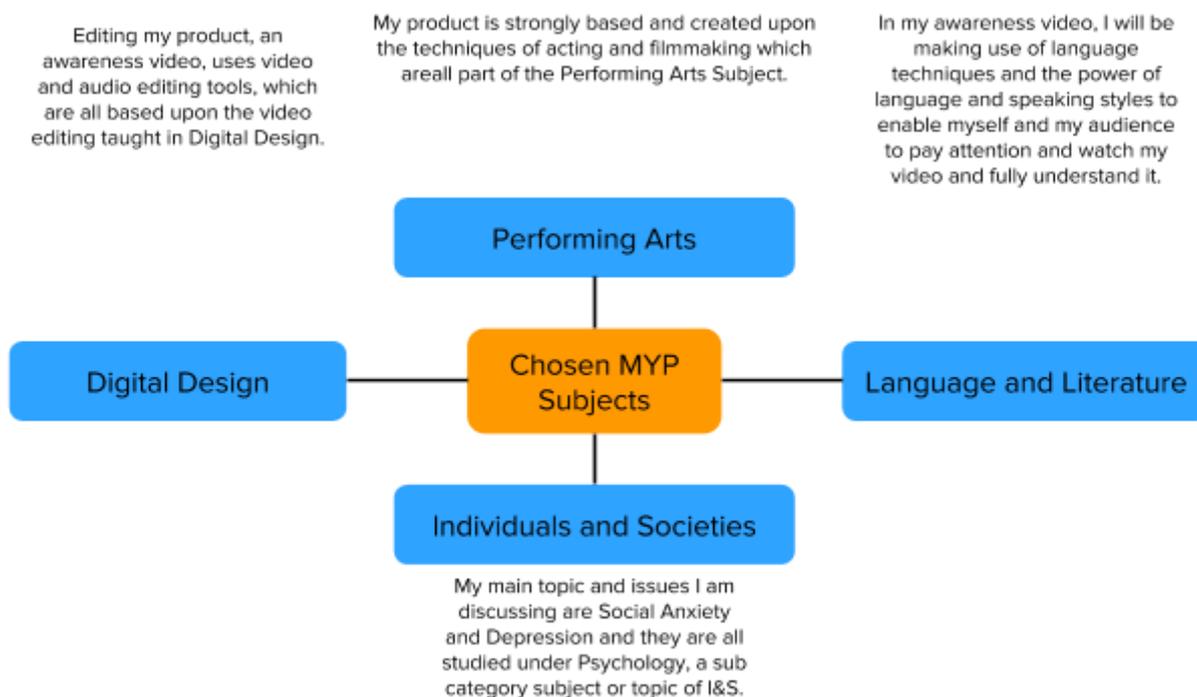


Fig 1.2

### Research Process

I need to know more about the life of individuals suffering from both SAD and Depression in more detail. I would have to find out by exploring one's personal emotions and how these torments are still affecting the individual who has suffered from SAD. I could use my personal memories and emotions, but what I had been through, according to the psychiatrist I visited, is only a quarter of what people suffer from when they have SAD. I will also use secondary sources like interviews and articles of or by former SAD patients found online. As for the Depressed individual it would be very hard to find out as most Depressed people are still undergoing therapy, underwent it or have committed suicide. It is a terrible idea to talk to Depressed individuals about Depression as they may start getting Depressed again because the word itself may bring back bad memories. Therefore, I have to rely on secondary resources such as the internet, books and journals. I will also use surveys as a way to find out people's opinions on the mental illness I am attempting to spread awareness about.

## Approaches to Research

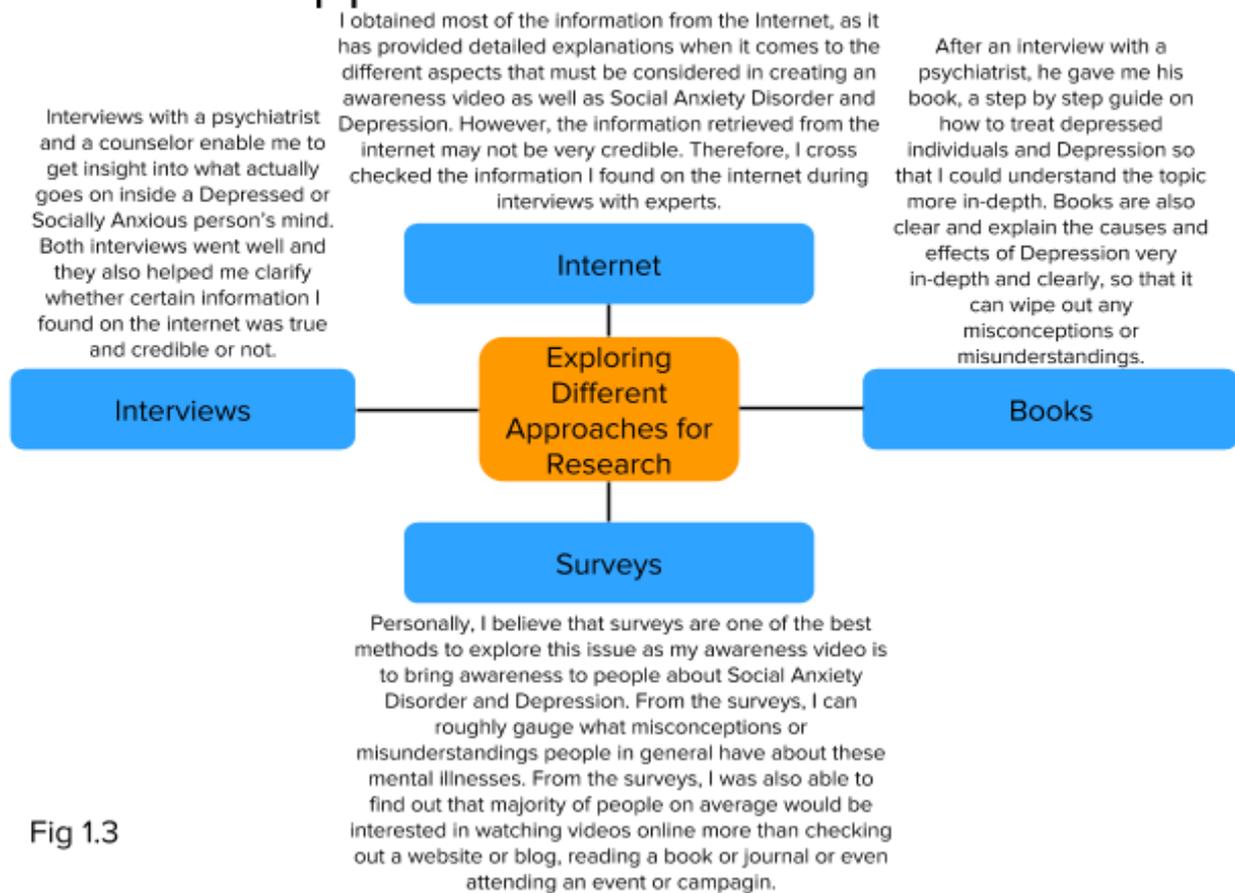


Fig 1.3

To create an effective awareness video, I had to learn about various camera angle techniques, tone and usage of language as well. By researching camera angles, I found out High Angle Shots (where the camera looks downwards on the subject) would be the most effective Camera Angle for awareness videos and they grab viewers' attention and evoke sympathy in them. For the actors and actresses in the video, I would ask my friends and neighbours to play roles in the video. Before we started the video shoots, I had scripted the video and explained the storyline to the actors and actresses. In my video there would be scenes showing how the main character in the video has once lived a happy life and I would then compare and contrast her life before with what her life has become after SAD and Depression got hold of her. This would show the audience how serious SAD and Depression are, and that they are mental illnesses that have to be taken seriously and what the consequences would be if action isn't taken during the early stages.



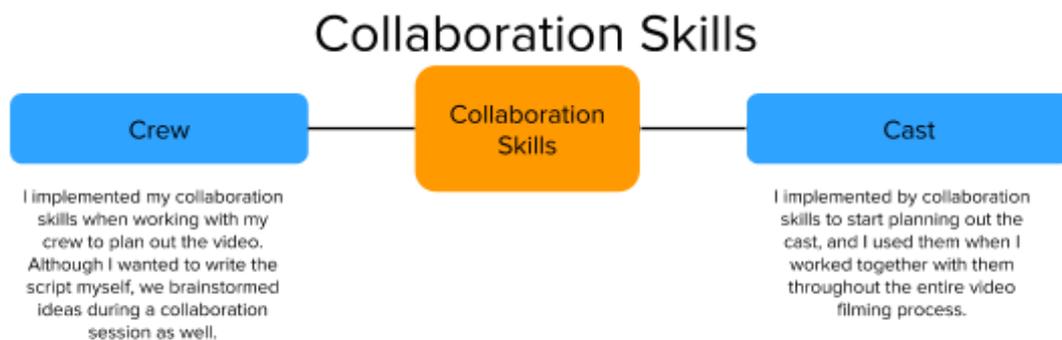


Fig 1.5

### Source Evaluation

To ensure that my sources were reliable I thoroughly checked who the authors were and if the information provided was biased or not. For my primary research, I researched on information about SAD and Depression, I then researched on Social Media and Cyberbullying, which I believed to be a major cause of these disorders and my belief turned out to be true. As my product was a video, I also researched on camera angles and video techniques and used my prior knowledge of camera angles from Language and Literature to ensure the end product was well done.

I carried out surveys to investigate people's beliefs and misconceptions about SAD and Depression. The survey was focused on the younger society that is those aged between 12 to 30 years. I focused on their generation because they would be adults in coming years and I wanted to investigate how well they knew about the world around them. My target audience was students in schools as I believed they were the easiest place to find individuals who are in the specified age range. In addition, those who would view my final product will also be in a school and I wanted to see how effective my product is in eliminating their misconceptions.

## Communication Skills

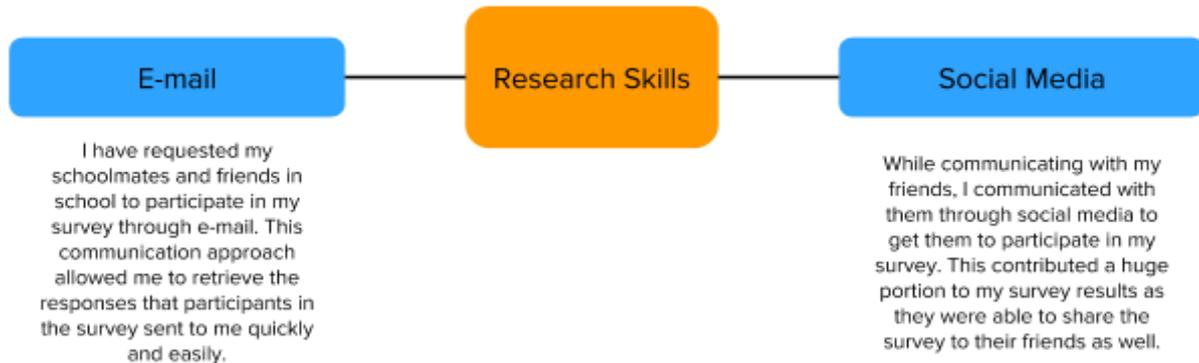


Fig 1.6

As for my secondary research, I looked at a variety of information through websites. Through this, I explored more about SAD and Depression in depth. I learnt how people are treated during the time when they suffer from any given mental illnesses and how they will behave after they are successfully treated. I also read on the psychological problems they faced during their illnesses resulting in a great impact on their emotions. These include personal encounters of those who suffered from SAD and people who encountered family members and friends suffering from Depression. I found out that the people who suffered from SAD were put through a lot of suffering when they were being tortured and harassed when they couldn't interact with others the way others did. I also found out that Depression simply takes a toll on one's emotional, physical and mental state and can literally destroy a person overnight.

### Reliability, Usefulness and Relevance

#### 1. Surveys

Reliability	Usefulness	Relevance to Product
<p>Reliable: Answers are directly retrieved from audiences and potential audiences themselves</p> <p>Unreliable: Number of participants is limited and demographic is small, thus not being able to fully explore the general perspective of society as a whole</p>	<p>Helped in knowing other people's perspective directly.</p>	<p>Gives a rough idea on how much others are aware about Social Anxiety and Depression, therefore the outcome can be created much more easily.</p>
<b>Origin</b>	<b>Purpose</b>	<b>Values &amp; Limitations</b>

2. Phang, Cheng Kar, Dr. (M.D.) *I'm Still Human: Understanding Depression with Kindness*. Ed. Sow Fei Looi and Lillian Thong. 1st ed. N.p.: KL Buddhist Mental Health Association, 2013. Print.

Reliability	Usefulness	Relevance to Product
Reliable: Author is a psychiatrist and has seen through, assisted and treated patients with the issues.	Helped in knowing first person's perspective, dilemmas and challenges through a trained medical professional	Gives a good idea on what those who suffer from SAD and Depression go through and are put through.
Origin	Purpose	Values & Limitations

3. Cuncic, Arlin. "The Link Between SAD and Depression." *Verywell*. About, Inc., 17 Nov. 2016. Web. 23 Nov. 2016.

Reliability	Usefulness	Relevance to Product
Reliable: Author has experienced issues discussed first hand  Unreliable: Author's experience may not be similar to others	This can justify my point and statement that SAD in the long run, without being treated can lead to depression.	It can help me show how SAD develops into Depression.
Origin	Purpose	Values & Limitations

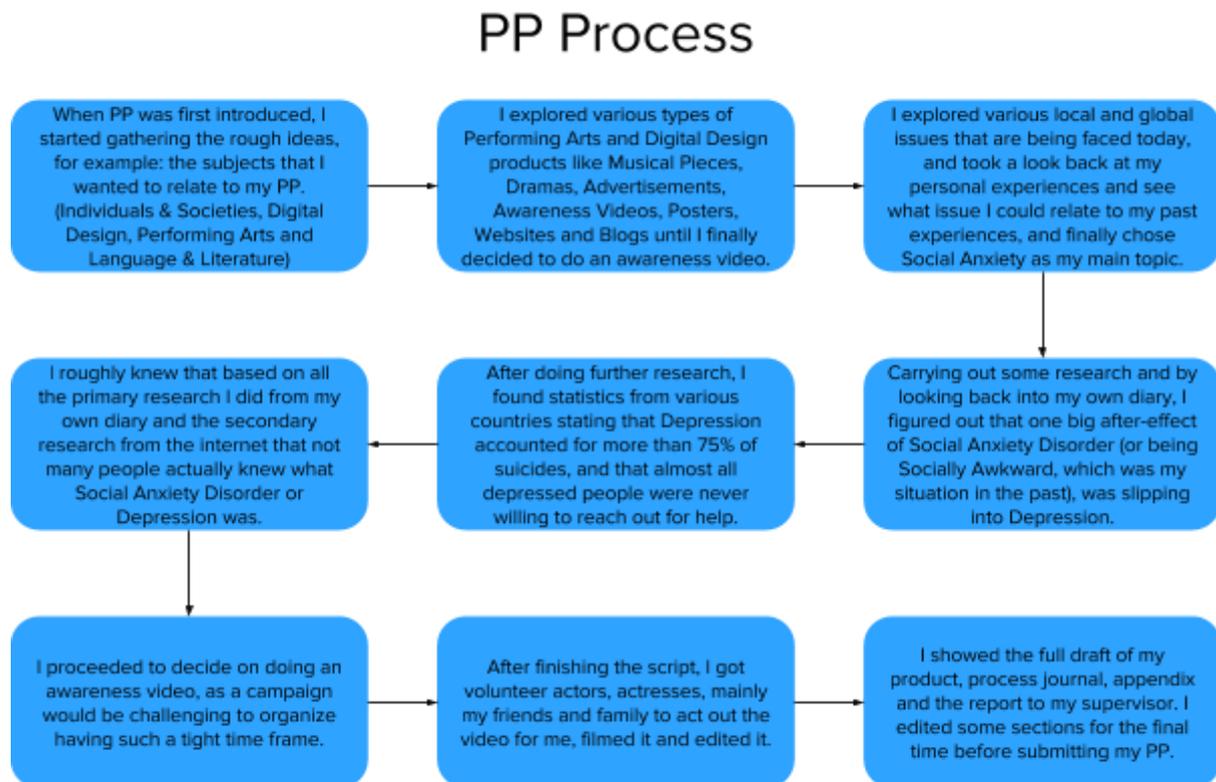
**Criterion B****ii) Planning****PP Process**

Fig 2.1

**Materials**

Materials	Details
Camera or Phone	To use for filming the video
Computer	To edit the video
Camera Stand	To support the camera to when filming the video
Props	To be used to give a dramatic and realistic effect to the video
Script	To be written by myself, and then printed for use by cast members during my filming process.

**Product Specifications Rubrics (Awareness Video)**

<b>Level</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>
<b>Message to Audience</b>	The student creates a product that <b>does not reach a standard of any of the descriptors above Level 0.</b>	<p>The student <b>does not formulate a clear concept</b> of their main objective due to their <b>lack of</b> creativity to merge all elements together, therefore resulting in audiences not understanding the purpose of the video or enjoying the video.</p> <p>The student includes very limited, shallow information about Social Anxiety &amp; Depression, the causes, symptoms and treatment, lacking examples, hence no awareness is raised.</p>	<p>The student <b>formulates a clear concept</b> of their main objective <b>to a certain extent</b> due to their <b>minimal</b> creativity to merge all elements together, therefore resulting in audiences roughly understanding the purpose of the video but not enjoying the video.</p> <p>The student includes basic information about Social Anxiety &amp; Depression, the causes, symptoms and treatment, hence little awareness is raised.</p>	<p>The student <b>formulates a clear concept</b> of their main objective due to their <b>proficient</b> creativity to merge all elements together, therefore resulting in audiences understanding and enjoying the video.</p> <p>The student includes a lot of information about Social Anxiety &amp; Depression, the causes, symptoms and treatment, as well as examples to spread awareness.</p>	<p>The student <b>formulates a solid and in-depth concept</b> of their main objective due to their <b>excellent</b> creativity to merge all elements together, therefore resulting in audiences understanding and enjoying the video in depth.</p> <p>The student constantly includes information about Social Anxiety &amp; Depression, the causes, symptoms and treatment, as well as in-depth examples and case studies to spread awareness and showcasing actual reality as opposed to scripted scenes.</p>
<b>Visual Effects</b>	The student creates a	The student does not use	The student uses basic	The student uses camera	The student uses camera

	product that <b>does not reach a standard of any of the descriptors above Level 0.</b>	any camera angles to manipulate the audience's feelings towards the video, and the video is overly dramatized.	camera angles to manipulate the audience's feelings towards the video, but not fully delivering an accurate message as there is too much dramatization.	angles and visual effects, showing an idealized setting to manipulate the audience's feelings towards the video, but not fully delivering an accurate message as there is a fair amount of dramatization.	angles, visual effects, realistic acting and unedited footage to manipulate the audience's feelings towards the video and showing a realistic setting and not an idealized one.
<b>Power of Language &amp; Sound</b>	The student creates a product that <b>does not reach a standard of any of the descriptors above Level 0.</b>	The student fails to create an emotional bond between the audience and the video due to the lack of power of language.	The student creates a limited emotional bond between the audience and the video with some power of language.	The student creates an emotional bond in the audiences and immerses them into the awareness video by using both the power of language and sound effects.	The student creates an emotional bond in the audiences and immerses them into the awareness video by all the audio editing techniques.
<b>Global Context Relation</b>	The student creates a product that <b>does not reach a standard of any of the descriptors above Level 0.</b>	The student does not show a clear understanding of the global context and inquiry questions.	The student shows a slight relationship between the global context, inquiry questions in the product.	The student shows that there is a clear correlation between the global context and inquiry questions in the product.	The student shows that there is a clear correlation between the global context and inquiry questions in the product and answers the inquiry questions as well.

### Timeline

I kept close to the timeline during the earlier phases of the project, until I completed the planning phase which did not involve third parties. However, it became a challenge to keep to the project timeline, thereafter as many planned dates for interviews and filming the video

were changed due to unforeseen circumstances or unavailability of interviewees. I had to revise my timeline many times during the later half of the taking action and creation phases.

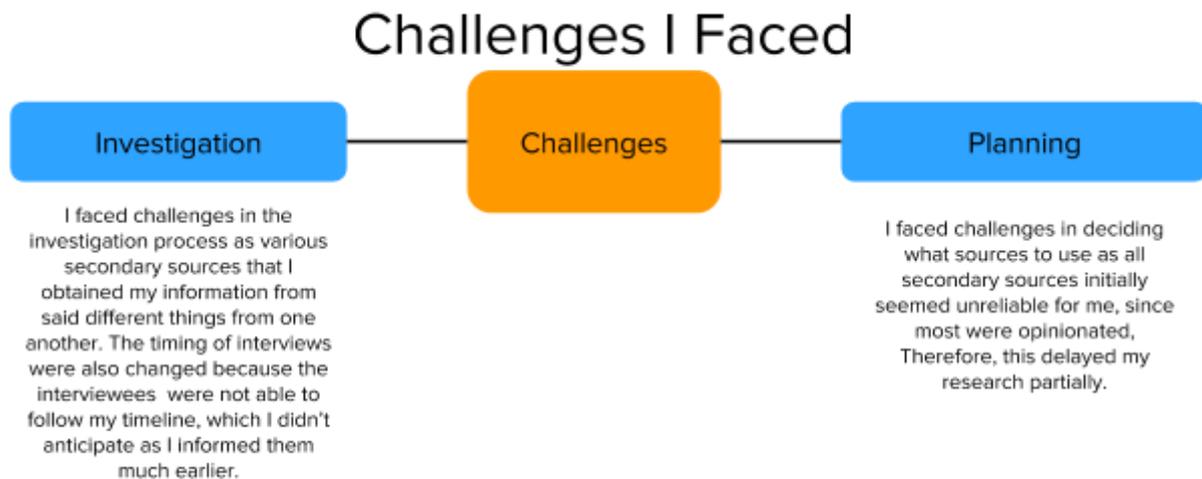


Fig 2.2

I have managed to develop my time management skills to some extent as I constantly checked my timeline throughout this task to ensure that I was on track when it came to carrying out online research. The investigation part was only partially successful, as for the online part only. I constantly researched for first-person experiences of SAD and Depression online so that the information provided would be much clearer and accurate. I also made sure that secondary sources found online were reputable and trusted sources. However, I am aware on how I must improve further on my risk management skills, as throughout the creation process, I never actually thought about the potential complications and problems that could arise through the filming of the video.

### ATL Skills

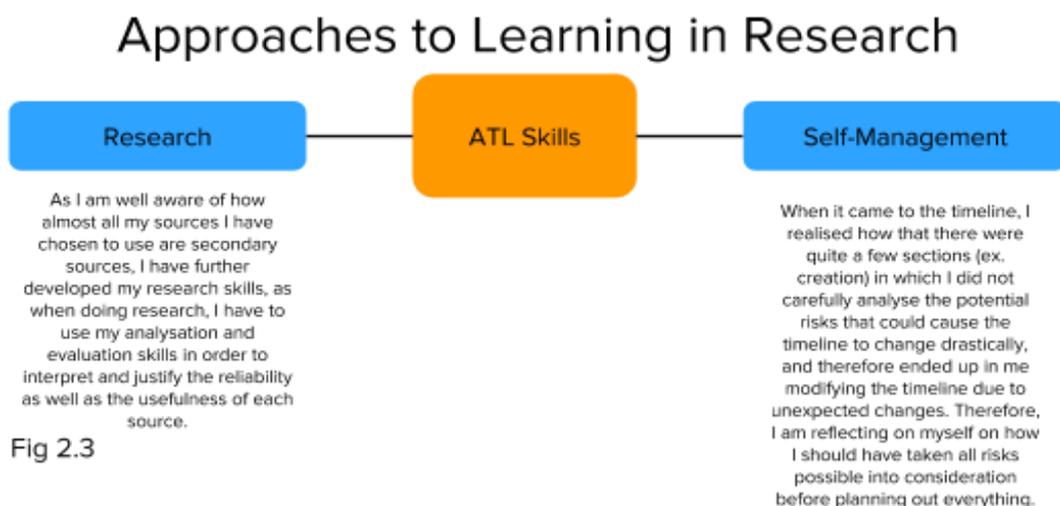


Fig 2.3

### **Criterion C**

#### **iii) Taking Action**

#### **Product Making Process**

My target survey audience, mainly the working generation of Malaysians (12-60 years old) are the ones who are not aware about the seriousness of Depression and how SAD could lead to Depression, and possibly even more mental illnesses. In fact, some Malaysians even responded that SAD and Depression were diseases. (Fig 3.2) I actually felt concerned for these people as I clearly defined to them that disease meant “sickness that can be transmitted and spread and can only be cured by treatment, the way you attempt to cure other fatal diseases”. I felt that individuals in this age range would be influenced by videos, as based on online statistics and a separate survey I did, more than 75% of people who were aged 12 to 30 said they would listen to whatever was said in a video and trust it more than any other media. (Fig 3.3)

I had concerns when it came to the effectiveness of my product, as I felt that if I only had a drama being acted out in my video and it would not leave a huge impact on the audience. I felt that a portion of the audience may simply be confused and think of the awareness video as being simply a scripted drama. Therefore, I used my critical thinking skills and scripted out some narrations to accompany the video, added some extra captions and text in the video. When filming, I faced challenges in terms of keeping to the project timeline, due to unavailability of cast members. I had to use my self-management skills to modify the timeline heavily and reflect on how I should have taken into account all potential risks during the planning stage. At critical times of the video filming, I managed to seek the assistance of my neighbours who graciously supported my project and became replacement actors or actresses. Their presence also helped me overcome a reliance of young teenagers and introduced people of the appropriate age for the each role.

## **Challenges Faced**

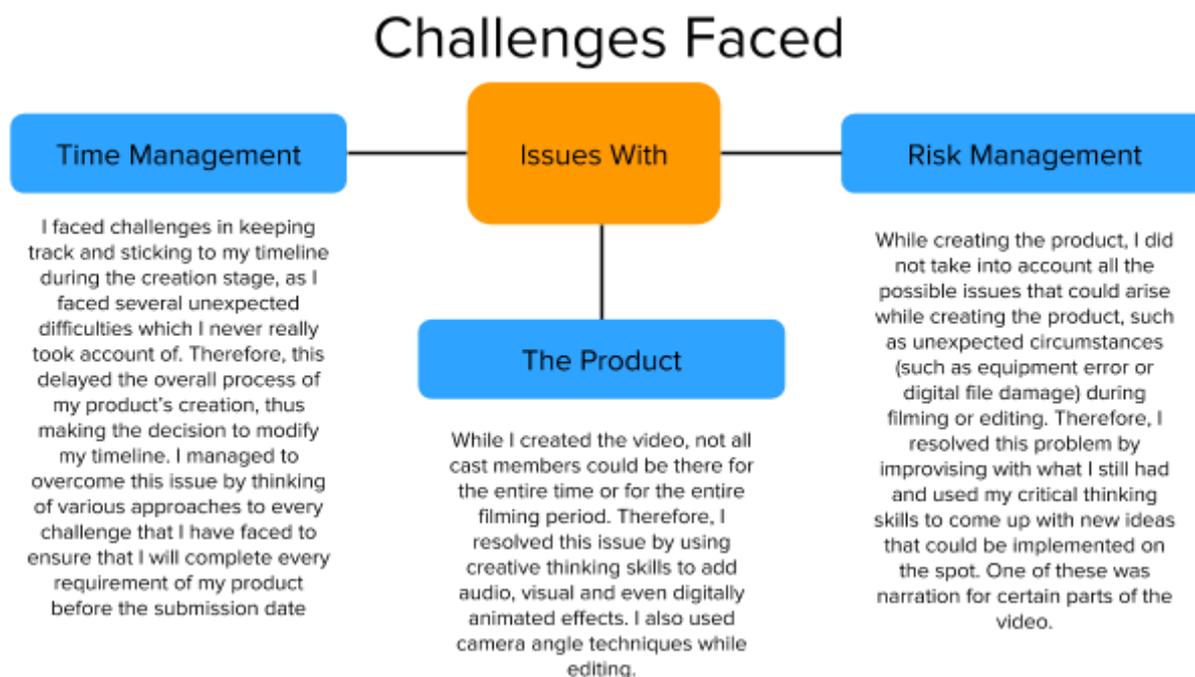


Fig 2.4

### Approaches to Learning in Creation

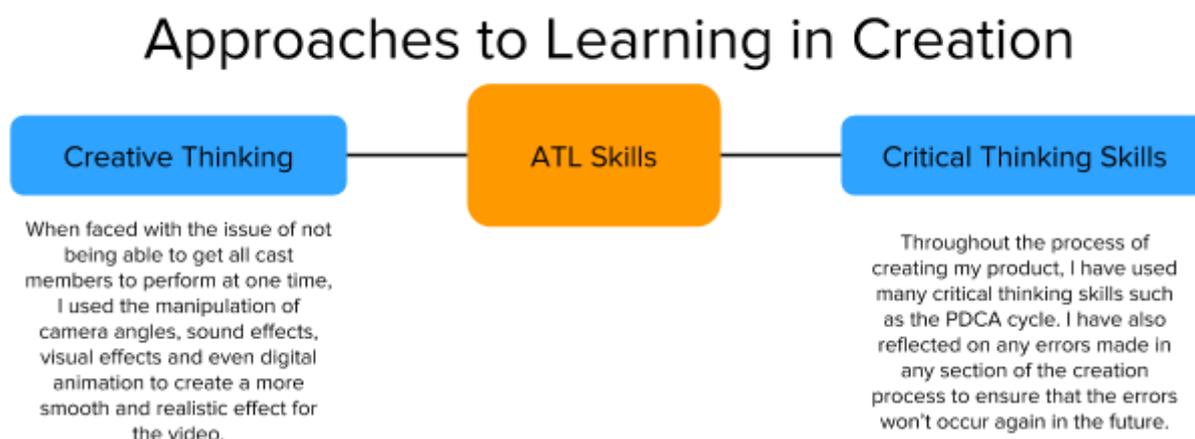


Fig 2.5

### **Criterion D**

#### **iv) Reflection**

### **Self Evaluation**

Based on the criteria that I created, I personally felt that I would give myself a 5 out of 8 for the Message to Audience criteria. After looking at my product, I felt that although I formulated a clear concept of spreading awareness of Social Anxiety & Depression, the content in my video only outlined the methods of spreading awareness, treatments and prevention.

I would give myself a 6 out of 8 for Visual Effects as I felt that I have used a lot of camera manipulating techniques to portray an idealized settings and control the audience's emotion. However, I felt that my setting is too idealized and a little dramatized and does not portray much of the real situation.

I would give myself a 4 out of 8 for Power of Language and Sound as I feel that I have not used the power of language (metaphors, rhetorical devices) or sound effects to create an emotional bond in the audiences and immerse them into the awareness video.

I would give myself a 7 out of 8 for Global Context Relation as I feel that my I show that there is a clear correlation between the global context and inquiry questions in the product, especially since all my inquiry questions are answered.

I developed my thinking skills both critically and creatively throughout the whole process as I explored the content that was delivered in depth to identify and interpret the main issues that were discussed. Challenges I faced in the creation stage developed my Critical and Creative Thinking Skills, as I immediately improvised or came out with various methods and implemented them to ensure my product would be successful. I also improved my communication skills by conveying my main issue through performing arts and the power of language.

### **Improvement**

I felt that the video can be improved in terms of creativity as most of the video's ideas are ideas inspired by other videos, which are considered "recycled" videos and hence cannot fully capture the audience's attention anymore. Most surveyed potential audience members say that original, new content will likely be more attractive.

I would say that I have included a lot information about Social Anxiety Disorder & Depression, the causes, symptoms and treatment, as well as examples to spread awareness. However, I feel like I could have included more visual diagrams and charts to match the statistics that I say and quote the sources from because that would increase the chances of the audience understanding and remembering the statistics.

### **Impact on Community**

I became more caring towards others, as my PP taught me the significance of us, as a society, to lend a hand to others who are in need, like the individuals who suffer from SAD. I am alert how the ignorance of people towards SAD destroys numerous people's lives and even gets some of them into depression, as well as suicide. thus being well aware on how this issue concerns every citizen. Therefore, we, as a society, should all spread awareness about SAD and Depression and the link between them. I have also developed one step further as a knowledgeable individual, as I am now fully aware on the general overview of SAD and Depression and the link between them. thus spreading awareness to others in order to overcome this issue together. Most importantly, I became a reflective individual, as part of the society, I realised the importance of knowing this issue in depth to be the voice in changing other's thoughts on SAD and their misconceptions about Depression, so that they would provide help and support for individuals with SAD and Depression, and progress forward together as one society.