MYP Community Projects Guide

Largo Middle School



Student Name:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2019-2020

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#### **How to Use this Project Guide**

This guide was put together to help you understand how to be successful and assist your organizational skills to complete your community project. This guide contains directions to complete your community project and gives information on the parts of your project that need to be approved by your project supervisor.

There are many resources in this guide. There are worksheets and charts that are there to help you. There are empty pages in the back of the guide for you to use to take notes, draw out any ideas you have through sketches or lists, etc. Please use these blank pages to assist you in successfully completing your community project.

In addition to this guide, you are responsible for maintaining a process journal on ManageBac where you should record and upload evidence of your learning including research notes, charts, lists, sketches, photos, videos, screenshots and other information as needed.

Your community project supervisor will be assigned to support you through your work and learning. They will monitor your progress by meeting with you face-to-face and reviewing your process journal on ManageBac.

This community project will be a challenging and an important project that will take a lot of work, but the experience and rewards of successful completion of this project will help you evolve as a student while greatly impacting the community you choose to address.

Good luck!

**Community Project FAQ**

**What is a Community Project?**

The community project is an in-depth inquiry that focuses on community and service. It encourages students to explore their right and responsibility to participate in service as action in the community.

**Who completes this project?**

All students in MYP schools that end before Year 5 complete the community project as a culminating experience in the Middle Years Programme.

**How do students choose a topic?**

Students consult with their teachers to identify a community need that reflects their interests and passions.

**What is the goal of the project?**

* Participate in an extended inquiry
* Focus the project by choosing a global context
* Develop creative new insights and deeper understandings of an issue
* Communicate effectively in a variety of situations
* Propose and complete a challenging service as a result of learning
* Appreciate the process of learning and take pride in your accomplishments

**What are the main parts of this project?**

* The **process journal** used to document your research and learning on ManageBac
* Research paper
* **Service project** designed by you after completing your research paper
* The **presentation** in which you describe your learning and service and reflections
* Thorough **reflection** following completion of the project

**What is the process journal?**

The process journal consists of ten abstracts or pieces of your record of learning and service. The ten abstracts that you choose are reviewed by your project supervisor.

**What is the purpose of the presentation?**

The purpose of the presentation is to inform the audience of the community need and your service.

**How will my work be graded?**

Students are assessed according to their progress in meeting four MYP project criteria objectives:

1. Investigating
2. Planning
3. Taking Action
4. Reflection

**Role of the Supervisor**

The role of the supervisor is to support the student or group of students during the project. Each student, or group of students who have decided to work together will have a supervisor.

* Ensure the chosen topic satisfies appropriate legal and ethical standards regarding health and safety.
* Provide guidance to students in the process and completion of the project.
* Confirm the authenticity of the work submitted and help ensure academic honesty.
* Assess the MYP project using the IB projects criteria and provide formative feedback throughout the process.
* Provide guidelines and timetables.
* Advise student(s) how to keep and use the process journal.
* Advise on the importance of personal analysis and reflection.
* Help forge and maintain relationships with community members and primary sources.
* Communicate with student(s) on a regular basis. If needed, conduct quick check-ins between regular meetings. Help maintain meeting agendas and notes.
* Support the building of communication skills: interview, survey, and professional writing and/or phone calls.
* Support the documentation of process and meetings on ManageBac. Ensure that a record of meetings is being kept in ManageBac.
* Maintain contact with parents and coordinator, especially if accountability is or becomes an issue.
* Help student(s) create and send invitations to the Project Showcase to primary sources, community stakeholders, and parents. Send initial invitations 6-8 weeks prior to showcase with reminders a week in advance and again the day before.

**Role of the Parent(s)**

Parents are key supporters and advocates. Your help in identifying needs and resources in our community is valued.

* Help child identify community needs and personal passions/talents/concerns as a foundation of the project.
* Provide support in the evenings and weekends, especially as the child starts acting on their project.
* Ensure timeline milestones are being met.
* Attend presentation showcase and help invite other supporters.

**Role of the Student(s)**

* Meet regularly with supervisor to discuss, evaluate and plan. Ensure that a record of these meetings is recorded in ManageBac. This will become part of your academic honesty form.
* Utilize self-management skills to fulfill the requirements of the community project.
* Ensure attention is paid to all parts of the process.
* Choose topics that reflect moral and ethical reasoning.
* Observe safety, especially when acting on your project.
* Ensure academic honesty is followed by properly citing sources in both the written research paper and in the oral project presentation.
* Utilize documents provided to help investigate, plan, act and reflect.
* Maintain required documentation in the process journal on ManageBac.
* Demonstrate the attributes of the learner profile.
* Develop and utilize ATL skills: Communication, Thinking, Self-management, Social and research.

**Milestone Goals and Due Dates**

Each phase has a detailed checklist. Use this checklist to ensure that each phase is completed by the required due date.

**Phase 1: Investigation** Due \_\_\_\_\_\_\_\_\_\_

* Worksheets 1-4 are uploaded in your process journal on ManageBac (MB).
* Resources are recorded in your process journal on MB.
* You have recorded at least 3 reflections in your process journal (Addressing the specific ATL skills identified in the phase guidelines).
* 500 word/2 page research paper plus a bibliography has been turned into the supervisor.

**Phase 2: Planning** Due \_\_\_\_\_\_\_\_\_\_

* You have recorded at least 3 new reflections in your process journal (addressing the specific additional ATL skills identified in the phase guidelines).
* Worksheet 5 is uploaded in your process journal on MB.

**Phase 3: Taking Action** Due \_\_\_\_\_\_\_\_\_\_

* Complete your planned action, with evidence of reflection throughout. Be sure there are at least 3 reflections in your process journal (Addressing the specific ATL skills identified in the phase guidelines).
* Complete your invitations and turn in to your supervisor to mail to any primary sources/community supporters/personal supporters.
* Complete Worksheet 6 and upload it to your process journal on MB.
* Upload your revised bibliography to your process journal on MB.
* Practice then present your experience at the Community Project Showcase.
* Complete your academic honesty form on MB.

**Phase 4: Reflecting** Due \_\_\_\_\_\_\_\_\_\_\_

* Add your reflection to your process journal on MB.
* Meet with your supervisor to review and celebrate your work.

**PART 1: INVESTIGATING**

During this phase, you will identify a need within the community, select a goal, begin your research, record information in your process journal, summarize your research in a 2-page research paper, and meet with your project supervisor. You will begin by brainstorming ideas, selecting a need that interests you and getting it approved by your project supervisor. After completing the Investigating Checklist you will be ready to move on to Part 2.

**Part 1: INVESTIGATING CHECKLIST**

* Complete Worksheet 1, UN Global Goals for Sustainability, and upload it to your worksheet page on MB.
* Complete Worksheet 2, Investigating Community Issues, and upload it to your worksheet page on MB.
* Identify a community need or problem.
* Conduct initial research and gather information.
* Contact a community group to conduct an interview.
* Identify and collect resources. You are required to have at least two primary and at least three secondary sources.
* Approaches to Learning (ATL's): Identify and describe how you will use at least two ATL

THINKING SKILLS and two ATL RESEARCH SKILLS in the investigation process and record them in your process journal on MB. (See Resource Chart 3 -ATL's)

* Complete Worksheet 3, Planning Global Context, and upload it to your process journal on MB.
* Complete Worksheet 4, Brainstorming, and upload it to your process journal on MB.
* Record other learning, resources and ideas in your process journal on MB.
* Meet with your project supervisor to discuss your goal, research, and progress.
* Ask your project supervisor to approve and sign your Investigation Planning Sheet, Worksheet 5, and upload it to your worksheet page on MB.
* Summarize your research by writing a research paper which includes a bibliography. (Approx. 500 words/2 pages plus bibliography page)

**WORKSHEET #1: UN Global Goals for Sustainability**

Use the UN's Global Goals for Sustainability website to explore some of the issues the United Nations has identified as globally significant: <http://www.un.org/sustainabledevelopment/sustainable-development->

|  |  |  |  |
| --- | --- | --- | --- |
| Directions: Using the UN's Global Goals for Sustainability Website, complete the following template for THREE goals of interest to you. | | | |
| **Global Goal (number and title)** | **THREE facts that are interesting to you (Facts and Figures Tab)** | **ONE of the targets within this goal that interests you (Goal X Targets Tab)** | **ONE link for further information** |
|  |  |  |  |
|  |  |  |  |

Why does this global goal interest you? Explain in 1-2 sentences.

How does this topic relate to your life or your community? Explain in 2-3 sentences.

WORKSHEET #2: Investigating Community Issues

Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing characteristics, beliefs, or values as well as groups of interdependent organisms living together in a specific habitat.

*From MYP: From principles into practice (May 2014)*

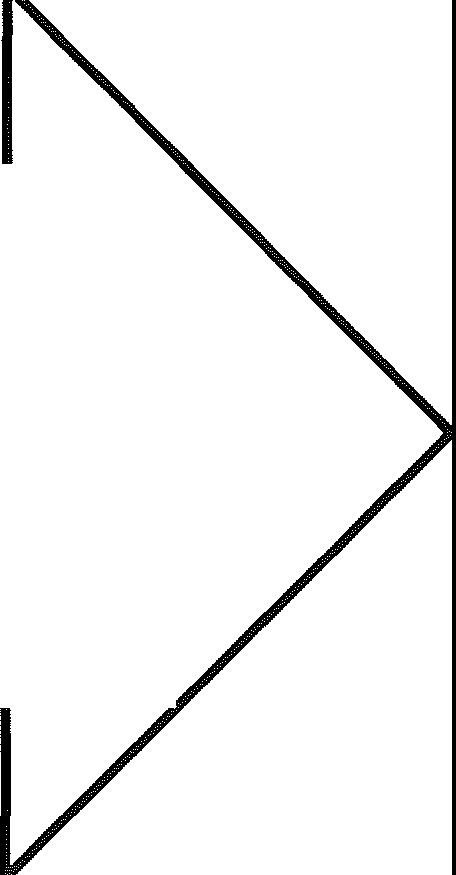
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Directions: Brainstorm problems and needs in different communities. Then follow the directions near the bottom of the chart. | | | | | |
| **School** | **Neighborhood** | **Largo** | **Florida** | **The US and other Countries** | **The Planet** |
|  |  |  |  |  |  |
| To the right, describe one need or problem that interests you and why. |  | | | | |
| Describe a second need or problem that interests you and why. |  | | | | |

**RESOURCE RECORD**

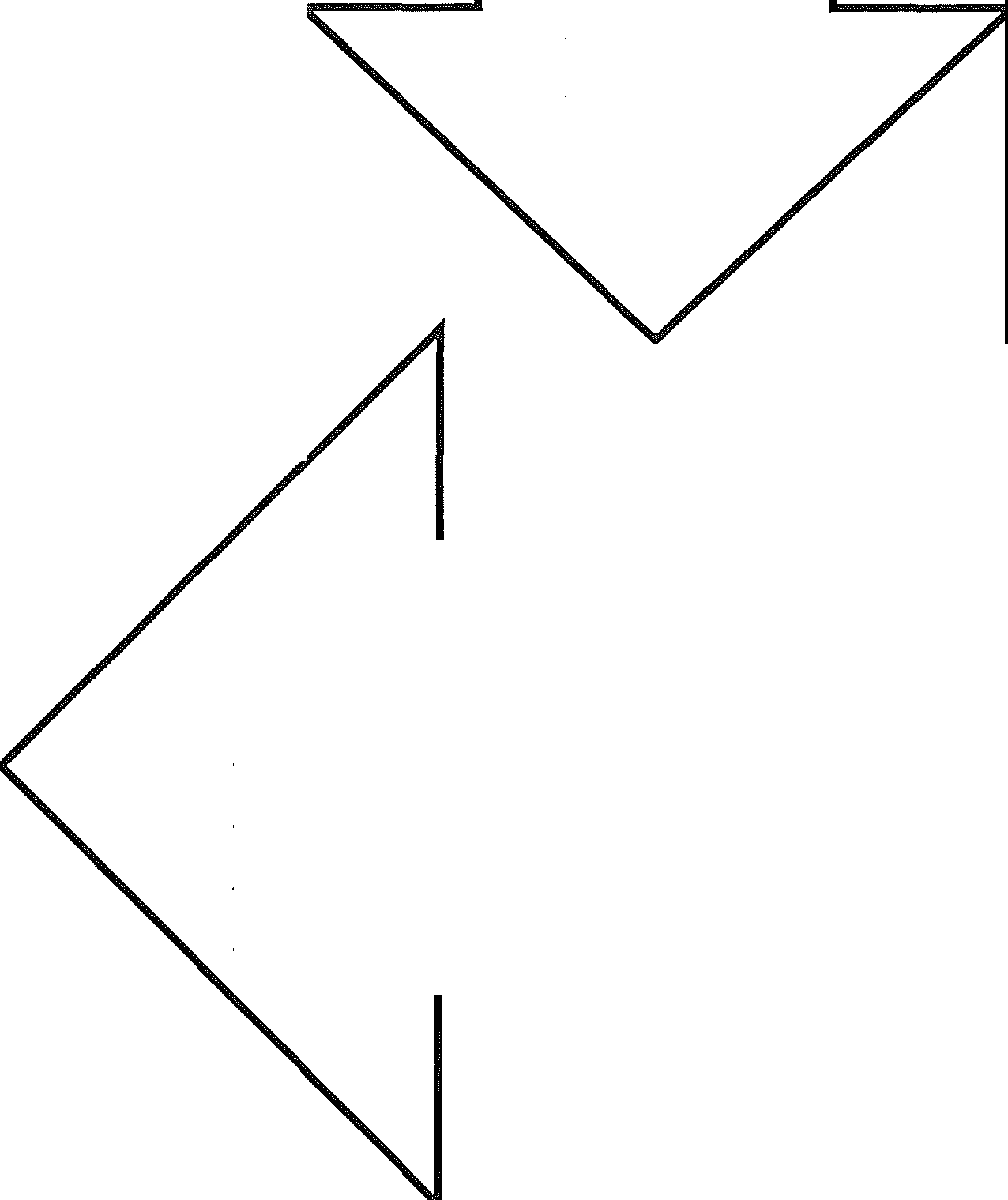
|  |  |  |
| --- | --- | --- |
| Print source, business,  or contact person | Phone, address,  website | Notes (date called/visited, new leads,  important research points) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**WORKSHEET #3: Planning Global Contexts**

Complete this worksheet and then upload it to your project worksheet.



1. Choose the community need that interests you most, but remember that it is not your official project until it has been approved by you project supervisor.

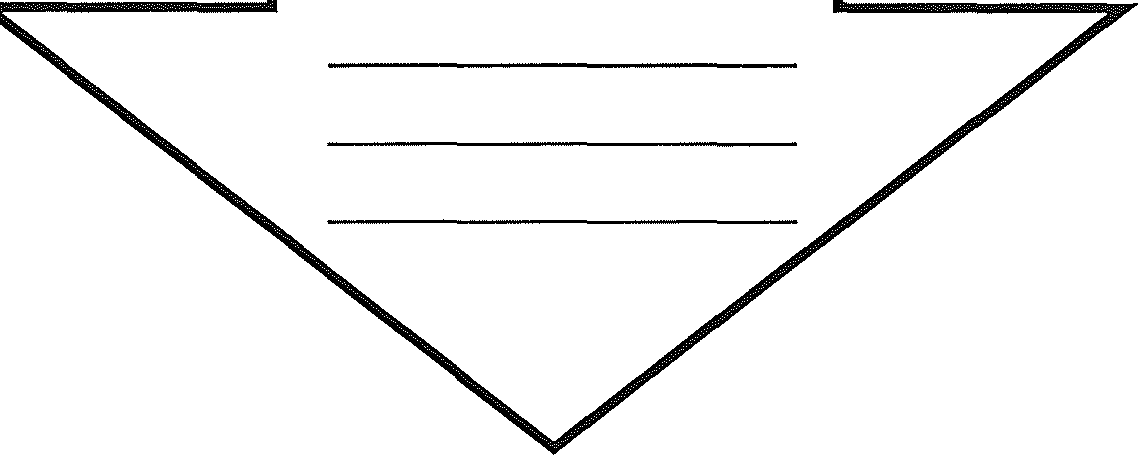


2. Read **Resource Chart 2** on Global

Contexts.

3. What is the global context that you will use

to focus your project?



4. Identify which part of the global context you will explore.

5. Use the space in this box to explain your choices in arrows 3 and 4.

**Worksheet #4**

Brainstorm types of service that might address the needs you have researched.

(Use a visual organizer of your choice: bubble chart, mind map, Venn diagram, doodle/label, spider chart, or other brainstorming strategies you prefer)

Worksheet #5

Investigation Wrap-up

Organize your ideas, and then copy the information in this chart into ManageBac.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Project Title | | | | Supervisor signature indicating approval |
| Student Name | | Global context {See Resource Chart 2.) | | |
| Describe the community need you are choosing to address. (See Resource Chart 1.} | | | | |
| Identify a goal to address a need in the community, based on your personal interests. (See Resource Chart 5.) | | | | |
| Target the research: On which (segment of the) community will you focus your inquiry and research? | | | | |
| Research:  What do you have to research? Be specific and list how you will collect the information you need. What experts in the field will you contact and how will you arrange for field visits.  Keep track of all your sources and record them in your project worksheet. | Primary sources/ community member interviews: | | Print Sources: | |
| Observations/ field experiences: | |
| Process journal: How will you record the significant findings from beginning to end to show the development of your community project? | | | | |

**Part II: PLANNING**

After completing considerable research, it’s time to develop a proposal for your service project. You will need to justify your choice and have your proposal approved by your project supervisor. Remember to continue your research and keep adding new entries to your project worksheet on ManageBac(MB).

**Part 2: PLANNING CHECKLIST**

* Identify a service project you can perform to contribute to the community need you identified. (See Resource Charts 4 & 5.)
* Develop a proposal for your service project.
* Justify your proposal by explaining HOW it will contribute to helping the need and goal you identified.
* Continue your research.
* Prepare for your service project.
* Identify and describe how your will use at least two ATL SELF­MANAGEM ENT SKILLS and two ATL RESEARCH SKILLS in the investigation process and record them in your project worksheet on MB. (See Resource Chart 3.)
* Meet with your project supervisor to discuss your service project, research, and progress.
* Have your service project proposal, Worksheet 6, approved and signed by your project supervisor. Then, upload it to your project worksheet on MB.

Worksheet #6: Service Project Proposal

Develop a proposal for action for the project.

When you have decided on what you would like to achieve through service, you will need to write a proposal and have it approved by your project supervisor. Service projects should be achievable based on the time and resources available. Do not come up with a proposal that takes too much time, is difficult to follow through, or costs too much money to implement. On the other hand, do not choose projects that are too simplistic either.

1. Read Resource Charts 4 & 5.
2. Describe your project goal.
3. What global context did you choose?
4. Briefly summarize your research. (What have you learned?)
5. Describe your proposed service project, including the type of service you are proposing. (See Resource Chart 4).
6. List the resources and/or further, steps you will need in order to complete the service.
7. Based on your research, justify how your proposed service project will address the community need and goal you identified.
8. Is your service project challenging or highly challenging? Explain.
9. Upload this worksheet to ManageBac and have your proposal approved by your supervisor.

**Part III: Taking Action**

In Part 3 you will complete your approved service action and make sure you have a record of it in your process journal on ManageBac (MB). At the end of the community project, you will present your project in front of an audience of teachers, peers, family, friends, and the greater community. The purpose of the presentation is to inform the audience of your community need and service project.

* For an individual student presentation, the time allocated is 6-10 minutes.
* For a group presentation, the time allocated is 10-14 minutes.

Students choosing to complete the project in groups will present the project as a group. Each group member should have the opportunity to speak during the presentation.

Your presentation will demonstrate your progress and process of: **investigating, planning, taking action, and reflecting** (see rubrics in back). You are expected to plan, draft, rehearse, and prepare materials necessary for your presentation. It is recommended that you rehearse your presentation in front of others including your project supervisor. You may want to refer to various teen TEDx talks as possible models for presentations.

\*\*\*During the presentation, students must acknowledge their sources regardless of the format of their presentation. \*\*\*

**Part 3: TAKING ACTION CHECKLIST**

* Carry out the approved service project.
* Identify and describe how your will use at least two ATL SOCIAL SKILLS and two ATL COMMUNICATION SKILLS in the investigation process and record them in your project worksheet on MB. (See Resource Chart 3)
* Continue recording in your project worksheet on MB.
* Mail invitations to attend CP presentations to your community resources.
* Prepare your presentation including any necessary visual aids and complete and upload Worksheet 7, Presentation Planning Sheet to MB.
* Remember to acknowledge sources during your presentation.
* Practice and time your presentation remembering that you have 6-10 minutes for individual projects and 10-14 for group projects.
* Complete your bibliography and academic honesty form on MB.
* Meet with your project supervisor to discuss your service, presentation, research and general progress.

Worksheet #7: Presentation Planning Sheet

* 6-10 minutes for an individual, 10-14 for a group (divided equally among group members)
* Visual aid is required
* Evidence of all four criteria (Investigating, Planning, Action, Reflection)
* Cite sources

|  |
| --- |
| Introduction:   * Hook * Who are you and why is this project important to you? * THESIS Statement |
| What is the problem: (Investigating)   * State the problem/issue. * Provide data about problem/issue. |
| What did you propose for action: (Planning)   * Describe what type of service you choose and why. * What did you plan and learn through the planning? * Who did you contact and how did they influence your work? |
| What did you do: (Taking Action)   * Describe the action you took. * How were your skills, like research, thinking, and self-management, utilized and developed? |
| What were the effects: (Reflecting)   * What were the results of your action and did it meet what you planned? * Discuss unexpected challenges and opportunities and their impact on the project and yourself. * How has completing this action/project changed your understanding of service learning? * Describe how you have grown as a learner (ATL skills) and a person (Learner Profile). |
| Closing:   * Brief summary of experience * Call to action |

**PART IV: REFLECTING**

Congratulations! You made it. This is the final stage of your project. Now it's time to look back over the whole experience. You will record your reflections on ManageBac (MB). Consider the following in your reflection, address at least 6 of the points:

* Evaluate the quality of service as action against the proposal.
* Reflect on learning.
* What was your greatest challenge?
* What was your favorite part of the project?
* What new ATL's did you develop most through this project?
* How have you changed since beginning this project?
* What would you do differently next time?
* What advice do you have for others completing the community project or planning a service project?
* What additional reflections do you have?

**Part 4: REFLECTION CHECKLIST**

* Complete thorough reflections by answering the above questions/directions in your worksheet on MB.
* Review all elements of the project to make sure everything is correct and complete.
* Celebrate your hard work and completion of the project with your class, family and MYP staff.
* Meet with your project supervisor to reflect together and celebrate your success and completion of the project.

**Showcase Presentation Rating Sheet**

Name(s) of Presenter(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of speech: \_\_\_\_\_\_\_\_\_\_\_

Community Project Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of Action: Direct, In-Direct, Advocacy, Research

The following elements are required. Evaluators will rate each element with:

**1-2** Limited use or evidence **5-6** Substantial use or evidence

**3-4** Adequate use of evidence **7-8** Excellent use or evidence

Some narrative feedback will be provided as well.

**Visual aid:**

\_\_\_\_\_ Each team-member presents

\_\_\_\_\_ Identify a global context

\_\_\_\_\_ Discuss the journey of ATL skill development

\_\_\_\_\_ Demonstrate public speaking skills

\_\_\_\_\_ Cite sources:

Primary: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Secondary: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Evidence of the project objectives:

A: Investigating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B: Planning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C: Taking Action: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D: Reflection: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Overall comments for the student/team:

**Summative Rubrics**

**Evaluative Process:** The community project will be evaluated by the supervisor and others using the following rubrics. The presentation showcase will be recorded. Soon after the showcase, the teachers will work in teams to review the presentation, bibliography and process journal selections (which includes the proposal of action). After evaluation is complete, the supervisor will meet with the student to deliver the summative feedback.

At the time of the presentation students must provide:

* Academic honesty form
* The proposal for action
* Process journal abstracts
* Any supporting visual aids used in the presentation
* Bibliography

These documents will provide the evidence for the evaluators to determine achievement levels. Evaluators will award summative achievement levels for each objective after considering the evidence provided against the criterion strands detailed in each rubric.

"The objectives of the personal project state the specific targets that are set for learning. They define what the student should be able to accomplish as a result of completing Community Project." (Project Guide, Pg. 40)

"In the MYP, objectives correspond to assessment criteria. Each criterion strand has eight possible achievement levels (1-8), divided into four bands that generally represent limited (1-2), adequate (3-4), substantial (5-6), and excellent (7-8) performance. Each band has its own unique descriptor that teachers/evaluators use to make "best-fit" judgments about students' progress and achievement." (Project Guide, pg. 34)

**Community Project Assessment Rubrics**

**A: Investigating**

In the community project, students should be able to:

1. define a goal to address a need within a community, based on personal interest
2. identify prior learning and subject specific knowledge relevant to the project
3. demonstrate research skills.

Evidence of this will be found in the students’ **presentation, bibliography,** and **process journal extracts.** Students may want to consider submitting their research paper as evidence and/or worksheet 1-4, and/or reflections about ATL research skill development.

|  |  |
| --- | --- |
| **Achievement level** | **Level Descriptor** |
| 0 | Students do not achieve a standard described be any of the descriptors below. |
| 1-2 | Students:   1. **state** a goal to address a need within a community, based on personal interests, but this may be **limited** in depth or accessibility. 2. Identify prior learning and subject-specific knowledge, but this may be **limited** in occurrence or relevance. 3. demonstrate **limited** research skills. |
| 3-4 | Students:   1. **outline** an **adequate** goal to address a need within a community, based on personal interest. 2. identify **basic** prior knowledge and subject-spec1f1c knowledge relevant to **some areas** of the project. 3. demonstrate **adequate** research skills. |
| 5-6 | Students:   1. **define** a **clear and challenging** goal to address a need within a community, based on personal interests 2. identify prior learning and subject-specific knowledge **generally relevant** to the project. 3. Demonstrate **substantial** research skills. |
| 7-8 | Students:   1. **define** a **clear and highly challenging** goal to address a need within a community, based on personal interests 2. identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project 3. Demonstrate **excellent** research skills. |
| Awarded: | Comment: |

**B: Planning**

In the community project, students should be able to:

1. develop a proposal for action to serve the need in the community
2. plan and record the development of the project
3. demonstrate self-management skills.

Evidence of this will be found in the students' **proposal for action (Worksheet 5), process journal extracts,** and in the **presentation.** Students may want to consider submitting their ATL self-management skill development reflection(s}, timelines, brainstorming documents, and/or communication log as evidence.

|  |  |
| --- | --- |
| **Achievement**  **level** | **Level Descriptor** |
| 0 | Students do not achieve a standard described be any of the descriptors below. |
| 1-2 | Students:   1. develop a **limited** proposal for action to serve the need in the community 2. presents a **limited** or partial plan and record of the development process of the project 3. demonstrate **limited** self-management skills |
| 3-4 | Students:   1. develop an **adequate** proposal for action to serve the need in the community 2. presents an **adequate** plan and record of the development process of the project 3. demonstrate **adequate** self-management skills |
| 5-6 | Students:   1. develop a **substantial** proposal for action to serve the need in the community 2. presents a **substantial** plan and record of the development process of the project 3. demonstrate **substantial** self-management skills |
| 7-8 | Students:   1. develop a **detailed, appropriate and thoughtful** proposal for action to serve the need in the community 2. presents a **detailed and accurate** plan and record of the development process of the project 3. demonstrate **excellent** self-management skills |
| Awarded: | Comments: |

**C. Taking Action**

In the community project, students should be able to:

1. demonstrate service as action as a result of the project
2. demonstrate thinking skills
3. demonstrate communication and social skills

Evidence of this will be found in the students' **presentation** and **process journal extracts.** Consideration of the supervisors rating sheet, analysis of recorded presentation, examination of visual aids will be considered when determining achievement level. Students may want to consider submitting **Worksheet 6,** speech planning notes/scripts, reflections of ATL communication and social skills development, and/or client interviews.

|  |  |
| --- | --- |
| **Achievement level** | **Level Descriptor** |
| 0 | Students do not achieve a standard described be any of the descriptors below. |
| 1-2 | Students:   1. demonstrate **limited** service as action as a result of the project 2. demonstrate **limited** thinking skills 3. demonstrate **limited** communication and social skills |
| 3-4 | Students:   1. demonstrate **adequate** service as action as a result of the project 2. demonstrate **adequate** thinking skills 3. demonstrate **adequate** communication and social skills |
| 5-6 | Students:   1. demonstrate **substantial** service as action as a result of the project 2. demonstrate **substantial** thinking skills 3. demonstrate **substantial** communication and social skills |
| 7-8 | Students:   1. demonstrate **excellent** service as action as a result of the project 2. demonstrate **excellent** thinking skills 3. demonstrate **excellent** communication and social skills |
| Awarded: | Comments: |

**D: Reflecting:**

In the community project, students should be able to:

1. evaluate the quality of the service as action against the proposal
2. reflect on how completing the project has expanded their knowledge and understanding of service learning
3. reflect on their development of ATL skills.

Evidence of this will be found in the students’ **presentation** and **\*process journal extract(s).**

\*In addition to the reflective prompts in the Part 4, students may want to consider submitting reflections from throughout the process that demonstrate personal growth and reflection of goals and plans.

|  |  |
| --- | --- |
| **Achievement level** | **Level Descriptor** |
| 0 | Students do not achieve a standard described be any of the descriptors below. |
| 1-2 | Students:   1. present a **limited** evaluation of the quality of the service as action against the proposal 2. present **limited** reflection on how completing the project has extended their knowledge and understanding of service learning 3. present **limited** reflections on their development of ATL skills. |
| 3-4 | Students:   1. present an **adequate** evaluation of the quality of the service as action against the proposal 2. present **adequate** reflection on how completing the project has extended their knowledge and understanding of service learning 3. present **adequate** reflections on their development of ATL skills. |
| 5-6 | Students:   1. present a **substantial** evaluation of the quality of the service as action against the proposal 2. present **substantial** reflection on how completing the project has extended their knowledge and understanding of service learning 3. present **substantial** reflections on their development of ATL skills. |
| 7-8 | Students:   1. present an **excellent** evaluation of the quality of the service as action against the proposal 2. present **excellent** reflection on how completing the project has extended their knowledge and understanding of service learning 3. present **excellent** reflections on their development of ATL skills. |
| Awarded: | Comment: |

**Resource Chart 1 -- Needs and Communities**

A **NEED** can be defined as a condition or situation in which something is required or wanted; a duty or obligation; or a lack of something requisite, desirable, or useful.

A **COMMUNITY** may be local, national, virtual, or global. There are a wide range of definitions of community. The MYP key concept of community is defined as follows.

Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing characteristics, beliefs or values, as well as groups of interdependent organisms living together in a specific habitat. (Project Guide pg. 29-30)

|  |
| --- |
| Community Types Examples |
| A group of people living in the same place. |
| A group of people sharing characteristics, belief and/or values. |
| A body of nations or states unified by common interests. |
| A group of interdependent plants or animals growing or living together in a specified habitat. |

**Resource Chart 2 - Global Contexts**

**Identify the global context your project is related to.**

Students choose only one global context that will provide a focus for their inquiry and research in the project. This global context should be referred to throughout the process of completing the project.

**Global context: Identities and relationships**

Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Project examples:

* Laughter therapy campaign in children's hospital or elder care home
* Tutoring classes providing additional or special instruction to primary school students
* Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines

**Global context: Orientation in space and time**

Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.

Project examples:

* Joining a museum or historical society in the community to contribute to maintaining, restoring and recovering local history
* Making a plan for wheelchair accessibility
* Inspired by lack of facilities in the local community, seeking to improve the facilities for young people by producing an article for the school or local magazine summarizing the problem and possible solutions

**Global context: Personal and cultural expression**

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Project examples:

* Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors
* Performing a theatre play to raise awareness on bullying, promoting intercultural understanding through a graffiti contest

**Global context: Scientific and technical innovation**

Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

Project examples:

* Helping a local community make an efficient, low-cost use of energy-powered devices, developing a programme to promote the use of wind energy for domestic devices or campaigning to reduce paper use and to promote recycling
* Campaigning to reduce water, electricity or fuel waste

**Global context: Globalization and sustainability**

Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world­ interconnectedness; the impact of decision-making on humankind and the environment.

Project examples:

* Campaigning to raise awareness and reduce plastic straw waste use
* Presenting a plan to local authorities for tree planting in an area in need of re-greening Creating a school or community garden

**Global context: Fairness and development**

Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Project examples:

* Campaigning for fair-trade awareness
* Contributing to educational opportunities, for example, supporting an local non-governmental organization that works on literacy in our town
* Addressing the concerns of immigrant and migrant populations

## \*\*Resource Chart 3 -- ATL's (Approaches to Learning) \*\*

MVP: From Principles into practice, pg, 98-104 (International Baccalaureate Organization 2014)

Pedagogy of MYP projects: Approaches to learning 1

Critical thinking skills

###### Approaches to learning Thinking

Creative thinking skills

Transfer skills

* Identify problems and develop aims, goals and objectives
* Make inferences and draw conclusions
* Identify gaps in knowledge and formulate key questions
* Consider ideas from other perspectives and points of view
* Develop contrary arguments
* Break down large concepts and projects into component parts and combine parts logically as appropriate
* Formulate provocative and relevant questions and goals
* Plan to achieve goals, including identifying targets and outlining steps
* Consider consequences of events
* Identify obstacles and challenges
* Make logical, reasonable judgments and create arguments to support them
* Design improvement to existing machines, media and technologies
* Identify and define authentic problems and significant questions for investigation
* Use multiple processes and diverse perspectives to explore alternative solutions
* Identify trends and forecast possibilities
* Troubleshoot systems and applications
* Generate impossible ideas
* Brainstorm and map thoughts to create ideas and questions
* Consider all alternatives
* Consider the seemingly impossible
* Create novel solutions to a problem
* Evaluate solutions to problems
* Make connections between random things
* Consider opposites to renew perspective
* Apply strategies of guesswork
* Generate "what if?" questions
* Transfer and apply existing knowledge to generate new ideas, products or processes
* Utilize old ideas in new ways and combine parts in new ways
* Make intuitive judgments
* Create original works and ideas and visualize alternatives
* Practice imitation of works with a focus on the creative process
* Practice flexible thinking­ arguing both sides of an idea or issue
* Practice metaphorical thinking, generating questions and challeng1ng conventions
* Challenge one's own and others' assumptions
* Seeing possibilities, problems and challenges positively
* Playing with ideas and experimenting
* Recognizing when an original idea has value and pursuing it
* Use your knowledge, understanding and skills across subjects to create products or solutions
* Make connections between learning gained in different subject areas
* Apply skills and knowledge in unfamiliar situations
* Inquire in different contexts to gain a diverse perspective
* Create projects and products using knowledge and skills gamed across different subject areas
* Use familiar learning skills with unfamiliar content
* Transfer current knowledge to learning of new technologies
* Demonstrate personal responsibility for lifelong learning
* Change the context of your project to gain different perspectives
* Make decisions

Organization skills

* + Keep to class schedules and project deadlines
  + Set appropriate management goals and plan to achieve them
  + Structure information appropriately in written, oral and visual work
  + Arrive to class with the appropriate materials
  + Keep an organized and logical system of information files/notebooks
  + Find and select information via different media
  + Use different information organizers for different purposes
  + Plan strategies to guide your personal project inquiry
  + Plan and manage activities to develop a solution or complete a project
  + Select and use applications effectively and productively
  + informed choices to achieve a balance in nutrient, rest 1 relaxation and exercise

Approaches to learning

Self-management

Affective skills

* Demonstrate persistence and perseverance
* Practice focus and concentration to overcome distractions
* Make informed choices on behaviors and course of action
* Seek out criticism and feedback from others and make informed choices about including it in one's work
* Practice being aware of mind­ body connection
* Practice positive thinking
* Practice dealing with disappointment and unmet expectations
* Practice dealing with change
* Practice strategies to prevent and eliminate bullying
* Practice strategies to reduce stress and anxiety

Reflection skills

* Consider ethical, cultural and environmental implications of issues
* Consider personal relationships to people, ideas and concepts
* Build understanding of personal learning strengths and weaknesses
* Be aware of areas of perceived limitation
* Develop awareness of the process of effective learning
* Analyse one's own and others' thought processes to think about how one thinks and how one learns
* Pause to reflect at different stages in the learning process
* Implement and measure the effectiveness of different learning strategies
* Demonstrate a preparedness to make changes to ineffective learning strategies
* Seek out constructive criticism
* Keep a reflective journal/portfolio of personal learning experiences focused on both process and content
* Create a record of personal learning change and improvement

#### Approaches to learning

Information literacy skills

* + Access information to be informed and inform others
  + Find information in different media
  + Read critically and for comprehension
  + Read a variety of sources for information and for pleasure
  + Collect research from a variety of print and digital sources
  + Collect and verify data
  + Make connections between a variety of sources
  + Utilize different media to obtain different perspectives
  + Utilize appropriate multimedia technology to create effective presentation and representation
  + Reference accurately and construct a bibliography according to recognized conventions
  + Understand and implement intellectual property rights and the value of academic honesty
  + Identify primary and secondary sources
  + Demonstrate awareness of the effects of different modes of information representation and presentation
  + Collect and analyze data to identify solutions and/or make informed decisions
  + Process data and report results

Media literacy skills

* + Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
  + Locate, organize, analyze, evaluate, synthesize and efficiently use information from a variety of sources and media
  + Use and interpret a range of content-specific terminology
  + Underline ways in which images and language interact to convey ideas, values and beliefs
  + Identify different points of view
  + Demonstrate awareness of different media interpretations of events and ideas, including social media
  + Critically analyze various text forms for underlying meaning
  + Use a variety of technologies and media platforms to source information including social media and online networks
  + Utilize different media to obtain perspectives
  + Communicate ideas effectively to multiple audiences using a variety of media and formats
  + Actively make connections between different media resources in presentations
  + Advocate and practice safe, legal and responsible use of information technology

Approaches to learning

Social

Collaboration skills

* + - Respect and accept sociocultural difference
    - Consider, respect and analyse different opinions, points of view, ideas and preferences
    - Be empathetic
    - Respect different opinions and the points of view of others
    - Delegate and take responsibility as appropriate
    - Help others· facilitate the success of others
    - Take responsibility for own actions
    - Resolve conflicts and work collaboratively with appropriate roles in a team
    - Understand when and how to build consensus
    - Make decisions based on fairness and equality
    - Negotiate goals and limitations with peers and teachers
    - Help others when appropriate and encourage contribution from others
    - Drive change through an understanding of others and especially of group dynamics

##### Communication

Communication skills

* + Use active listening techniques to understand others
  + Give and receive appropriate feedback
  + Interpret meaning through cultural understanding
  + Use a variety of speaking techniques to make meaning clear for different audiences and purposes
  + Use appropriate forms of writing for different purposes and audiences
  + Use a variety of media to present to an audience
  + Interpret non-verbal communication techniques and use them purposefully
  + Negotiate ideas and knowledge with peers and teachers
  + Interact, collaborate and publish media with peers, experts or others employing a variety of digital environments and media
  + Develop cultural understanding and global awareness by engaging with learners of other cultures
  + Write for different purposes
  + Take effective notes, in class and for studying
  + Summarize and transform information
  + Use structural writing planners for different academic tasks
  + Organize information logically
  + Structure information correctly in summaries, essays, reports and presentations

\*\*Resource Chart 4 -Types of Service Projects\*\*

**Types of service projects may include:**

*Direct service* - Students have interaction that involves people, the environment or animals. Examples include one-on-one tutoring, developing a garden alongside refugees, or teaching dog’s behaviors to prepare them for adoption.

*Indirect service* - Though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment. Examples include redesigning an organization's website, writing original picture books to teach a language, or raising fish to restore a stream

*Advocacy* - Students speak on behalf of a cause or concern to promote action on an issue of public interest. Examples include initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.

*Research* - Students collect information through varied sources, analyze data and report on a topic of importance to influence policy or practice. Examples include conducting environmental surveys to influence their school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

Resource Chart 5 - Goals: Challenging vs. Highly Challenging.

What is your goal to address the community need you identified? Examples of goals:

\*raise awareness, \*participate actively, \*research, \*inform others,

\*create/innovate, \*change behaviors, \*advocate

### Mitigating verses Transforming

Students recognize an issue of cyber-bullying Students drive a change in the disciplinary action

among the school community and bring taken against cyber-bullying among school peers

awareness through an information campaign. through negotiations with various school

stakeholders.

A student hears the local children’s hospital is A student creates a puppet show to entertain

understaffed and volunteers his or her services children and takes the puppet show on a tour for

for a set period. several schools and hospitals.

Students think their school needs to support a Students work with the autism society members to

autism society next door to the campus, so write and publish a children’s story together, which

they design and create a children’s story to is then showcased at the schools opening day,

educate students on what autism is. hosted by students and society members.

Students raise awareness of the need for blood Students organize a blood drive to be held at their

donation at a local hospital or clinic. school during student-led conferences.



CHALLENGING PROJECTS

HIGHLY CHALLENGING PROJECTS