

Kyrene Middle School

Community Project Guide



Student Name: _____

Group Members: _____

Project Mentor Teacher: _____

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KMS' Mission Statement:

"To challenge, inspire and nurture children
to become healthy contributing members of
society through diverse learning opportunities"

KMS' IB Mission Statement:

"Our mission at KMS is to prepare students for life
in the 21st century by fostering personal growth and
the development of their skills for communication,
thinking, research, collaboration, and emotional stability.
We are committed to global learning with and
understanding of diverse cultures.

KMS' Proposed IB School Purpose:

"Our purpose is to guide each student to attain
extraordinary achievement and a continuous desire
to learn in an ever changing global environment."

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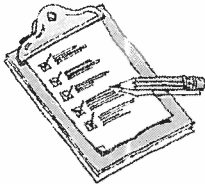


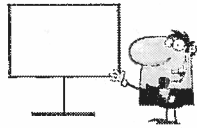
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What is the MYP Community Project?

The Middle Years Program (MYP) Community Project is a requirement that students complete in their eighth grade year, the final year of the program. The project can be completed individually or in groups of up to three.

The community project gives you the opportunity to develop awareness of the needs in a particular community and then address those needs through service learning. The community project is an in-depth inquiry leading to service as action. This is your opportunity to make a difference in the world and your community!

4 Parts of the Community Project			
Planning	Reflecting	The Action	The Presentation
			

The Planning Phase:

- What will you do/accomplish? What will the end product be?
- What community need are you tackling?
- Begin research
- Write a proposal

Reflecting:

- Use a process journal and record **EVERYTHING** you do/think about. This can be provided for you and is referenced throughout this guide. Many pieces of this will be assessed.

The Action:

- This is what you do!!
- Devise an action plan for implementing your project

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The Presentation:

- Your opportunity to share your project with peers, parents, teachers, and local community
- Showcase Event
 - Day event
 - Night event

The Process Journal:

Your process journal is a place where you record your thoughts, ideas, problem solving, reflections, responses to questions, inquiry questions, research, images, inspirations, photos of progress, interviews, surveys, ...basically every aspect of the Community Project. Anyone that looks at the process journal should have clear understanding of your journey simply by reading your process journal.

The medium of the process journal is your choice. You may use the process journal provided for you, or you may use a blog, YouTube channel, iBook, Word doc, OneNote book, visual art diary, or composition notebook. You just must make sure that if your process journal is digital, you back it up constantly so that you do not lose any piece of it. **This is an important responsibility that you must fulfill. No one else will be responsible for you process journal.**

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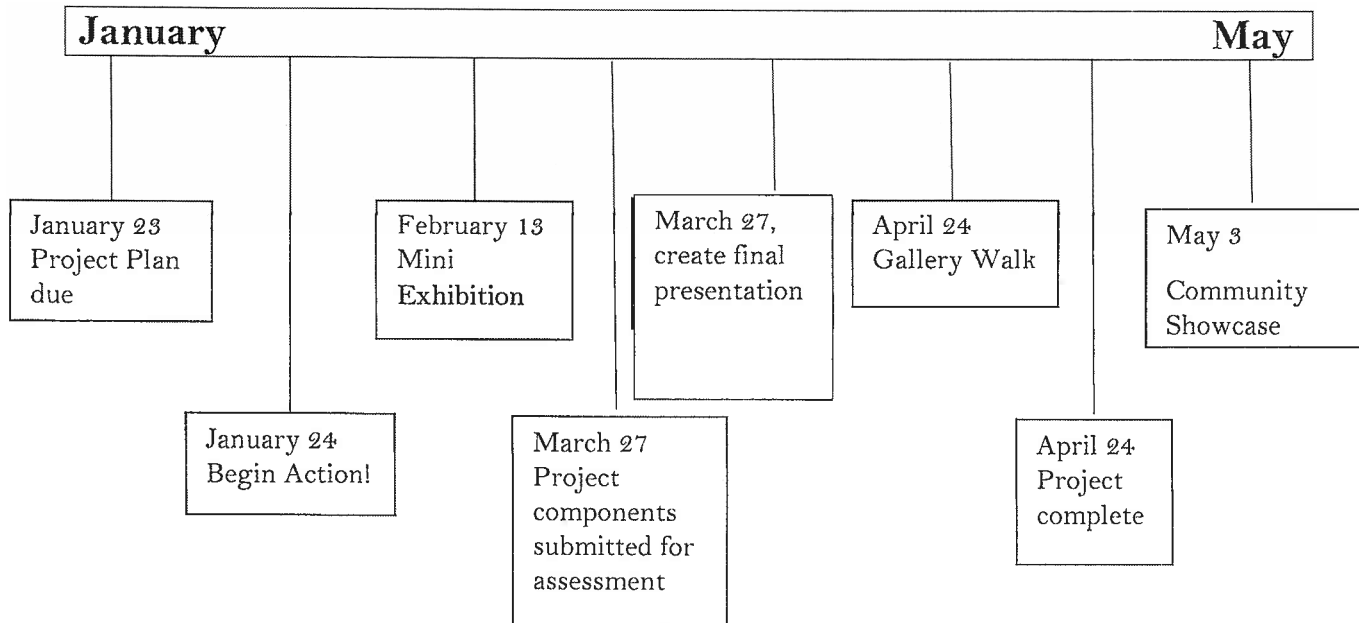
Community Project Timeline

December 12	January 23	Beginning Jan. 24 – March 26	March 27– April 24
Investigating	Planning	Taking Action	Reflecting
<ul style="list-style-type: none"> Decide if you will work in groups of three (no more than three). You will need to complete the project group contract form Decide on a need within a local, national, or global community Define a goal (action) to address the need with the local, national, or global community (in appendix) Meet with your mentor teacher to go over and get approval on your goal/need/community (no later than Jan. 10) Initial research period – select relevant resources and gather information on need/community Record information and developments in your process journal Complete the academic honesty form 	<ul style="list-style-type: none"> Develop a proposal for action – this must be completed at the beginning of the phase Continue research – select, evaluate, and acknowledge information (don't forget the citation info) Work on the preparation for the service as action Record information and developments in your process journal Meet with your mentor teacher for a 'work in progress' session 	<ul style="list-style-type: none"> Carry out the service as action and create the end product (if there is one) Record information and developments in your process journal Catch up on incomplete steps 	<ul style="list-style-type: none"> Evaluate the quality of service as action against the proposal Reflect on learning Prepare and complete the presentation Select the <u>extracts</u> from the process journal to submit Complete the bibliography

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Important Dates to Remember

- ✓ **Project Plan** completed on or before **January 23, 2018**
- ✓ Begin **ACTION** on or before **January 24, 2018**
- ✓ **Mini exhibition** **February 13, 2018** with fellow 8th grade students
- ✓ Project components **submitted for assessment** on or before **March 27, 2018**
- ✓ **Gallery Walk** **April 24, 2018** with all students
- ✓ **Final Project** ready to present **April 24, 2018**
- ✓ **Community Showcase** **May 3, 2018**



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Step-by-step Procedures

Investigating



Before you get started on the Community Project, keep these two words in mind – **VISIBLE THINKING**. All of your thinking must be documented in your **process journal**. This includes your thinking, problem solving, photos of progress...**EVERYTHING**. A question to keep asking yourself is: **how am I making my thinking visible?**

In this part of Investigating, you will:

- i. Define a clear and highly challenging goal to address a need within a community, based on personal interest.

Step 1: With your group members, identify a community (See examples in the Appendix on page 39) that you wish to serve through your Community Project. There are a lot of suggestions online, too. In your **process journal**, explain who or what the community is and why you feel the need to serve them.



Step 2: With your group members, identify the need within your chosen community. Use the **5W1H** questions (below) to create inquiry questions and document what the need is in your **process journal**.

W

- **What** is the need within the community you have chosen?

W

- **What** are things I will need to learn in order for me to reach my goal?

W

- **What** sources might I use in order to learn what I need to know?

W

- **What** leadership skills do I already possess that will aid in my success?

W

- **What** leadership skills will I need to develop in order to be successful for this particular project?

H: **How** can you serve this community? **How** can your service solve problems?

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Step 2a: Now, take your learning outside of the walls of KMS and engage with the community you chose to serve. Ways to engage with the community:

Interview

Survey

Email conversations

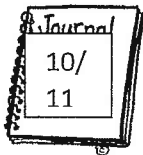
Phone calls

Remember, you want to gain a sense of **empathy** for those within your chosen community. Put yourself in their shoes while contacting them. Practice **empathy**...it is the key to service and action. Be **principled**. Make sure you respect their rights, dignity, and if applicable, anonymity.

You will determine the questions you will ask of the contact. Once the contact (no matter the type of contact) is complete, **fill out the Contact Summary sheet in your process journal.** This can also be found in the **Appendix of this guide.** If you contact more than one person/company, attach lined paper using the same template.



Step 3: Now that you have identified the community and a need within that community, you will set a SMART goal and identify a global context for your Community Project. The global contexts answer the why...



Why am I engaged in this service?

Why are the issues I am addressing important?

Why is it important for me and my fellow group members serve?

Why should my group and I care about the chosen community?

Before choosing the global context for your Community Project, study all six global contexts and their explorations to find the one that is **MOST** relevant to your need. Make sure that you explore all possible options. Think about what goal (action) you have in mind (fundraising, creating, inventing, performing,...) and which context is most applicable.

Questions to ask yourself as you begin to develop the global context for your Community Project:

How does this global context...

give my Community Project a greater sense of purpose?

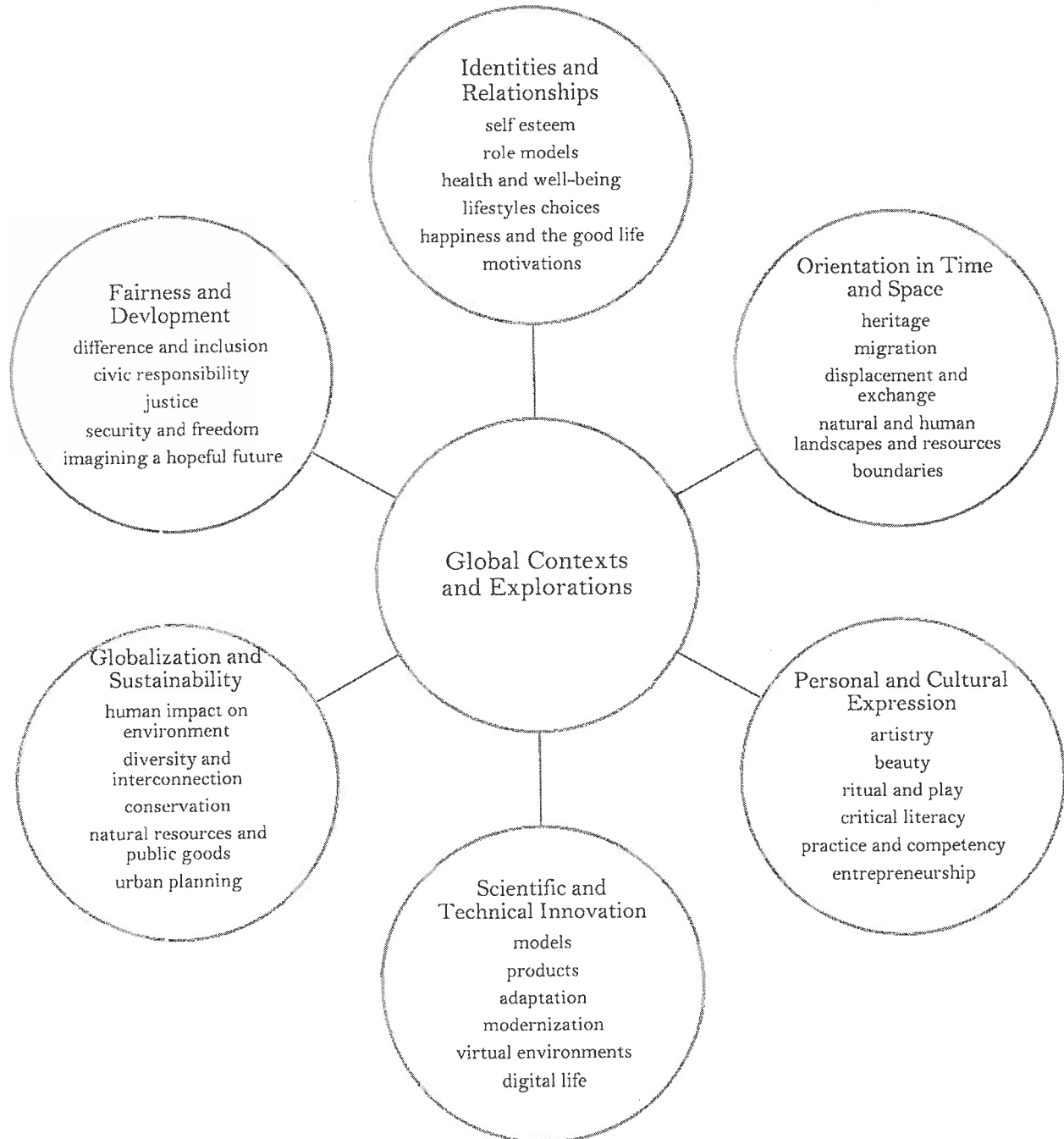
help others understand how important our community issue is?

cause others to care about the community we chose to serve?

Remember to be thinking visibly. Record everything in the **process journal**

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The global contexts and their explorations:



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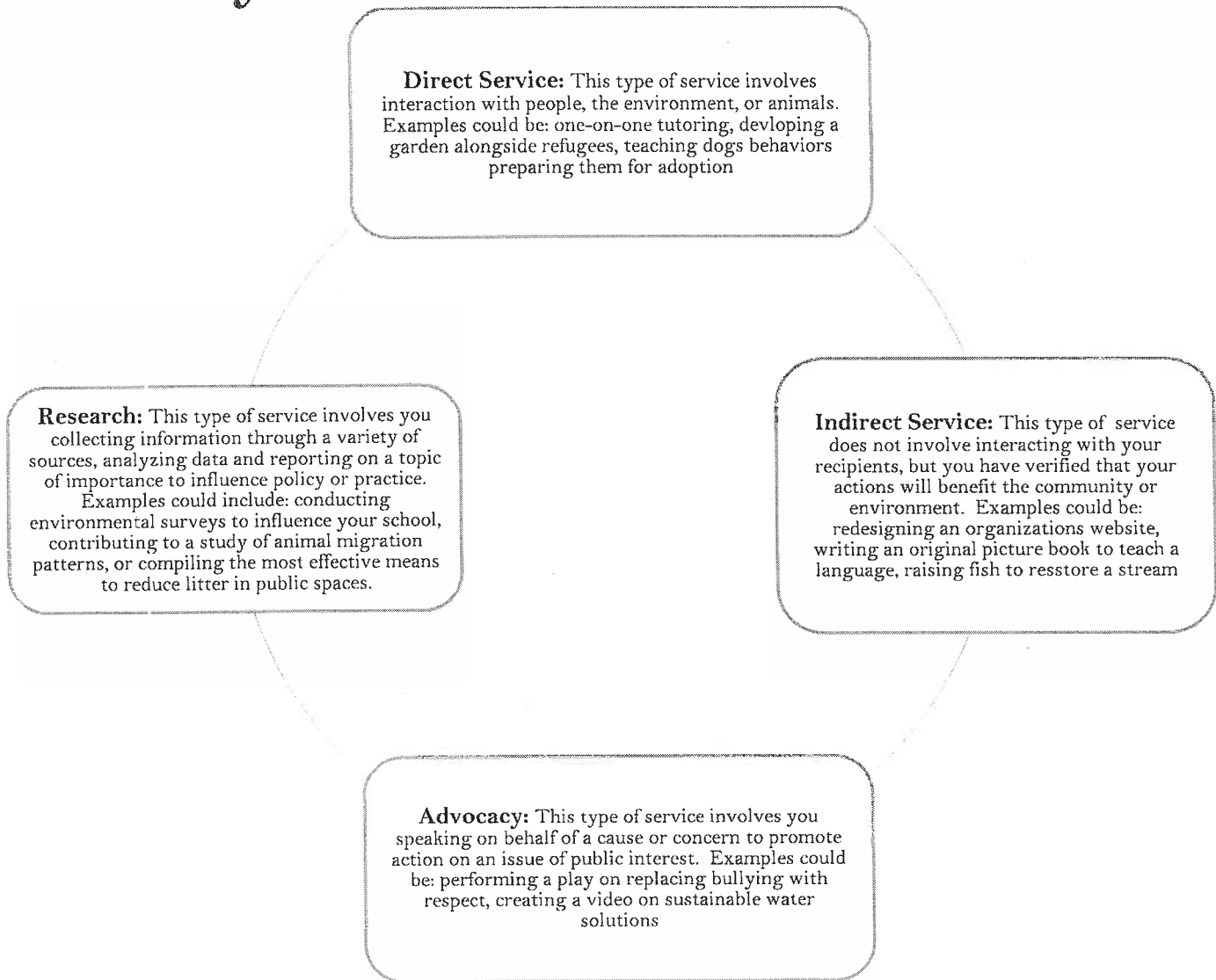
Step 4: In your **process journal**, explain how your Community Project is based on **personal interest** for you and your group members. You can refer to past experiences of yourself or a friend, or a family member. Or, it may just be something that you heard about on social media, the news, or through the grapevine.



Step 5: Define the **type of service** you and your group members will be engaging in. There are many types of service but the purpose is always to meet a need.

Look through the options with examples in the graphic on next page. What type of service will you be engaging in (record this decision in your **process journal**...

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...in your **process journal** you need to explain in detail...

What background knowledge or prior learning do have that will help you complete the Community Project?

What skills do you have that will help you complete the Community Project? Explain in depth how these skills and prior knowledge will help you.

In your **process journal** you also need to explain in detail...

What subject specific knowledge do you have that will help you complete the Community Project?

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What subject specific skills do you have that will help you complete the Community Project? Explain in depth how these subject specific skills and knowledge will help you.

****At this point you should be scheduling a meeting with your mentor teacher to discuss progress. The tracking sheet is in the Appendix within this guide. In your process journal, complete the reflection.*



In the next phase of Investigating, you will:

iii. demonstrating research skills

Most of the research you do for your Community Project will be done during the investigating phase of the project; you will continue to do research throughout the entire project. Because of this, make sure to **document your research in your process journal WITH the citation information** (Use a site such as citationmachine.net to get citation information).

Step 1: Using the research model on the following page, begin your research and be sure to document all your sources in your **process journal**. **In your process journal**, there will be a page to evaluate your sources as well which is the next step. Evaluate your sources as you take notes on them. Make sure that you have **both primary and secondary sources**.



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Identify: What sources can I find and use quickly to find accurate answers to my research questions

Websites

Non-fiction books - school and local library

Magazines and Newspapers

Primary sources - people, families, experts in the field, museum docents

Evaluate Sources: How do I access accurate information in my sources?

What search engines are the best for my research?

Which search terms get the most accurate hits on websites?

How do I use text content and index pages of library books?

What question do I ask people (primary sources) to get specific answers?

How can I read the information quickly?

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Solve: How do I only take relevant information?

How do I avoid writing out masses of information?

How do I make sure that I don't plagiarize?

Look for key words - copy and paste the paragraph into a **Notes document**. highlight only important information

When jotting notes, summarize what was in the source, but still **get the citation information** and write it down, too

Collate and synthesize:
How do I organize my informaion?

Using my Process Journal, I will add a tab within the Investigating portion and title it Research.

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Step 2: Evaluate your research sources using APSTAR. This will be done in the **research notes in your process journal**:



Authority: Who is the author or the one presenting the information?

Do they have qualifications to be able to be speaking on the topic?

Is the author or presenter an expert in the topic area?

Purpose: What did the author get out of publishing their piece?

Is it to inform, persuade, entertain?

Is it biased?

Sufficiency: Is there enough evidence to use in your own document?

Will your audience feel that your evidence is well-grounded in research?

Is there more than one or two pieces of information you could use?

Typicality: Is the evidence you are choosing typical of the evidence found elsewhere?

Can you find other evidence that supports the evidence that you want to use, or is it unique evidence that you are “cherry picking” just to make it match your argument or thesis?

Accuracy: Is what you are using as evidence correct?

Has the evidence been published within the last 7 years? Has it been updated?

Is the evidence you want to use detailed, or vague? Vague doesn't cut it.

Relevance: Is the information relevant to your thesis or argument?

Will the audience feel that the evidence is worthwhile?

Are you just using the evidence to check a box so you have enough? It probably isn't relevant and important enough then.

Make sure that you are consistently documenting your research and evaluations of the reliability in your **process journal**. Research is a powerful way to learn about other people, cultures, eras, and universe in general.

Reflecting on Investigating

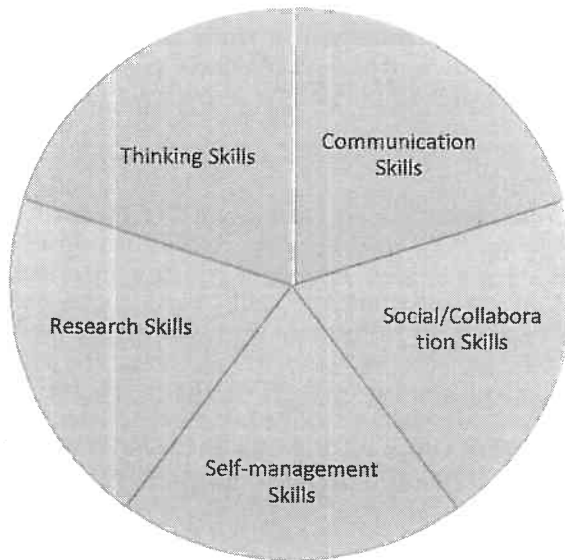
The Community Project enables you to apply the Approaches to Learning (ATL) Skills which you need in order to contribute to our ever-changing world.



Take some time to reflect on how you have strengthened your ATL Skills (see the ATL “one-pager” in the Appendix of this guide, or on pages 6-8 of the process journal) while in the investigating phase of the project. You will do this multiple times throughout the project. **Do this in your process journal.**

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See the ATL categories and reflection questions to address on the following page.



Communication Skills

- How have I developed as a Communicator?
- Through my research, how has my ability to exchange thoughts, messages and information through interacting with others improved?
- Explain how my ability to read, write, and use language effectively helped me gather information and communicate this to others?

Social/Collaborative Skills

- How have I developed as a collaborative learner?
- Has my ability to collaborate improved? How, or why not?

Self-management Skills

- In what ways have my organization skills developed?
- How have I adjusted in terms of managing my state of mind? Have I become more resilient? Am I managing my emotions?
- How have I developed as a reflective learner?

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Research Skills

- How have I developed as a researcher?
- How has my ability to find, interpret, and evaluate information improved so far?
- How have my tech and media skills improved?

Thinking Skills

- Have my critical thinking skills improved? If so, how? Am I able to evaluate and analyze data and information more thoroughly?
- Have my creative thinking skills improved? If so, how? Am I able to generate new ideas and think from others' perspectives?
- How are my transfer abilities strengthening? Am I able to apply my research findings into "real life" products?

Hooray! You are now ready to move to the second phase, Planning.

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Planning



First of all, congratulations on making it to the planning phase! Remember, throughout this project, you need to keep your thinking **visible**. Everything needs to be written down in your **process journal**. All of your thinking, problem solving, creative responses, everything, and I mean **everything** needs to be documented in the **process journal**.

In this part of Planning you will:

- i. **Develop a detailed, appropriate and thoughtful proposal for action to serve the need in the community.**

Step 1: You have already established a goal, global context, prior knowledge and subject-specific knowledge for your community's need. You have done research, and evaluated your sources and findings. Now, you will create a proposal for action by creating your criteria for success for the product/outcome of your Community Project.

To do this, you need to create specifications that will become your criteria for success for your Community Project

In creating your specifications, ask yourself:

- How will I know if we have achieved our goal?
- How will we be able to judge the quality of our product/outcome?



Create five rigorous specifications by considering the eight design categories on the following page.

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Cost: Is there a cost? If so, is there a budget within which you must stay? **If there is cost, you are responsible for them, not school**

Materials: What materials will you need to produce the end product? What materials are available to you? If it is not a school item, you will have to procur (get) your own

Targeted user: Who is your end product for? What is all of the demographic information (target user's age, gender, financial status...)?

Aesthetic: Think about the appearance, size, color style, texture, patterns, layout of your end product

Resources: What resources are available and are limitations as to how your product can be created?

Size: Are there any spcific sizes that may need to be considered? If the product is large, how will it get to it's desired location?

Environmental factors: Where will the product be used? How will it directly or indirectly affect the environment?

Function: what must the end product do? What is the purpose of the product? Can it be stored easily?

Once your list of specifications for your end product has been determined, you will need to transfer these to criteria for success on the product by thinking about what each specification will look like at the different levels of success. Your mentor teacher may need to help you with this. This will help you determine how well you are progressing toward producing something exceptional. **Find this form in the Appendix**

Example

Example of a completed specification rubric for a cookbook

Your goal:		<i>To create either a vegetarian or vegan cookbook that provides educational information and easy to create recipes suitable for all ages.</i>			
Your global context:		<i>An inquiry into identities and relationships</i>			
	Aesthetics Appearance, style, colour, shape, pattern, form, texture, finish, layout	Cost Is there a maximum cost? Is this a material cost / time cost?	User/Audience Who it is for? Consider age, gender, socioeconomic background	Function What is its purpose? What will it do? How easily can it be used / maintained?	Size / Content Are there any specific sizes that need to be considered? Is there a particular amount of content required?
1 – 2 Limited	Loose pages of different recipes A few pictures	Not sure if each book would cost anything	Anybody	Create a cookbook of a couple of snacks	Less than five recipes No particular size
3 – 4 Adequate	A booklet containing the recipes A few colour photos	Each book to cost between \$5 - \$25	People who already know how to cook	Create a vegetarian / vegan cookbook of different snacks and treats The recipes have different levels	At least five recipes The size of a regular cookbook
5 – 6 Substantial	A booklet with gloss pages Colour photos to accompany most of the recipes	Each book to cost between \$5 - \$15	Teenagers and up	Create a vegetarian / vegan cookbook of numerous amounts of snacks and treats The recipes have levels of easy to medium	At least ten recipes The size of a medium-sized cookbook
7 – 8 Rigorous	A hardback book with gloss pages Colour photos to accompany each recipe	Each book to cost no more than \$10	Teenagers and up They need to have some experience of cooking	Create a vegetarian / vegan cookbook with a wide variety of healthy snacks and treats The recipes have levels of easy, medium and hard	At least fifteen recipes 30cm by 20cm in size

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Step 2: Once you have the criteria for success, you need to form a mission statement for your Community Project. **Now, complete the Project Proposal for Action & Contract and attach the Criteria for Success rubric to it. Find the proposal form in the Appendix of this guide**



Use the following sentence starters to develop your mission statement:

- We are (names)...from (school)...in the city of...
- We strongly believe...
- Because we strongly believe in ..., we plan to...
- Our hope is that...

******Once you have completed your proposal for action, send it to your mentor teacher for feedback and sign off on it. When that is done, attach it to the process journal (either physically or take a screenshot and digitally attach depending on the medium of your process journal.***

In the next part of planning you will:

- ii. **Present a detailed and accurate plan and record of the development of the project**

Step 1: You have synthesized (combined) your investigating data, criteria for success, and your mission statement within your process journal, you now need to create a detailed and accurate action plan for the implementation and completion of your Community Project. Whatever you create in this phase will need to be continually reflected on in your process journal and revised to be able to create an exceptional end product.



Step 2: It is very important that you create an achievable action plan (example on following page). **This requires you to think ahead and take into account timeframe, resources needed, and materials needed.** When developing your action plan, **use the timeframe listed at the beginning of this guide (page 6).** You will begin your action plan with the "Taking Action" phase of the project through the Community Showcase.

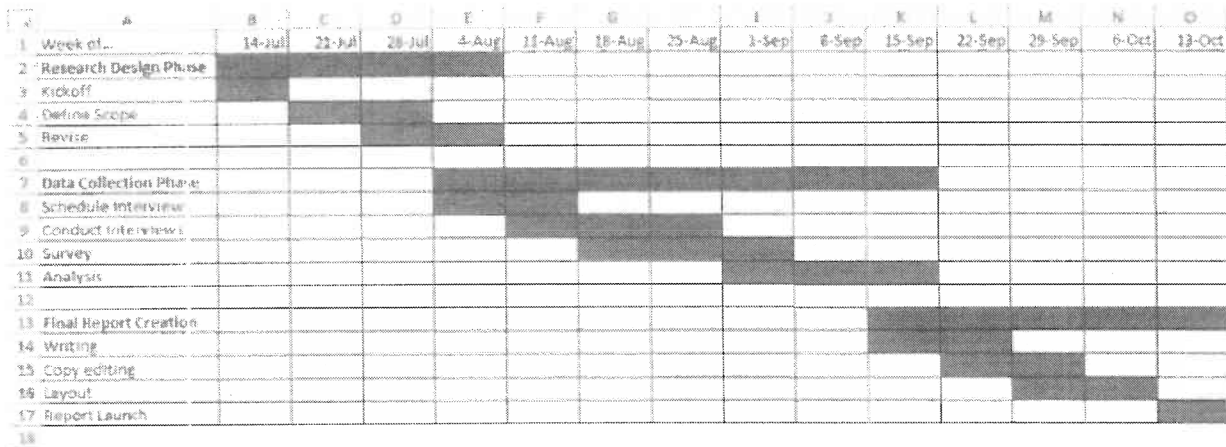
Your action plan should be in the form of a **Gantt Chart** (example on the following page). This is a simple, useful way to plan for a large project such as the Community Project. You and your team can determine the medium of your chart. It can be a Google sheet, Excel spreadsheet, or good ole paper and pen. Whatever you decide, you will need to attach it your **process journal.**

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Gantt Chart:

In the left column, list all the steps that need to be completed in order to create your end product.

Along the top, place your timeframe. This can be school weeks, specific date, Wednesday's C day block...As you take action, color in the tabs once you have completed the step. This is an example (there are more steps than this, so do not just use this as yours).



Step 3: As you are completing action steps remember to reflect on the progress. Some questions you make yourself:

- Were we able to follow each step in the planned order?
- What changes needed to be made? What changes WERE made?

You will need to screen shot or take a photo of your Gantt Chart and then attach to your process journal if need be.

*****It is now time to meet with your mentor teacher. They should have access to the Gantt Chart Action Plan as well as the proposal. Make sure that you have questions or concerns ready to discuss. Make sure you reflect on the meeting in your process journal.***



In this part of the planning phase you will:

- iii. Demonstrate excellent self-management skills.

Step 1: Self-management skills are imbedded in the Community Project. They are the ways of organizing the actual project and your state of mind. You will reflect on your self-management skills often.

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Here are a few things to reflect on in your **process journal**



How are you practicing self-management skills? Write a short response to address some of the topics below.

Organization skills:

- Meet deadlines according to Gantt chart.
- Stick to your goals...revise them, but stick to them.
- Maintain your **process journal** with regular updates.
- Use technology productively.

Affective Skills

- Practice strategies to overcome distractions to maintain mental focus.
- Keep on truckin' – practice persistence and perseverance.
- Practice and analyze attributing causes for failures and practice positive thinking.

Reflection Skills

- Develop new skills, techniques and strategies for effective learning.
- Keep a **process journal** to record reflections and revisions.
- Self-assess – determine learning strengths and weaknesses and work with team to overcome weaknesses.

Reflecting on Planning

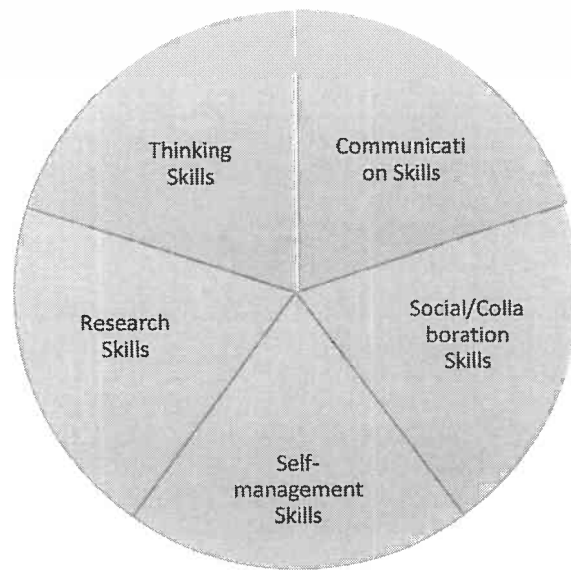
Step 2: The Community Project enables you to apply the Approaches to Learning (ATL) Skills which you need in order to contribute to our ever-changing world.



Take some time to reflect on how you have strengthened your ATL Skills while in the investigating phase of the project. **Do this in your process journal.**

See the ATL categories and reflection questions to address:

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Communication Skills

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- Have my creative thinking skills improved? If so, how? Am I able to generate new ideas and think from others' perspectives?
- How are my transfer abilities strengthening? Am I able to apply my research findings into "real life" products?

Hooray! You are now ready to move to the fun part!! Welcome to Taking Action.

Taking Action



First of all, congratulations on making it to the taking action phase! **This is the part of the project that you will actually be doing the work.** Remember, throughout this project, you need to keep your thinking **visible**. Everything needs to be written down in your **process journal**. All of your thinking, problem solving, creative responses, everything, and I mean **everything** needs to be documented in the **process journal**.

In this part of Taking Action you will:

- Demonstrate excellent service as action as a result of a project**



Step 1: Synthesize (combine) your Investigating data and your planning data to put into action and respond to your proposal by actually implementing or creating (**DO THE WORK**) your Community Project end product.

Your process journal **SHOULD** be getting pretty full with all of your thinking, reflecting, and revising. Within the Taking Action phase, you will put even more in there such as pictures, screenshots, annotations, reflections and of course any other thing that shows your thinking visibly.

Step 2: While working on developing your Community Project end product, take video or pictures of the process. These could be turned in to your mentor for feedback and/or included in your final presentation of information.

*****Create your end product (if there is one) AND THEN answer the following questions regarding your learning.**

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In this part of Taking Action you will:

ii. **Demonstrate excellent thinking skills**

Step 1: By recording in your **process journal**, you will think about your thinking. Answer these questions to help you think about your thinking:

- How is your understanding of your community developing?
- What obstacles have you had to contend with? How did you overcome them?
- How have you and your team created solutions to problems?
- How have you analyzed and evaluated ideas and issues?
- How have you considered new ideas and perspectives?
- How have you used your knowledge in multiple contexts?
- How are you going to combine knowledge, understanding, and skills to create products and /or solutions?

Again, record the answers to the above questions in your **process journal**. Your teachers are not going to care about the appearance of your journal. We want to see how you are communicating and making your thinking visible. Remember, during this phase, you should be drawing pictures, creating diagrams, attaching printed images and articles related to your end product in your **process journal**.



Step 2: At this point, you should share an example of your **process journal** with your mentor teacher for feedback.

*****Meet with your mentor teacher at this time. Record the meeting in your process journal. Do not forget to bring your tracking sheet provided in the Appendix of this guide.***

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In this part of the Taking Action phase you will:

iii. **Demonstrate excellent communication and social skills**

Step 1: During a service as action, our communication and social skills come from our relationship with others often as a result of empathy. **Record your answers** to the following questions reflecting on your communication and social skills development throughout the Community Project.

- How have you developed a deeper sense of empathy?
- How have you and your team resolved conflict and work collaboratively with others?
- How have you taken responsibility for your actions?
- How have you advocated and fought for others' rights and needs?
- How have you given and received meaningful feedback?
- How have you organized and depicted information logically?
- How have you shown leadership skills?
- How have you encouraged others to contribute to your or their own Community Project?

Of course, all this goes into the **process journal**!!

Hooray! You have finished the bulk of your Community Project inquiry cycle. Now for a slower pace...let's reflect on how we contributed to the community you chose to serve.

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Reflecting

First of all, congratulations on completing most of the project! Remember, throughout this project, you need to keep your thinking **visible**. Everything needs to be written down in your **process journal**. All of your thinking, problem solving, creative responses, everything, and I mean **everything** needs to be documented in the **process journal**.

In this part of the Reflecting phase you will:

- i. Present an excellent evaluation of service as action against the scoring criterion:



Step 1: Take a few moments to thumb through or scroll through your **process journal**. You will **assess your service as action (the end product)** by **scoring yourself using the scoring criterion (Page 20 of Process Journal)**.

****Write your score and justify why you deserve the score** you have given yourself. If you did not feel as though you earned an 8, explain how you could improve your project in order to earn the highest scores. Justifying your reasons is an excellent example of being an effective communicator. As always, record these thoughts in your **process journal**.

In this part of the Reflection phase you will:

- ii. Present excellent reflections on how completing the Community Project has extended your knowledge and understanding of service learning.



Step 2: In your **process journal**, respond to these three questions using **at least one paragraph per question**.

▫ How have you extended your knowledge and understanding of what service learning is?

▫ Explain what type of service learning you and your team engaged in and why.

▫ How has completing this project changed your understanding of your place in the world.

Step 3: Take the challenge: Try and incorporate at least five of the IB Learner Profile attributes in the reflections.

In this part of the Reflection phase you will:

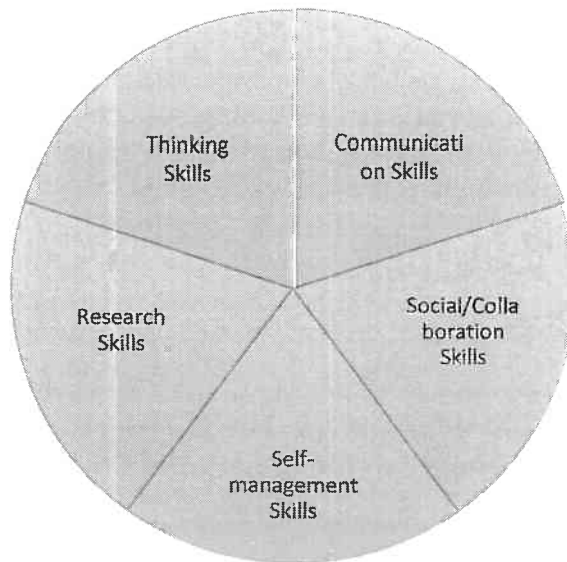
- iii. Present detailed and accurate reflections on your development of the ATL skills.



Step 1: Throughout the Community Project, you have been reflecting on how your ATL skills are developing. Now, you need to give your final ATL reflection and use examples from your **process journal** as evidence of how you have developed the skills. This can be as simple as copying and pasting, or a notation to see a particular page in your **process journal** (if you do this, make sure your

pages are numbered).

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Communication Skills

- How have I developed as a Communicator?
- Through my research, how has my ability to exchange thoughts, messages and information through interacting with others improved?
- Explain how my ability to read, write, and use language effectively helped me gather information and communicate this to others?

Social/Collaborative Skills

- How have I developed as a collaborative learner?
- Has my ability to collaborate improved? How, or why not?

Self-management Skills

- In what ways have my organization skills developed?
- How have I adjusted in terms of managing my state of mind? Have I become more resilient? Am I managing my emotions?
- How have I developed as a reflective learner?

Research Skills

- How have I developed as a researcher?
- How has my ability to find, interpret, and evaluate information improved so far?
- How have my tech and media skills improved?

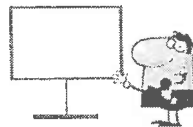
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Thinking Skills

- Have my critical thinking skills improved? If so, how? Am I able to evaluate and analyze data and information more thoroughly?
- Have my creative thinking skills improved? If so, how? Am I able to generate new ideas and think from others' perspectives?
- How are my transfer abilities strengthening? Am I able to apply my research findings into "real life" products?

Congratulations! You are nearly done with your Community Project.

Now you need only organize the Community Project into a presentation.



Presenting the Community Project

You have completed your Community Project and your **process journal** is filled with your service and action journey. Your team needs to prepare the Community Project presentation. At KMS, your team can decide what medium you will use for this. You could choose a multi-media presentation (slides, Prezi, video, interactive bulletin board, etc) or a poster board (science project style) presentation.



Presentations must include:

- Goal and community in need.
- Mission statement.
- Some of the information found during research portion.
- Pictures of the end product.
- A depiction (maybe photos) of the process of Community Project.
- Reflection on what was gained by completing the Community Project and what the community gained as a result of the Community Project.
- Anything that you feel would enhance your presentation.

Things that need to be handed in with the presentation:

- Works Cited page for all of your research sources.
- Process Journal extracts for each criterion scored (**Find Criterion in Appendix**)
 - **Investigating** – 5W1H, engagement with community, identification of global context, type of service, etc.

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- **Research skills** – Evaluation of sources (APSTAR).
- **Planning** – Develop a proposal - specifications for success, responses to questions, mission statement.
Plan and record development process – Gantt chart, reflections of stick-to-it-ness.
Demonstrate self-management – Reflections on developing empathy, reflections on being resilient, reflections on how your team overcame failure, etc.
- **Taking Action** – Demonstrate service as action as a result of project – photos of service, feedback from community you are serving, reflections on the service experience, etc.
Demonstrate thinking skills – Problem solving situations, critical thinking, group consensus, etc.
Demonstrate communication and social skills – Interview with community, interaction with mentor teacher, feedback from others for your project, feedback you have given, etc.
- **Reflecting** – Evaluate the quality of the service as action – specifications, self-assessment grades, photographic evidence of the service and action
Reflect on how completing the project has extended your knowledge and understanding of service learning – photographic evidence of service, reflection of your empathy development, etc.
Reflect on development of ATL skills – segments from your continual ATL reflections that you feel show your development.

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Appendix

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Specification Rubric (for proposal)

Choose the five specifications and fill in the criteria boxes. Use the example on page 20 for assistance

Your Goal								
Your Global Context								
	Aesthetics Appearance, style color, shape, pattern, form, texture, finish, layout	Cost Is there a cost associated? Is there a budget you must stay within?	User/Audience Who is the end product/service for? What is all the demographic information (target user's age, gender, financial status...)?	Function What must the end product do? What is the purpose of the product? Can it be stored easily?	Size Are there any specific sizes that may need to be considered? If the product is large, how will it get to its desired location?	Materials What materials are needed? What materials are available to you?	Resources What resources are available and are there limitations as to how your product can be created?	Environmental Factors Where will the product be used? How will it directly or indirectly affect the environment?
1-2 Limited								
3-4 Adequate								
5-6 Substantial								
7-8 Rigorous								

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Process Journal Example 1 - Digital

Process Journal - Sample

This is a sample of what your process journal could look like. You can come up with your own format, but below shows you the details you **MUST** include and those we think are useful options. You are free to come up with your own look and feel, provided you include the essential details about the ATL's.

PROCESS JOURNAL

DATE: November 11, 2012

Here you **record** your Journal Entry. This can be as long or as short as you wish, but remember it must show your research, your reflections and thinking as you progress with your project. It is good to attach photos, tables, graphs, research notes, etc anything that represents the learning journey you are part of.

ATL skill categories addressed in planning

☐ Thinking ☐ Social ☒ Communication ☒ Self-management
☒ Research

Notes:

Today I met with XX a well recognized Architect in XX he has 30 Years experience in the industry and specializes in Eco-friendly homes. He has been helpful by providing me with a list of authors and websites of architects who build and design eco-friendly homes. (see attached list)

XX viewed my first designs and made the observation that I need to research a little more about the materials available in VVA and to make decisions as to the rules of Eco-building that I am going to follow. He mentioned that every design project requires compromise and that I need to be clear on what aspects of Eco-design are most important to me.

I am going to do a literature review on the sources he has given me and make modifications to my design based on my findings.

Explain why this reflects the ATL skill category you identified:

Research: I have identified Primary and secondary resources, have accessed information.

Communication: I have received feedback on my designs and practiced active listening whilst meeting with XX.

Self Management: From my meeting I have made a plan to move forward with my project.

Here you can acknowledge the ATL skill categories that your journal entry addresses.

Here you explain how the entry addresses the ATL's.

Arising action(s):

Conduct Literature review of sources and modify design accordingly

Questions to follow up on:

What Eco-design features am I willing to compromise on? Where will I source my materials?

Global context reflection:

Sustainability is more than thinking 'green'.

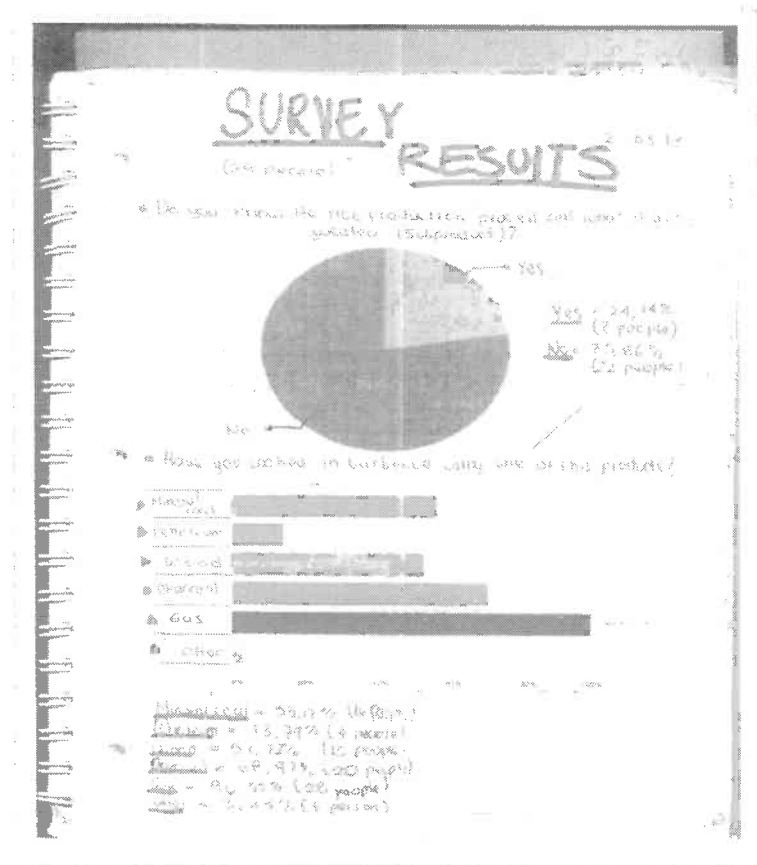
Evaluating sources:

XX is a qualified architect and has a degree in Eco-design

This section is optional. You don't have to complete it, but we have included the headings as options as they are good to stimulate your thinking/reflection and to plan ahead and keep moving your project forward.

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Process Journal Example 2 – Hard Copy



This shows the student's thinking

This shows ATL Skills reflection

Skills	Used in...
Social	When I visited [redacted] I had to be sympathetic to the information lady, explain my purpose, expose her my goals and aims in order to get her to give me the information about the recycling enterprise they use.
Communication	Before I got to the information box, I had to go around different places and run into different people to get to know the information and to get to the information lady. I also applied listening techniques to hear the employee's opinions about the management of [redacted] with rubbish and other matters involving my use of cultural understanding to interpret their judgement in a more efficient way. I also applied techniques of patience and prudence when addressing the lady, since she was very busy and I had to wait for a while. Finally I used different varieties of speaking skills to address to different audiences.
Research	I made connections between a variety of resources: the contact of the enterprise given by [redacted] and the different recycle places I obtained from the directorio in my house. I also advocated safe use of technology when researching for the places, since I verified the sources and used google maps to prove their existence I also used a reliable page like [redacted]
Thinking	I thought in troubleshooting the recycling issue by asking aid from the investigated companies because I'm planning to achieve a collaboration between the school and them in order to apply my action and solution. I also constructed a connection between ideas, people and concepts such as the people in [redacted], recycling, environmental consciousness etc.

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Project Proposal for Action & Contract

Team Members Contact Information

Name	Phone Number	Email	Best time to contact teammates

Project Specifics

Need	
Goal	
Community	
Global Context	
Mission Statement	

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<p>How are you going to achieve the goal?</p>	
<p>Resources or supplies? Think about books, technology, people, etc.</p>	

Team Agreements

<p>Managing Conflict: What will you do to settle disagreements? How will you compromise with each other? How will you be able to push each other to progress in the work of the project?</p>	
<p>Absence of members: What will you do when a team member is absent? How you prepare for absences on presentation day?</p>	
<p>IB Learner Profile: What are the group strengths and challenges?</p>	

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Project Work Plan

Project Goal		
Group Members		
In Class Presentation:		Due Date:

What needs to be done?	Who will do this part?	By when?	✓ when done

Mentor Teacher Sign-off

_____ **Date** _____

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Meetings with Mentor Teacher

****Minimum of three meetings****

Date	What was discussed/next steps	Mentor Teacher Signature

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Sample Global Contexts and Community Projects

Source: "Projects Guide" International Baccalaureate. 2014 (pg. 31-32)

Global Context	Example of Community Projects
Identities and Relationships: Students will explore identity; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities and culture; what it means to be human	<ul style="list-style-type: none"> - Laughter therapy campaign in children's hospital or elder care home - Tutoring classes providing additional or special instruction to elementary students - Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines. - The impacts of cyberbullying...present to 6th graders
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	<ul style="list-style-type: none"> - 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 a lack of facilities in the local community, seeking to improve the facilities for young people by producing an article for a newspaper summarizing the problem and possible solutions.
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	<ul style="list-style-type: none"> - Helping a local community make an efficient, low-cost use of energy-powered devices - Developing a program to promote the use of wind energy for domestic devices - Campaigning to reduce paper use and to promote recycling - Campaigning to reduce water, electricity, or fuel waste - How can we pitchers be protected from head injuries in baseball?
Personal and cultural expression: Students will explore the ways in which we discover and express ideas, feeling, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation for the aesthetic	<ul style="list-style-type: none"> - 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
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	<ul style="list-style-type: none"> - Campaigning to raise awareness and reduce plastic straw waste use - Passing a plan to local authorities for tree planting in an area in need of re-greening - Creating a school or community garden - Healthy baking...can we make a healthier cake?
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	<ul style="list-style-type: none"> - Campaigning for fair-trade awareness - Contributing to educational opportunities, for example, supporting a local non-governmental organization that works on literacy in our town - Addressing the concerns of immigrants and migrant populations. - Kids pack – providing for the less fortunate

Community Project Assessment Criterion

	Criterion A: Investigating	Criterion B: Planning	Criterion C: Taking Action	Criterion D: Reflecting
Achievement Level	Level Descriptor			
0	Students do not achieve a standard described by any of the descriptors below			
1 - 2	<p>Students are able to:</p> <p>i.State a goal to address a need within a community, based on personal interests, but may be limited in depth or accessibility</p> <p>ii.identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance</p> <p>iii.demonstrate limited research skills</p>	<p>Students are able to:</p> <p>i.develop a limited proposal for action to serve the need in the community</p> <p>ii.present a limited or partial plan and record of the development process of the project</p> <p>iii.demonstrate limited self - management skills</p>	<p>Students are able to:</p> <p>i.demonstrate limited service as action as a result of the project</p> <p>ii.demonstrate limited thinking skills</p> <p>iii.demonstrate limited communication and social skills</p>	<p>Students are able to:</p> <p>i.present a limited evaluation of the quality of the service as action against the proposal</p> <p>ii.present limited reflections on how completing the project has extended their knowledge and understanding of service learning</p> <p>iii.present limited reflections on their development of ATL skills</p>
3 - 4	<p>Students are able to:</p> <p>i.outline an adequate goal to address a need within a community, based on personal interests</p> <p>ii.identify basic prior knowledge relevant to some areas of the project</p> <p>iii.demonstrate adequate research skills</p>	<p>Students are able to:</p> <p>i.develop an adequate proposal for action to serve the need in the community</p> <p>ii.present an adequate plan and record of the development process of the project</p> <p>iii.demonstrate adequate self-management skills</p>	<p>Students are able to:</p> <p>i.demonstrate adequate service as action as a result of the project</p> <p>ii.demonstrate adequate thinking skills</p> <p>iii.demonstrate adequate communication and social skills</p>	<p>Students are able to:</p> <p>i.present an adequate evaluation of the quality of the service as action against the proposal</p> <p>ii.present adequate reflections on how completing the project has extended their knowledge and understanding of service learning</p> <p>iii.present adequate reflections on their development of ATL skills</p>

Community Project Assessment Criterion

5 - 6	Students are able to: i.define a clear and challenging goal to address a need within a community, based on personal interests ii.identify prior knowledge generally relevant to the project iii.demonstrate substantial research skills	Students are able to: i.develop a suitable proposal for action to serve the need in the community ii.present a substantial plan and record of the development process of the project iii.demonstrate substantial self-management skills	Students are able to: i.demonstrate substantial service as action as a result of the project ii.demonstrate substantial thinking skills iii.demonstrate substantial communication and social skills	Students are able to: i.present a substantial evaluation of the quality of the service as action against the proposal ii.present substantial reflections on how completing the project has extended their knowledge and understanding of service learning iii.present substantial reflections on their development of ATL skills
7 - 8	Students are able to: i.define a clear and highly challenging goal to address a need within a community, based on personal interests ii.identify prior learning that is consistently highly relevant to the project iii.demonstrate excellent research skills	Students are able to: i.develop detailed, appropriate and thoughtful proposal for action to serve the need of the community ii.present a detailed and accurate plan and record of the development process of the project iii.demonstrate excellent self-management skills	Students are able to: i.demonstrate excellent service as action as a result of the project ii.demonstrate excellent thinking skills iii.demonstrate excellent communication and social skills	Students are able to: i.present an excellent evaluation of the quality of the service as action against the proposal ii.present excellent reflections on how completing the project has extended their knowledge and understanding of service learning iii.present detailed and accurate reflections on their development of ATL skills

IB Rubric Score	0	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
Grade in %	58.5	65	72.5	75	76.5	77.5	78.5	80	82.5	85	86.5	87.5	88.5	90	95	100

One score per criterion (phase) of the project for a total of four separate scores.

Academic Honesty Form



Student Name		
Mentor Teacher Name		
<p>Student: This document records your progress and the nature of your discussions with your mentor teacher. You should aim to see your mentor teacher at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once you have completed report/presentation have been submitted.</p> <p>Mentor Teacher: You are asked to have at least three sessions with students. Other sessions are permitted, but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.</p>		
	Main Points Discussed	Mentor Teacher Comments <u>and</u> Signature
Meeting 1 Date: 		
Meeting 2 Date: 		
Meeting 3 Date: 		
<p>Student declaration: I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).</p> <p>Mentor Teacher declaration: I confirm that, to the best of my knowledge, the material submitted is authentic work of the student.</p>		
Student's signature		Date
Mentor Teacher's signature		Date

