



# Community Project

Parent Information Session

Matija Gubec International School



# Key terms

- **IB** → International Baccalaureate; term used to describe the organization that designs the framework of the school programs (PYP, MYP, DP)
- **MYP** → **Middle Years Program**; the middle program of the IB; 6<sup>th</sup>-10<sup>th</sup> grades; Year 1 is 6<sup>th</sup> grade, Year 5 is 10<sup>th</sup> grade
- **ATL Skills** → **Approaches to Learning skills**; skills that all students learn, practice and demonstrate in all aspects of learning; heavily emphasized in the IB
- **Global Contexts** → contexts through which students explore a topic or concept
- **Assessment Criteria** → established, published criteria on which the student's work is assessed
- **Supervisor** → a teacher that provides guidance to the student during the Community Project process; does NOT do any aspect of the project for the student

# Volunteering vs. Community Project

## **Volunteering**

- someone else plan the activity
- you show up and do what someone else planned
- you do what someone else tells you to do
- you leave when your time is up

## **Community Project**

- you identify a need/problem in the community
- you plan a way to address the need/problem
- you put your plan into action (possibly with others)
- you reflect on your success

# What is Community Project?

- an independent project **required for all MYP3 students** in schools in which the MYP finishes with year 3 of the programme
- the community project **focuses on community and service**, encouraging students to explore their right and responsibility to implement service as action in the community
- help students to develop the **attributes of the IB learner profile**



- provide students with an essential opportunity to **demonstrate ATL skills** developed through the MYP
- foster the development of independent, **lifelong learners**

# Why complete a Community Project?



- prepares MYP3 students for the **MYP Personal Project in Grade 10 (MYP5)** and the **Extended Essay in the IB Diploma Programme**
- an opportunity for students to work on an area in the community that interests them and to **show the skills** they have developed over the years in all subjects and through Approaches to Learning (ATL)
- students will be working on this project for an extended period, so **they need to focus on something that really interests them**

# Requirements

- students are expected to spend approximately **15 hours** on their community project
- the community project may be completed **individually or collaboratively in groups of no more than three students**
- the community project **does not form part of the curriculum for any subject group**, although subjects may support the completion of the project
- each student, or each group of students who have decided to work together **should have a supervisor**
- the community projects are **assessed and internally standardized by the supervisors** in the school **according to the criteria published in the *IB MYP Projects Guide***



# Community project: How will the students take action?

- **Direct service:** students have interaction that involves people, the environment or animals
- *Examples: one-on-one tutoring, developing a garden alongside refugees, teaching dogs behaviours 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: redesigning an organization's website, writing original picture books to teach a language, 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: initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, creating a video on sustainable water solutions*
- **Research:** Students collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice
- *Examples: conducting environmental surveys to influence the school, contributing to a study of animal migration patterns, compiling the most effective means to reduce litter in public spaces*



## Community project must:

- deal with a topic or area to which they are committed
- reflect students' dedication towards helping the community
- allow them to express a truly personal message
- challenge their knowledge, skills and techniques in an appropriate way
- be the result of their initiative, creativity and ability to organize and plan
- be entirely their own work - authenticity is very important

## Community project must not:

- be part of any assessed course work
- form part of the curriculum of any of the subjects
- take over their whole personal and social life, nor interfere with their studies, even though it will involve many hours of work



# Community project must:

- be focused on **service as action**
- have a **clear and achievable goal**
- meet a **need in a community**
- be focused on one **global context**
- include a *Proposal for action*
- include an *Academic Honesty Form*
- include a *Process Journal*
- include a *Reflection*
- include a *final presentation* and any supporting visual aids
- include a *bibliography/sources*

# Steps to take

## 1st stage: Investigating

1

students choose a topic

2

students **define a goal with a product/outcome** to address a need within a community (local, national, virtual, global) based on personal interests

Some examples of goals are:

- *to raise awareness*
- *to participate actively*
  - *to research*
- *to inform others*
- *to create/innovate*
- *to change behaviours*
  - *to advocate*

3

students identify prior learning and subject-specific knowledge relevant to the project

4

students identify the **global context** through which they investigate their chosen topic:

**\*Identities and Relationships**

**\*Orientation in Space and Time**

**\*Personal and Cultural Expression**

**\*Fairness and Development**

**\*Scientific and Technical Innovation**

**\*Globalization and Sustainability**

# Example

The goal	A need	A community	Global context
to raise awareness	freedom of expression	a nation perceived as politically oppressed	Personal and cultural expression
to participate actively	trained working dogs	special needs community	Identities and relationships
to research	access to clean drinking water	Pacific Island countries	Orientation in space and time
to inform others	access to medical provisions	various socio-economic groups	Fairness and development
to create/innovate	medical advances	support group for cancer patients	Scientific and technical innovation
to change behaviours	social acceptance	the school community of teachers and students	Identities and relationships
to advocate	modernization of local methods of waste management	the local population as it prepares for a national event	Globalization and sustainability



# GLOBAL CONTEXTS



# Global contexts

Identities and Relationships

GLOBAL



CONTEXTS

Who am I? Who are we?

Scientific and  
Technical Innovation

GLOBAL



CONTEXTS

How do we understand the world  
in which we live?

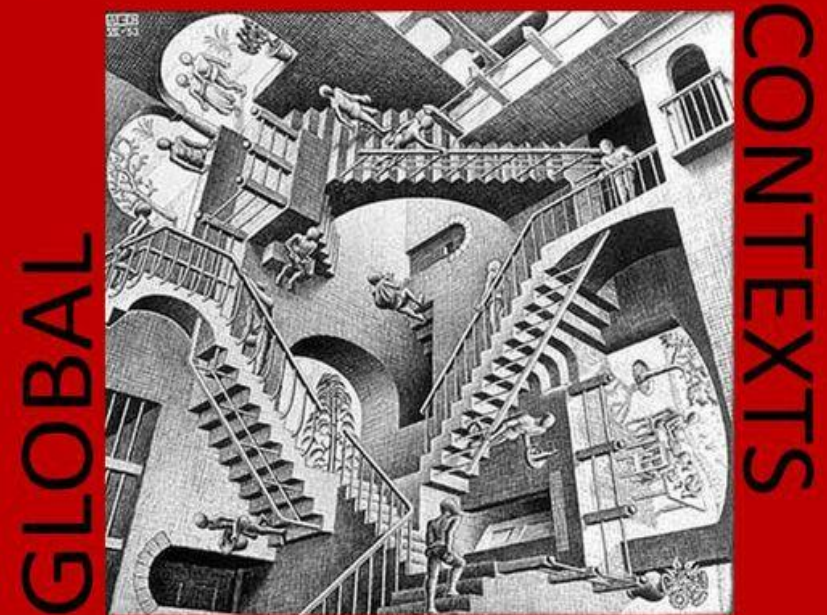
# Global contexts

## FAIRNESS AND DEVELOPMENT



What are the consequences  
of our common humanity?

## ORIENTATION IN TIME AND SPACE



Where and when?



# Global contexts

## GLOBALIZATION AND SUSTAINABILITY



How is everything connected?

## Personal and Cultural Expression



What is the nature and purpose of creative expression?

# How can global context change a possible product/outcome

Different perspectives

## Example

Topic	Global Context	Possible Product/Outcome
Jewellery	Personal and cultural expression	a sketch/design book of traditional wedding jewellery of several cultures
Jewellery	Scientific and technical innovation	creating pieces of jewellery using various materials
Jewellery	Fairness and development	instructional video on jewellery construction to empower women to be financially independent



# How can global context change a possible product/outcome

Different perspectives

## Example

Topic	Global Context	Possible Product/Outcome
Rap as a music genre	Identity and relationships	examine the question: "Why does rap speak to me?"
Rap as a music genre	Orientation in space and time	explore the development of rap as a style of music across continents
Rap as a music genre	Personal and cultural expression	perform a rap song for peers and have a question-and-answer session

# How can global context change a possible product/outcome

Different perspectives

## Example

Topic	Global Context	Possible Product/Outcome
Solar energy device	Scientific and technical innovation	Design a 3D model of a solar device with instructions for construction.
Solar energy device	Orientation in space and time	Investigate how, in history, different cultures have made use of energy for different needs.
Solar energy device	Globalization and sustainability	Debate on how the people are destroying the Earth

# Global contexts in community projects

## Example

Global Context	Examples of community projects
<b>Identities and relationships</b>  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.	<ul style="list-style-type: none"><li>• Laughter therapy campaign in children's hospital or elder care home</li><li>• Tutoring classes providing additional or special instruction to primary school students</li><li>• Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines</li><li>• Two sides of social networking (an awareness campaign about digital citizenship and cyber bullying)</li><li>• How online identities impact offline relationships (a research essay)</li><li>• Keeping culinary traditions (a video following family recipes with historical relevance)</li><li>• The effect of mass media on teenage identity (a short film)</li></ul>
<b>Orientation in space and time</b>  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"><li>• Joining a museum or historical society in the community to contribute to maintaining, restoring and recovering local history</li><li>• Making a plan for wheelchair accessibility</li><li>• Inspired by lack of facilities in the local community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions</li><li>• Explorers in search of a new world; immigration over the ages</li><li>• Charting a family history through archives</li></ul>

# Global contexts in community projects

## Example

Global Context	Examples of community projects
<b>Personal and cultural expression</b>  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.	<ul style="list-style-type: none"><li>• Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridor</li><li>• Performing a theatre play to raise awareness on bullying</li><li>• Promoting intercultural understanding through a graffiti contest</li><li>• Culture and self-expressions through dance at a local community arts centre (a performance)</li><li>• Video games as a form of our cultural expression (a short film)</li></ul>
<b>Scientific and technical innovation</b>  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"><li>• Helping a local community make an efficient, low-cost use of energy-powered devices</li><li>• Developing a programme to promote the use of wind energy for domestic devices</li><li>• Campaigning to reduce paper use and to promote recycling</li><li>• Campaigning to reduce water, electricity or fuel waste</li><li>• Nano fibres build stronger bikes (a prototype bike with nano fibres)</li><li>• What's the matter with anti-matter</li><li>• Why are genetics and genomics important for my health?</li><li>• Can stem cells replace organ transplants?</li></ul>

# Global contexts in community projects

## Example

Global Context	Examples of community projects
<b>Globalization and sustainability</b>  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"><li>• Campaigning to raise awareness and reduce plastic straw waste use</li><li>• Passing a plan to local authorities for tree planting in an area in need of re-greening</li><li>• Creating a school or community garden</li><li>• The struggle for water in developing countries</li><li>• Education as the tool to change the future of Croatia (a workshop for adults)</li><li>• The impact of the financial crisis of Europe on the United States</li><li>• The role of developing countries in protecting the tropical rain forests</li></ul>
<b>Fairness and development</b>  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"><li>• Campaigning for fair-trade awareness</li><li>• Contributing to educational opportunities, for example, supporting a local nongovernmental organization that works on literacy in our town</li><li>• Addressing the concerns of immigrants and migrant populations</li><li>• Asylum seekers and their right to live like us</li><li>• Open-market economies and their role in fair trade</li><li>• Exploring the intersections of race and inequality (a radio broadcast)</li></ul>

# Steps to take

## 2nd stage: Planning

5

### students develop a Project Action Proposal:

- describe need in the community
- plan specific tasks and activities to develop their project – **how will they address the need**
- determine a final product/outcome of their project

*The product/outcome might be an original work of art, a model, a business plan, a campaign, a blueprint or architectural drawing, an essay, a debate, a film, a play, a book, a charity event, a petition, clothing or some other work.*

- create criteria to measure the quality of the product (similar to the design specification in MYP Design)

Example of a completed specification rubric for a cookbook

Your goal:		To create either a vegetarian or vegan cookbook that provides educational information and easy to create recipes suitable for all ages.			
Your global context:		An inquiry into identities and relationships			
	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

# Steps to take

## 3rd stage: Taking action

6

students demonstrate service as action as a result of the project

- they may engage in **one or more** types of action





# Process journal

## Example

- students need to **keep the process journal in all stages** – document the entire process including brainstorming, reflections, research, notes, images, sketches, photos, documents, interviews, etc.
- each journal entry must show their **research, reflections and thinking** as they progress with their project
- students **attach photos, tables, graphs, research notes...**
- acknowledge the ATL skill categories** that their journal entry addresses
- explain how the entry addresses the ATL skills**
- students select and submit the **process journal extracts** as appendices of the report or presentation at the conclusion of the project

Students working **individually** should select a maximum of **10 individual extracts** to represent the key developments of the project. Students choosing to work **in groups** on the community project will submit a maximum of **15 process journal extracts**.

**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 VWA and 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.



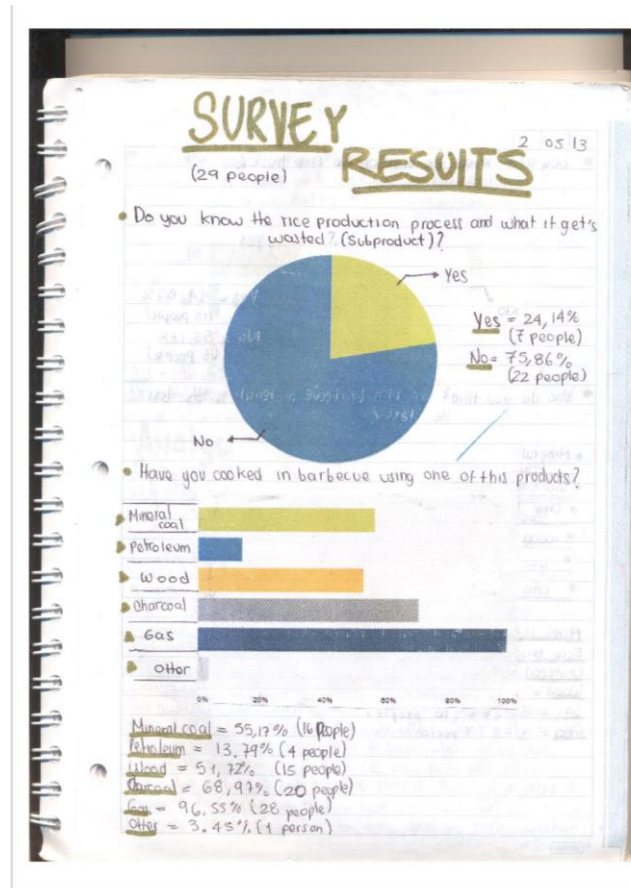
# Steps to take

## 4th stage: Reflecting

7

### students write a reflection:

- evaluate the quality of the service as action against the proposal
- reflect on how completing the project has extended their knowledge and understanding of service learning
- reflect on their development of ATL skills
- reflect on their development of the IB learner profile attributes



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.

# Example

# Steps to take

## Presenting

8

**students present their community project** to an audience of parents, teachers, family and friends

- for an **individual student presentation**, the time allocated is **6–10 minutes** and 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, but each group member should have the opportunity to speak during the course of the presentation
- the format of the presentation should be structured following the MYP community project objectives - students should plan, draft, rehearse and prepare materials necessary for the presentation, and it is good practice for the supervisors to review one rehearsal presentation per student or group

At the time of the presentation, students must submit to the Community Project Supervisor:

- **Community Project Plan**
- **Academic Honesty Form**
- **Project Action Proposal**
- **Process Journal Extracts:**  
individual project: 6-10 process journal extracts  
group project: 10-15 process journal extracts (each member contributes an equal number of extracts)
- **Reflection**
- **Final presentation and any supporting visual aids**
- **Bibliography/sources**

# Community Project Plan & Academic Honesty Form

## Templates

### Community Project Plan

#### Community Project Plan

Project title			
Student		Date/Duration of Project	

Identify a goal to address a need in the community, based on your personal interests.

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**Target the Research:** Which (segment of the) community will you focus your inquiry and research on?

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Research: What do you have to research? Be specific and list how you will collect all the information you need.	Media:	Surveys:
	Interviews :	Observations & experiences:

**Process Journal:** How will you record the significant findings from beginning to end to show the development of your community project?

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**What action will you take? How will you make a contribution towards addressing the problem in the community that you have stated in your goal?**

--

### Academic Honesty Form

#### MYP Community project

Student name										
Student number										
School name										
School number										
Supervisor name										

**Student:** This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor 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 your completed report/presentation has been submitted.

**Supervisor:** You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. 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.

	Date	Main points discussed	Signature/initials
Meeting 1			Student:  Supervisor:
Meeting 2			Student:  Supervisor:

Meeting 3			Student:  Supervisor:
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#### Supervisor comment

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#### 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).


#### Supervisor declaration

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.


Student's signature	Date
Supervisor's signature	Date

# Project Action Proposal & Project Work Plan

## Templates



**MYP Community Project**



**PROJECT ACTION PROPOSAL & CONTRACT**

**Team Member Personal Information**

Name	Phone No.	Email	Best Times to Contact Team Members

**Project Specifics**

Need	(identify the need in your community)
Goal	(to raise awareness, participate actively, research, inform others, create/innovate, change behaviours, advocate)
Community	
Global Context	(refer to table p 7 or appendix p 16)
How are you going to achieve this goal?	

10

Resources or supplies? Think about books, technology, people, etc.	
Do you have any prior knowledge that will help in completing this project? List it here.	


**Team Agreements**

<b>Managing Conflict</b> (What will you do to settle disagreements? How will you compromise within the group? Which norms will you set to allow you to push one another to progress in project work?)	
<b>Absences</b> (What will you do when a group member is absent during your project? How will you prepare for absences on presentation day?)	
<b>IB Learner Profile</b> (What are the group strengths/challenges?)	


**Responsibilities**

1. Contract & Proposal
2. Process Journal
3. Academic Honesty Form
4. Bibliography/sources
5. Final Presentation
6. Exhibition of Learning

11



**MYP Community Project**



**PROJECT WORK PLAN**

Project Goal:	
Group Members:	
In-class presentation:	Due Date:


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

21




# Reflection on development of ATL skills

## Templates



**MYP Community Project**



**APPROACHES TO LEARNING (ATL)**

MYP projects are culminating activities through which students present, in a truly personal way, their development of approaches to learning (ATL) skills. ATL skills that students have developed in subject groups will prepare them for working more independently and developing an MYP project over an extended period of time.

Students will demonstrate how they have met the objectives through their presentation at the end of the project. They will be expected to communicate clearly, accurately and appropriately, using communication, organization and reflection as ATL skills.

The first table below is a model of alignment between ATL skills and project objectives. There is also a column for students to communicate evidence of the ATL skills demonstrated throughout the project. It is important to realize that ATL skills work across all stages of MYP projects, often overlapping throughout the projects.

Community Project Objectives	MYP ATL Skill Clusters	Evidence that I demonstrated this:
<b>Objective A: Investigating</b>	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Critical thinking</li> <li>• Creative thinking</li> <li>• Affective Skills</li> </ul>	
i. Define a goal to address a need within a community, based on personal interests		
ii. Identify prior learning and subject-specific knowledge relevant to the project	<ul style="list-style-type: none"> <li>• Information literacy</li> <li>• Media Literacy</li> <li>• Transfer</li> <li>• Affective Skills</li> </ul>	
iii. Demonstrate research skills		
<b>Objective B: Planning</b>	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Organization</li> <li>• Critical thinking</li> <li>• Creative thinking</li> <li>• Affective Skills</li> </ul>	
i. Develop a proposal for action to serve a need in the community		
i. Plan and record the development process of the project	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Organization</li> <li>• Reflection</li> <li>• Affective Skills</li> </ul>	
ii. Demonstrate Self-Management Skills		
<b>Objective C: Taking Action</b>	<ul style="list-style-type: none"> <li>• Organization</li> <li>• Critical thinking</li> <li>• Creative thinking</li> <li>• Affective Skills</li> </ul>	
i. Demonstrate service as action as a result of the project		
ii. Demonstrate thinking skills	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Critical thinking</li> <li>• Creative thinking</li> <li>• Transfer</li> <li>• Affective Skills</li> </ul>	
iii. Demonstrate communication and social skills		
<b>Objective D: Reflecting</b>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Reflective</li> <li>• Affective Skills</li> </ul>	
i. Evaluate the quality of the service as action against the proposal		
ii. Reflect how completing the project has extended their knowledge and understanding of service learning		
iii. Reflect on their development of ATL (Approaches to Learning) skills		

This table below describes the ATL skills and the expectations for each.

ATL Skills	Expectations
<b>Communication</b>	<b>Informing Others</b> <b>Literacy:</b> reading, writing, and using language to gather and communicate information
<b>Social-Collaboration</b>	<b>Working effectively with others</b> (in groups) <b>Accepting others</b>
<b>Self-Management- Organization</b>	<b>Managing time and tasks effectively</b>
<b>Self-Management- Affective Skills</b>	<b>Managing state of mind:</b> mindfulness(focus & concentration); perseverance; emotional management; self-motivation; resilience(ability to bounce back)
<b>Reflection Skills</b>	<b>Considering the process of learning: choosing and using ATL skills</b> Consider content: <ul style="list-style-type: none"> <li>• What did I learn today?</li> <li>• What don't I yet understand;</li> <li>• What questions do I have now?</li> </ul> Consider ATL skills development: <ul style="list-style-type: none"> <li>• What can I already do?</li> <li>• How can I share my skills to help peers who need more practice?</li> <li>• What will I work on next?</li> </ul> Consider personal learning strategies: <ul style="list-style-type: none"> <li>• What can I do to become a more efficient and effective learner?</li> <li>• How can I become more flexible?</li> <li>• What factors are important for helping me learn well?</li> </ul>
<b>Research- Information Literacy Skills</b>	<b>Selecting and organizing information:</b> Use a variety of information and media and resources to gather information for the project <b>Referencing:</b> Demonstrate effective research skills including identifying primary and secondary sources; Acknowledge sources in a bibliography;
<b>Research-Media Literacy Skills</b>	<b>Interacting with media to use and create ideas and information</b>
<b>Thinking-Critical Thinking Skills</b>	<b>Problem solving &amp; thinking skills:</b> planning; inquiring; applying knowledge & concepts; identifying & solving problems
<b>Creative-Thinking Skills</b>	<b>Creating novel solutions/ideas; considering new perspectives</b>
<b>Transfer Skills</b>	<b>Using knowledge &amp; skills across subject areas to make connections and create solutions</b>

# Summary

## 1. Investigating

### Objectives:

- define a goal to address a need within a community, based on personal interests
- identify prior learning and subject-specific knowledge relevant to the project
- demonstrate research skills

### Guidelines questions:

- What was the goal and why did you choose it?
- Define your community.
- What did you already know and what did you learn?
- How did that help you?
- Did you use what you learned in any of your subjects/classes?

## 2. Planing

### Objectives:

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

### Assessment:

This portion will be assessed through the Project Action Proposal, Supervisor Meetings, Process Journals and other observational data.



# Summary

## 3. Taking action

### Objectives:

- demonstrate service as action as a result of the project
- demonstrate thinking skills
- demonstrate communication and social skills

### Guidelines questions:

- What did you do? How did it go?
- What were your results? Did you have to make any changes along the way?
- Did you interact with anyone in your community? Describe any interactions.
- What would you do differently and why?

### Objectives:

## 4. Reflecting

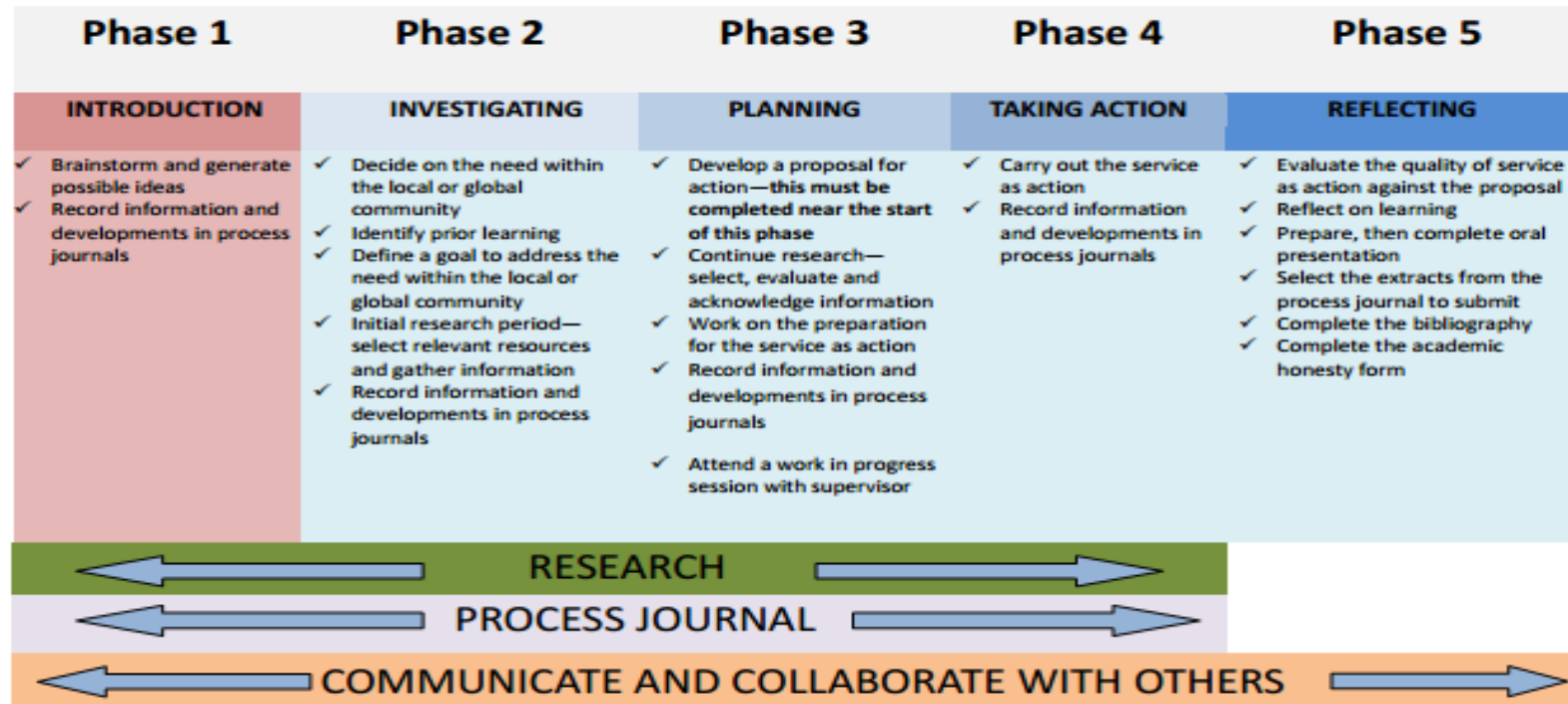
- evaluate the quality of the service as action against the proposal
- reflect on how completing the project has extended their knowledge and understanding of service learning
- reflect on their development of ATL skills

### Guidelines questions:

- What advice would you give others about doing a service project?
- What ATL skills did you develop?
- What attributes of the IB learner profile did you develop?
- What worked well with your project?
- What does service mean to you after completing the project?
- Would you do another service project and what would it be?
- How was your project received by others?

# Community Project Timeline

Community project timeline (example for students)



At the completion of the community project, a showcase event is organized to provide students with an opportunity to present their projects to peers, teachers and parents.

- meeting with the supervisor
- independent learning through research, planning, development and completion of the project
- reporting of the project



# How does the school support the community project?

- provide **information session for parents**
- provide each student with a **supervisor**
- organize **showcase events** to provide students with an opportunity to present their projects to peers, teachers and parents



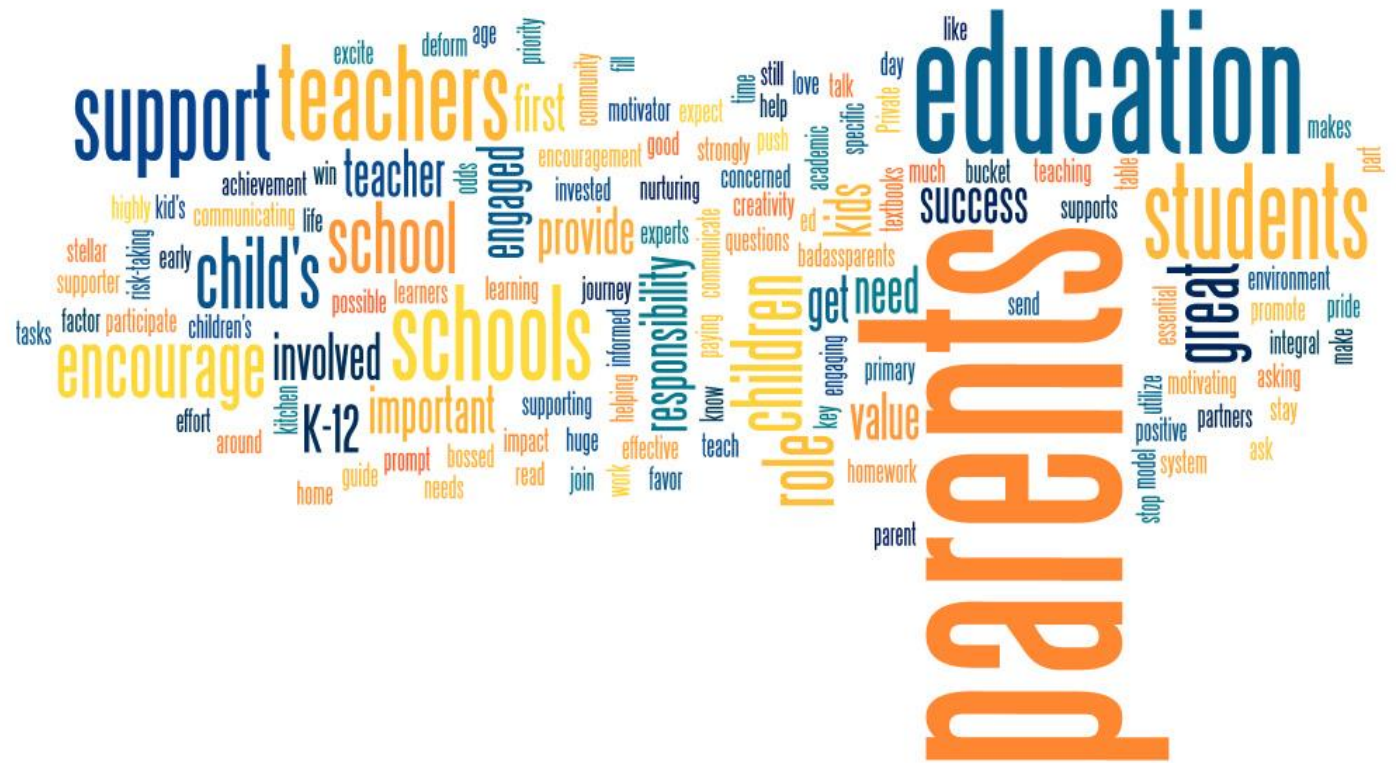
# Students will receive information and guidance that includes:

- guidelines about the Community project
- a **timetable** with deadlines
- the **assessment criteria** for the project
- advice on how to keep and use a **process journal**
- the importance of personal analysis and reflection
- formative feedback
- **requirements for academic honesty**



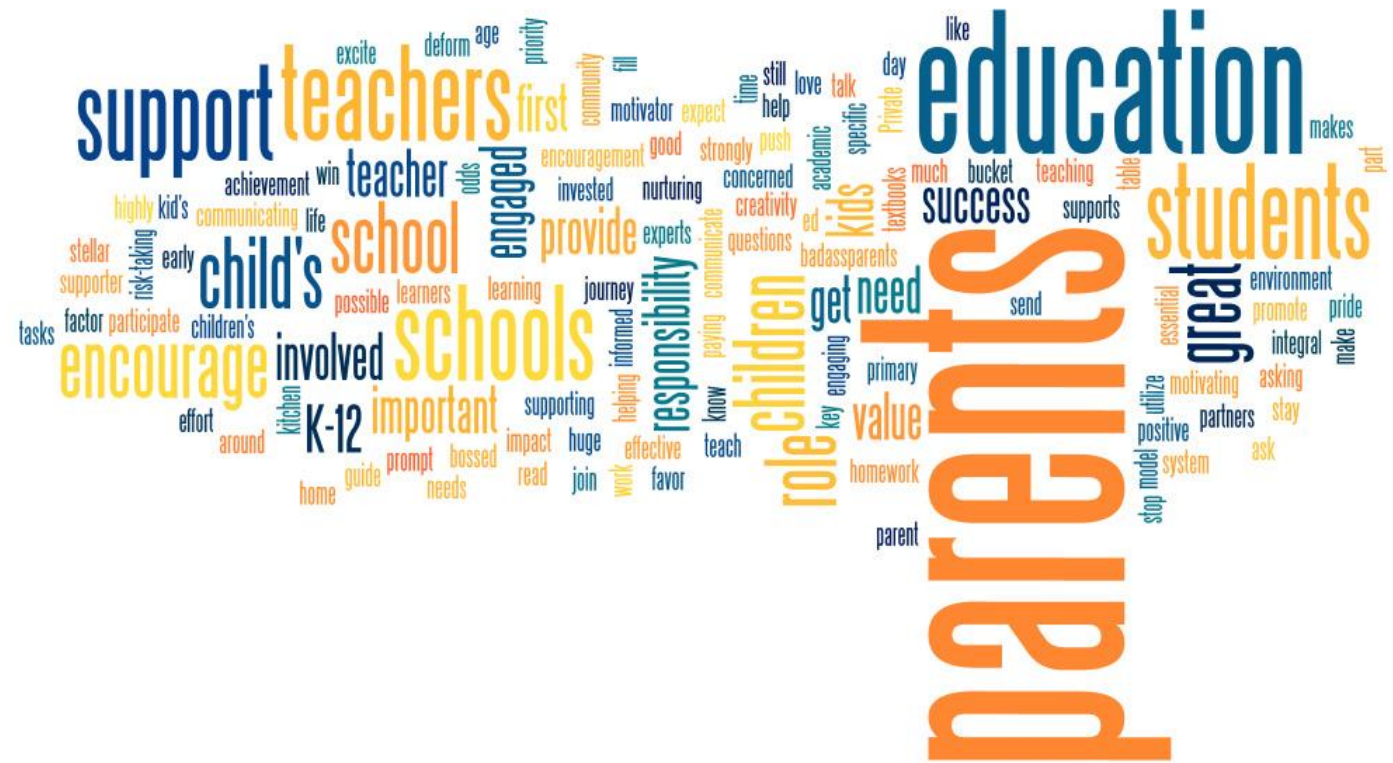
# How can parents support the community project?

- realise that it is important to the program, school and student
- ask your child about their project - it is a project that is **meaningful** to them
- let them 'talk it through' with you, ask them questions, ask to view their work
- ask about their plan, process, progress, etc.
- remind them of major deadlines



# How can parents support the community project?

- drive them to any meetings or interviews necessary to accomplish their goal
- attend the Community Project Showcase
- ensure that they attend school daily
  - **PLEASE** schedule all family trips during school holidays
- **PLEASE DO NOT DO THE PROJECT FOR THE STUDENT!**



# Do students get graded for the community project?

- **YES!** Students are assessed on the Community Project
- students submit the *Process Journal and Report*
- assigned grade will be on the **Report card**
- **assessment is based** on 4 criteria:
  - Criterion A: Investigating
  - Criterion B: Planning
  - Criterion C: Taking Action
  - Criterion D: Reflecting



# Assessment criteria

## Criterion A: Investigate

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1 – 2	Students are able to: i. state a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrate limited research skills.
3 – 4	Students are able to: i. outline an adequate goal to address a need within a community, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills.
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 learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research 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 and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills.

## Criterion B: Planning

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1 – 2	Students are able to: i. develop a limited proposal for action to serve the need in the community ii. present a limited or partial plan and record of the development process of the project iii. demonstrate limited self-management skills.
3 – 4	Students are able to: i. develop an adequate proposal for action to serve the need in the community ii. present an adequate plan and record of the development process of the project iii. demonstrate adequate self-management skills.
5 – 6	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.
7 – 8	Students are able to: i. develop a detailed, appropriate and thoughtful proposal for action to serve the need in the community ii. present a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills.



# Assessment criteria

## Criterion C: Taking action

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1 - 2	Students are able to: i. demonstrate limited service as action as a result of the project ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills.
3 - 4	Students are able to: i. demonstrate adequate service as action as a result of the project ii. demonstrate adequate thinking skills iii. demonstrate adequate communication and social skills.
5 - 6	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.
7 - 8	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.

## Criterion D: Reflecting

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1 - 2	Students are able to: i. present a limited evaluation of the quality of the service as action against the proposal ii. present limited reflections on how completing the project has extended their knowledge and understanding of service learning iii. present limited reflections on their development of ATL skills.
3 - 4	Students are able to: i. present an adequate evaluation of the quality of the service as action against the proposal ii. present adequate reflections on how completing the project has extended their knowledge and understanding of service learning iii. present adequate reflections on their development of ATL skills.
5 - 6	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. 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.

# Simple Idea Can Make a Big Change!

IT'S NOT ABOUT IDEAS.

IT'S ABOUT



MAKING IDEAS HAPPEN.



# Resources

**Projects Guide.** Cardiff: International Baccalaureate Organization, 2014 (updated 2018)



Thank you!