



SUPERVISOR HANDBOOK

COMMUNITY PROJECT



General info

The *Community project* focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community.

Community projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection.

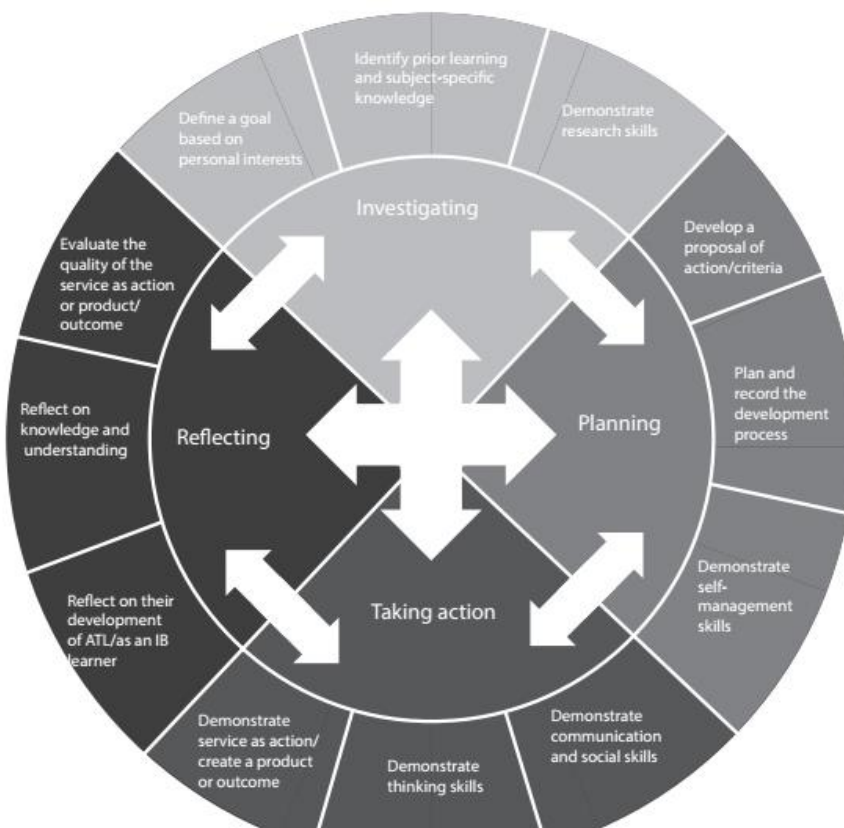
Community projects:

- 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.

Approaches to Learning



Created by Dianne McKenzie @dmack4



*Community Project Cycle – visualizing the project objectives
(Projects Guide, 2014)*

Requirements

- In schools in which the MYP finishes with year 3 or 4 of the programme, all students in the final year must complete the community project.
- 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.
- The community projects are **assessed and internally standardized by the supervisors** in the school **according to the criteria published in the MYP Projects Guide.**
- Schools must allocate resources to supervise and coordinate the MYP projects.

In addition, many MYP schools find it helpful to:

- communicate the requirements and objectives of the projects to parents and external community experts
- involve the librarian or resource specialist in the organization of the project
- involve the school counsellor or mentor in facilitating the process of the projects by supporting the academic and emotional needs of students
- organize showcase events to provide students with an opportunity to present their projects to peers, teachers and parents.

The role of the supervisor

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

The supervisors' responsibilities:

- ensure the chosen Community project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- provide guidance to students in the process and completion of the project
- confirm the authenticity of the work submitted
- assess the Community project using the criteria published in the MYP Projects Guide
- participate in the standardization of assessment process established by the school.

Students should 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.**

Community project: Service learning

In the community project, action involves a participation in *service learning* (service as action). As students evolve through the service learning process, they may engage in one or more types of action:

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

Time frames for completing community projects

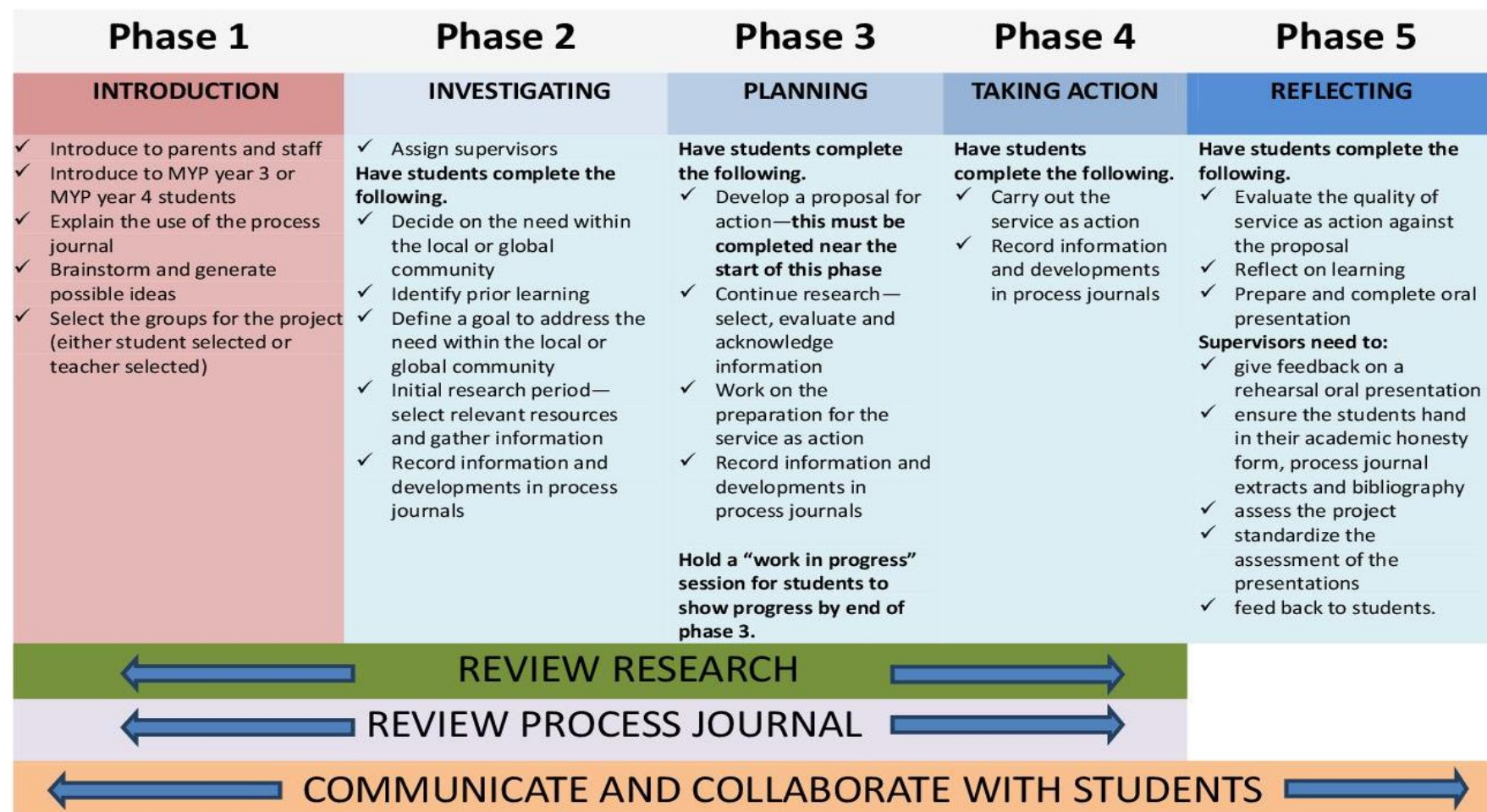
Students are expected to spend approximately 15 hours on their community project. This time includes:

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

The MYP community project consists of three components:

Community project components	How it is assessed?
Focus on service as action	Evident in the presentation
Process journal	A selection of extracts in appendices of the report
Presentation	The content of the report assessed using all four criteria

Community project timeline (example for coordinators)



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.

Community project objectives & ATL skills

Students must address all strands of all four objectives in the MYP community project.

Community project objectives		MYP ATL skill cluster	
Objective A: Investigating			
i.	Define a goal to address a need within a community, based on personal interests	Collaboration Critical thinking Creative thinking	Affective skills
ii.	Identify prior learning and subject-specific knowledge relevant to the project	Information literacy Media literacy Transfer	
iii.	Demonstrate research skills		
Objective B: Planning			
i.	Develop a proposal for action to serve the need in the community	Collaboration Organization Critical thinking Creative thinking	Affective skills
ii.	Plan and record the development process of the project	Collaboration Organization Reflection	
iii.	Demonstrate self-management skills		
Objective C: Taking action			
i.	Demonstrate service as action as a result of the project	Organization Critical thinking Creative thinking	Affective skills
ii.	Demonstrate thinking skills	Communication Collaboration Critical thinking Creative thinking Transfer	
iii.	Demonstrate communication and social skills		
Objective D. Reflecting			
i.	Evaluate the quality of the service as action against the proposal	Communication Reflection	Affective skills
ii.	Reflect on how completing the project has extended their knowledge and understanding of service learning		
iii.	Reflect on their development of ATL skills		

*ATL skills and project objectives
(Projects Guide, 2014)*

1st stage: Investigating

1. Defining a goal to address a need in the community

Some examples of **goals** are:

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

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

The **community** may be local, national, virtual or global.

COMMUNITY	EXAMPLES		
A group of people living in the same place	Singapore's Indian neighbourhood	Croatian citizens	Korowai people of Papua
A group of people sharing particular characteristics, beliefs and/or values	An online forum for people with Down's syndrome	Vegetarians	Debate Club of MG School
A body of nations or states unified by common interests	European Union	Republic of Croatia	United Nation Human Rights Council
A group of interdependent plants or animals growing or living together in a specified habitat	Madagascar's indigenous bird population	Flora of the Middle east in Western Asia	South Korean's Ecorium project (wetland reserve)

*Community examples
(Projects Guide, 2014)*

2. Identifying prior learning and subject-specific knowledge relevant to the project

KNOW-LEARN-DO ORGANISER

What We Know	What We Need to Learn	What We Need to Do

3. Identifying the global context for the project

Students **choose only one global context** to define their goal.

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 in community projects
(Projects Guide, 2014)*

Guidelines questions for students in the investigation stage:

- 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?

4. Completing the Community Project Plan

Community Project Plan

Project Title			
Student Name		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? <i>Be specific and list how you will collect all the information you need.</i>	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?

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5. Conducting initial research

- select relevant resources and gather information
- document the research
- acknowledge the sources of information according to the Academic Honesty Policy

6. Recording information and developments in a process journal

7. Meeting with a teacher supervisor

Global contexts in community projects

Example

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

<p>Scientific and technical innovation</p> <p>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.</p>	<ul style="list-style-type: none"> • Helping a local community make an efficient, low-cost use of energy-powered devices • Developing a programme to promote the use of wind energy for domestic devices • Campaigning to reduce paper use and to promote recycling • Campaigning to reduce water, electricity or fuel waste • Nano fibres build stronger bikes (a prototype bike with nano fibres) • What's the matter with anti-matter? • Why are genetics and genomics important for my health? • Can stem cells replace organ transplants?
<p>Globalization and sustainability</p> <p>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.</p>	<ul style="list-style-type: none"> • The struggle for water in developing countries • Education as the tool to change the future of Croatia (a workshop for adults) • The impact of the financial crisis of Europe on the United States • The role of developing countries in protecting the tropical rain forests • 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
<p>Fairness and development</p> <p>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</p>	<ul style="list-style-type: none"> • Asylum seekers and their right to live like us • Open-market economies and their role in fair trade • Campaigning for fair-trade awareness • Exploring the intersections of race and inequality (a radio broadcast) • Contributing to educational opportunities, for example, supporting a local nongovernmental organization that works on literacy in our town • Addressing the concerns of immigrants and migrant populations

*Global contexts and MYP projects
(Projects Guide, 2014)*

How can global context change a possible product/outcome

The choice of the global context will significantly shift the perspective of the MYP project. Tables shown below demonstrate the impact global contexts have on a topic or issue in the Community Project:

Example

Topic	Global Context	Possible Product/Outcome
Jewellery	Personal and Cultural Expression	<i>a sketch/design book of traditional wedding jewellery of several cultures</i>
Jewellery	Scientific and Technical Innovation	<i>creating pieces of jewellery using various materials</i>
Jewellery	Fairness and Development	<i>instructional video on jewellery construction to empower women to be financially independent</i>

Example

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

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

(Projects Guide, 2014)

Challenging and highly challenging community project

Example

Challenging goal	Highly challenging goal
Students recognize an issue of cyber-bullying among the school community and raise awareness through an information campaign.	Students instigate a change in the disciplinary procedures taken against cyber-bullying among school peers, through negotiations with various school stakeholders.
A student hears the local children's hospital is understaffed and volunteers his or her services for a set period of time.	A student creates a puppet show to entertain children and to tour several schools and hospitals.
Students think their school needs to support a local autism society next door to the campus, so they design and create a children's story to educate students on what autism is.	Students work with the autism society members to write and publish a children's story together, which is then showcased at the school's open day, hosted by students and society members.
Students raise awareness of the need for blood donation at a local hospital or clinic.	Students organize a blood drive to be held at their school during student-led conferences.

Challenging and highly challenging community projects
(Projects Guide, 2014)

2nd stage: Planning

1. Developing a Project Action Proposal

When students are clear on what they want to achieve, they will be in a position to determine the proposal. They will need to plan specific tasks or activities to complete to develop their project. Students can use checklists, rubrics, timelines, flow charts or other strategies to prepare their proposal. The project should follow a proposal for action and involve students in designing, problem-solving, decision-making or investigative activities.

Proposals should be achievable based on the time and resources available. Some projects may require too much time or overly complex procedures. Other projects may be too simplistic and present no challenge to the student. Deciding whether a project is realistic or unrealistic for a student will be based on discussions between the students and the supervisors. Students document the proposal in their process journals and use this to evaluate the final service as action.

In the Project Action Proposal students should describe:

- 1) need in the community**
- 2) how will I address this need?** – students need to plan specific tasks and activities to develop their project
- 3) determine a final product/outcome of their project**
Student must 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 radio broadcast, a book, a charity event, a workshop for adults, a petition, a clothing or some other work.
- 4) create criteria for the product/outcome** (similar to the design specification in MYP Design)
Student must define realistic criteria to measure the quality of the project's final outcome or product.

Project Action Proposal



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?	

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

Managing Conflict (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?)	
Absences (What will you do when a group member is absent during your project? How will you prepare for absences on presentation day?)	
IB Learner Profile (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

2. Developing a Project Work Plan

PROJECT WORK PLAN

[illegible]

3. Continuing research – select, evaluate and acknowledge information

4. Creating criteria for the product/outcome (similar to the design specification in MYP Design)

Student must 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 book, a charity event, a debate, a film, a radio broadcast, a petition, a workshop for adults or some other work. Student must define realistic criteria to measure the quality of the project's final outcome or product.

Criteria template

Students complete the rubric for their product/outcome. They should select the criteria that are appropriate – **they are not expected to include them all**. They may also include other criteria that fit their product/outcome.

Example

Your goal:								
Your global context:								
	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	Environmental considerations How will the design directly or indirectly affect the environment?	Function What is its purpose? What will it do? How easily can it be used / maintained?	Materials What materials will be used? What properties do the materials need to have?	Size / Content Are there any specific sizes that need to be considered? Is there a particular amount of content required?	Impact What impact do I want my product / outcome to have?
1 – 2 Limited								
3 – 4 Adequate								
5 – 6 Substantial								
7 – 8 Rigorous								

Example

Example of a completed criteria chart for recycling bins

Your goal:	<i>To create unusual, innovative bins to direct the school community into the recycling of P.E.T waste and help the school to develop an environmental consciousness.</i>
Your global context:	<i>An inquiry into globalization and sustainability</i>
Form What will it look like? What materials will I use? What tools will I use? What size will it be? How will it be assembled?	<ul style="list-style-type: none"> ➤ <i>Cylindrical rubbish bins of about 75 cm high for the big ones and 55 cm for the small ones and 50 cm in diameter. They'll also have a second diameter of 45 cm in order to place the bottles.</i> ➤ <i>Collected plastic bottles (empty & washed), wire of 0,5 cm in diameter and additional plastic bags. As well as the mini bins for the caps.</i> ➤ <i>Welding machine, silicone gun.</i> ➤ <i>I'll join the structure by welding it together and then proceed to insert the bottles and reinforce them with the silicone.</i>
Function What is its purpose? What will it do? How easily can it be used / maintained?	<ul style="list-style-type: none"> ➤ <i>Encourage students and other people that are part of the school community to separate the plastic bottles and caps they use, and to recycle and transform them into aiding the planet and others, such providing monetary donations received from recycling to cancer foundations.</i> ➤ <i>Cause an impact that leads to the reflection of students and realising their duty to preserve what's theirs as well as what they share with others, developing a sense of belonging with the school grounds and workers.</i>
User/Audience Who it is for? Consider age, gender, socioeconomic background	<ul style="list-style-type: none"> ➤ <i>It's directed at the whole school community using the areas of the cafeteria. However, it will be emphasized in the secondary school section since it's the area that shows the most contamination and least concern. This is why there will be two more bins in this section.</i> ➤ <i>They will use it every break or lunch.</i> ➤ <i>The idea is that it looks visually attractive to motivate the students into recycling.</i>
Cost Is there a maximum cost? Is this a material cost / time cost?	<ul style="list-style-type: none"> ➤ <i>5,000 \$ pesos for the welding and building of each of the bins being a total of 20,000 \$ pesos. Also 5,000 pesos for a packet of silicone replacements.</i> ➤ <i>The money made from the bottles collected will depend on the students and how much they will separate the bottles and caps from other trash.</i>



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

5. Recording information and developments in a process journal and meeting with a teacher supervisor

3rd stage: Taking action

- **students demonstrate service as action as a result of the project**
- students are expected to document the entire process in the **process journal** including brainstorming, reflections, research, notes, images, sketches, photos, documents, interviews, etc. throughout all the stages of the project

The process journal is:	The process journal isn't:
<ul style="list-style-type: none">• used throughout the project to document its development• an evolving record of intents, processes, accomplishments• a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised• a place for recording interactions with sources, for example teachers, supervisors, external contributors• a place to record selected, annotated and/or edited research and to maintain a bibliography• a place for storing useful information, for example quotations, pictures, ideas, photographs• a means of exploring ideas and solutions• a place for evaluating work completed• a place for reflecting on learning• devised by the student in a format that suits his or her needs• a record of reflections and formative feedback received	<ul style="list-style-type: none">• used on a daily basis (unless this is useful for the student)• written up after the process has been completed• additional work on top of the project; it is part of and supports the project• a diary with detailed writing about what was done• a static document with only one format

*The anatomy of the process journal
(Projects guide, 2014)*

- in this way students demonstrate their working behaviours and academic honesty

Guidelines questions for students:

- 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?

Process Journal

- The process journal is a documentation that students develop throughout the process.
- Students **must show evidence of regular use of the process journal**, though not necessarily weekly.
- Students are not restricted to any single model of recording their process journal but are responsible for producing evidence of **addressing the four objectives** to demonstrate achievement at the highest levels of the criteria.

How to keep a process journal (see example on the next page):

- each entry must show students' **research, reflections and thinking** as they progress with their project
- students need to **attach photos, tables, graphs, research notes** etc.
- students need to **acknowledge the ATL skill categories** that their journal entry addresses
- students need to **explain how the entry addresses the ATL skills**

Selecting process journal extracts

Students should select and submit the **process journal extracts** as appendices of the report or presentation at the conclusion of the project. The student should take responsibility for making the appropriate extracts available to the supervisor. **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.**

The extracts should clearly demonstrate development in all criteria. An extract may include:

- visual thinking diagrams
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- artefacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website
- self and peer assessment feedback.

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 WA 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.

4th stage: Reflecting

1. Writing a reflection to:

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

2. Preparing and completing the oral presentation

3. Selecting the process journal extracts to submit

4. Completing the bibliography

5. Completing the Academic Honesty Form

Guidelines questions for students:

- Did you achieve your goal? How well did you address the need? Did you help the community? In what way? Compare the quality of the project's final product/outcome against the proposal.
- What advice would you give others about doing a service project?
- 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?
- What ATL skills did you develop? To answer this question students can use the tables below:

Reflection on development of ATL skills

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:
Objective A: Investigating		
i. Define a goal to address a need within a community, based on personal interests	<ul style="list-style-type: none"> • Collaboration • Critical thinking • Creative thinking • Affective Skills 	
ii. Identify prior learning and subject-specific knowledge relevant to the project	<ul style="list-style-type: none"> • Information literacy • Media Literacy • Transfer • Affective Skills 	
iii. Demonstrate research skills		
Objective B: Planning		
i. Develop a proposal for action to serve a need in the community	<ul style="list-style-type: none"> • Collaboration • Organization • Critical thinking • Creative thinking • Affective Skills 	
i. Plan and record the development process of the project	<ul style="list-style-type: none"> • Collaboration • Organization • Reflection • Affective Skills 	
ii. Demonstrate Self-Management Skills		
Objective C: Taking Action		
i. Demonstrate service as action as a result of the project	<ul style="list-style-type: none"> • Organization • Critical thinking • Creative thinking • Affective Skills 	
ii. Demonstrate thinking skills	<ul style="list-style-type: none"> • Communication • Collaboration • Critical thinking • Creative thinking • Transfer • Affective Skills 	
iii. Demonstrate communication and social skills		
Objective D: Reflecting		
i. Evaluate the quality of the service as action against the proposal	<ul style="list-style-type: none"> • Communication • Reflective • Affective Skills 	
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		

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

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:

Presenting the community project

Community Project Showcase

Matija Gubec International School organises the *Community Project Showcase* where MYP3 students present their community projects to inform the public about their chosen service as action. The presentation at the end of the community project is an oral presentation delivered to an audience. This may be an audience of teachers, peers, family and friends, or the larger community.

- The presentation at the end of the community project is an oral presentation delivered to an audience. This may be an audience of teachers, peers, family and friends, or the larger community.
- **For an individual student presentation the time allocated is 6–10 minutes. For a group presentation the time allocated is 10–14 minutes.**
- Students choosing to complete the project in groups will present the project as a group, 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**
Students choosing to work in groups will submit a selection of process journal extracts from each member of the group to represent the development of their community project. Good practice suggests that evenly distributed selections will best represent the contributions of all individuals in the group. **In group submissions, a maximum of 15 process journal extracts is permitted. For individuals, a maximum of 10 process journal extracts is allowed.**
- **Reflection**
- **Final presentation and supporting visual aids** (the format of the presentation can be digital or visual - poster board, movie, Prezi, PowerPoint, video journal, Google Docs, etc.)
- **Bibliography:** a list of sources (cited according to the *Academic Honesty Policy*) that the students have referred to in their work. It should be placed on a new page at the end of the document.

A student completing and presenting his or her project individually will be awarded levels of achievement for his or her individual work in the project. In cases where students have chosen to work in groups, supervisors should award the same levels of achievement for each student. The opportunity to work together with other students promotes the understanding of teamwork and team achievement. In extenuating circumstances, and subject to local policies and practices regarding group work, supervisors may award students different levels of achievement for their participation and performance in the community project. No formats of presentation should include question-and-answer sessions or formal interviews that are used to further assess students' presentations or adjust levels of achievement met by the presentation itself.

Format of the presentation

Community Project Presentation should include:

- 1) **Goal**
- 2) **Need**
- 3) **Community**
- 4) **Global context**
 - what did you want to achieve
 - what did you want others to understand through your project
 - what is a greater purpose of your project
- 5) **Know-Learn-Do**
 - did you have any prior knowledge
 - what did you need to learn
 - what did you need to do
- 6) **Process** – describe how you have carried out the project
 - what research did you do
 - what resources did you use (people, books, websites, institutions...)
 - who did you interact with in your community
 - **what actions did you take** (include supporting photos, videos, interviews...)
- 7) **Final product/outcome**
 - show the final product to the audience
- 8) **IB Learner Profile**
 - what attributes of the IB Learner Profile were encouraged through this project
 - what were your strengths/weaknesses
- 9) What **ATL skills** did you develop?
- 10) **Conclusion:** **What does service mean to you after completing this project?**

Community Project Timeline (for students)

Sep 11 – Oct 15

Introduction

Presentation on the community project

Explaining the use of CP Student Handbook

Meeting with the supervisor

Brainstorming and generating possible ideas

Oct 16 – Dec15

Investigating

Decide on the need within the local or global community

Identify prior learning

Define a goal to address the need within the local or global community

Initial research period – select relevant resources and gather information

Record information and developments in a process journal

Progress sessions with the supervisor

Dec 15 – Feb15

Planning

Develop a proposal for action – this must be completed near the start of this phase

Continue research – select, evaluate and acknowledge information

Work on the preparation for the service as action

Record information and developments in process journals

Progress session with supervisor

Feb 15 – April 17

Taking Action

Carry out the service as action

Record information and developments in process journals

Progress sessions with the supervisor

April 17-30

Reflecting

Evaluate the quality of service action against the proposal

Reflect on learning

Prepare and complete presentation (display and oral presentation)

Select the extracts from the process journal to submit

Complete the bibliography

Complete the *Academic honesty form*

Progress sessions with the supervisor

May 1-15

Presentation

Presentation rehearsal and supervisor's feedback about the oral presentation rehearsal

All students presenting their projects at CP Showcase

All students submit a draft of the complete community project report (research, process journal, academic honesty form, project action proposal, plan, reflections bibliography, final presentation)

Supervisors give feedback with suggestions for improvement

Students revise their project reports and hand in the final one

Supervisors assess the projects and standardise the assessment

Supervisors give feedback to students on levels of achievements

Community Project Checklist

Investigating

- Individual or group members' names
- Determine a need within the community
- Define a goal to address the need
- Conduct initial research and gather information
- Record information in a process journal
- Meet with a teacher supervisor

Planning

- Develop a plan for the action you will be doing
- Continue research
- Work on the preparation for the service
- Record information in a process journal
- Meet with a teacher supervisor

Taking Action

- Carry out the service project
- Record information in a process journal

Reflecting

- Evaluate your project against your proposal
- Reflect on your learning
- Present your project in front of the students
- Complete the display and oral presentation for the CP Showcase
- Select extracts from the process journal
- Complete the bibliography
- Complete the academic honesty form
- Turn in all materials to your teacher supervisor (draft)
- Revise and incorporate supervisor's suggestions for improvements and hand in the final CP report

Assessment criteria

Assessment for the MYP community project is criterion-related, based on four equally weighted assessment criteria. MYP community projects must address all strands of all four assessment criteria. The community projects are assessed and internally standardized by the supervisors in the school according to the criteria published in the *MYP Projects Guide*:

Criterion A	Investigating	Maximum 8
Criterion B	Planning	Maximum 8
Criterion C	Taking action	Maximum 8
Criterion D	Reflecting	Maximum 8

In the MYP, objectives correspond to assessment criteria. Each criterion has nine possible levels of achievement (0–8), divided into four bands that generally represent limited (1–2), adequate (3–4), substantial (5–6) and excellent (7–8) performance. Each band has its own unique descriptor, which teachers use to make “best-fit” judgments about students’ progress and achievement.

Criterion A: Investigating

Maximum 8

In the community project, students should be able to:

- 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
- iii. demonstrate research skills.

Evidence of this will be found in the **community project plan worksheet, bibliography, process journal extracts, research paper**, students' presentation reflections on ATL research skill development.

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

Maximum 8

In the community project, students should be able to:

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

Evidence of this will be found in the students' presentation, **project action proposal**, **project work plan**, process journal extracts, **brainstorming document with criteria on product/outcome**, reflections of ATL self-management skills development.

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.

Criterion C: Taking action

Maximum 8

In the community project, students should be able to:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Evidence of this will be found in the **students' presentation, process journal extracts**, speech planning notes/scripts, **reflections of ATL communication and social skills development**, and/or client interviews.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1 – 2	Students are able to: <ul style="list-style-type: none">i. demonstrate limited service as action as a result of the projectii. demonstrate limited thinking skillsiii. demonstrate limited communication and social skills.
3 - 4	Students are able to: <ul style="list-style-type: none">i. demonstrate adequate service as action as a result of the projectii. demonstrate adequate thinking skillsiii. demonstrate adequate communication and social skills.
5 - 6	Students are able to: <ul style="list-style-type: none">i. demonstrate substantial service as action as a result of the projectii. demonstrate substantial thinking skillsiii. demonstrate substantial communication and social skills.
7 - 8	Students are able to: <ul style="list-style-type: none">i. demonstrate excellent service as action as a result of the projectii. demonstrate excellent thinking skillsiii. demonstrate excellent communication and social skills.

Criterion D: Reflecting

Maximum 8

In the community project, students should be able to:

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

Evidence of this will be found in the the **students' presentation, process journal extracts, reflective prompts in the Stage 4**, reflections throughout the process that demonstrate personal growth and reflection of goals and plans.

Achievement level	Level descriptor
0	Students do not achieve a standard described 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.

Reporting community project assessment

Matija Gubec International School reports student achievement in community project to students and parents as part of the school's regular reporting process:

- within the e-Classbook section that contains achievement levels for all four criteria along with teacher's explanation on judgement against each criterion (MYP final grade is determined using the MYP grade boundaries)
- within the Subject Report that contains achievement levels for each criterion and MYP final grade.

MYP final grade is also placed on the *IB Final Report* card and included in the GPA calculation (Grade Point Average).

Appendix

ATL skills

Approaches to learning

Thinking

Critical thinking skills

- Identify problems and develop aims, goals and objectives
- Make inferences and draw conclusions
- Identify gaps in knowledge and formulate key questions
- Consider ideas from other perspectives and points of view
- Develop contrary arguments
- Break down large concepts and projects into component parts and combine parts logically as appropriate
- Formulate provocative and relevant questions and goals
- Plan to achieve goals, including identifying targets and outlining steps
- Consider consequences of events
- Identify obstacles and challenges
- Make logical, reasonable judgments and create arguments to support them
- Design improvement to existing machines, media and technologies
- Identify and define authentic problems and significant questions for investigation
- Use multiple processes and diverse perspectives to explore alternative solutions
- Identify trends and forecast possibilities
- Troubleshoot systems and applications

Creative thinking skills

- Generate impossible ideas
- Brainstorm and map thoughts to create ideas and questions
- Consider all alternatives
- Consider the seemingly impossible
- Create novel solutions to a problem
- Evaluate solutions to problems
- Make connections between random things
- Consider opposites to renew perspective
- Apply strategies of guesswork
- Generate “what if?” questions
- Transfer and apply existing knowledge to generate new ideas, products or processes
- Utilize old ideas in new ways and combine parts in new ways
- Make intuitive judgments
- Create original works and ideas and visualize alternatives
- Practise imitation of works with a focus on the creative process
- Practise flexible thinking—arguing both sides of an idea or issue
- Practise metaphorical thinking, generating questions and challenging conventions
- Challenge one’s own and others’ assumptions
- Seeing possibilities, problems and challenges positively
- Playing with ideas and experimenting
- Recognizing when an original idea has value and pursuing it

Transfer skills

- Use your knowledge, understanding and skills across subjects to create products or solutions
- Make connections between learning gained in different subject areas
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a diverse perspective
- Create projects and products using knowledge and skills gained across different subject areas
- Use familiar learning skills with unfamiliar content
- Transfer current knowledge to learning of new technologies
- Demonstrate personal responsibility for lifelong learning
- Change the context of your project to gain different perspectives
- Make decisions



Approaches to learning

Self-management

Organization skills

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

Affective skills

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

Reflection skills

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



Approaches to learning

Research

Information literacy skills

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

Media literacy skills

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



Approaches to learning

Social

Collaboration skills

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

Communication

Communication skills

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



References:

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

Further guidance for projects. Cardiff: International Baccalaureate Organization, 2015 (updated 2018)

Additional guidance:

Projects Teacher Support Material. <<https://resources.ibo.org/>>