Community Project

Handbook

2023-2024

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What is the MYP Community Project?

The **Grade 8 Community Project** is a major activity of service in action for students to complete in year three of the MYP program. Since Parkway Middle School offers a three-year Middle Years Programme, the International Baccalaureate Organization requires a community project for 8th graders with a minimum of 15 hours of service to accomplish their project.

The **Community Project** focuses on the concept of community and service. It gives students an opportunity to develop an 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.

The community project is completed individually or in groups of a maximum of three students. The choice of the topic for the project is made in consultation with a faculty mentor who has the responsibility for supervising the development of the project according to the International Baccalaureate Organization guidelines.

The aims of MYP projects are to encourage and enable students to:

- Participate in a sustained, self-directed inquiry within a global context
- Generate creative new insights and develop deeper understandings through in-depth investigation
- Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- Communicate effectively in a variety of situation
- Demonstrate responsible action through, or as a result of learning
- Appreciate the process of learning and take pride in their accomplishments

A Community Project tab has been added to assist you on your project journey. It can be found on the Parkway Middle School website www.osceolaschools.net/pwms.

For all stakeholders the commitment to the **Community Project** is an essential key for student's success and make a difference in the local and Global community. We are confident the rewards will be greater for our students at the end of the service in the community.

Good luck in your journey of service!!!

Service Learning Model

Guiding process with five stages of service learning (by Catheryn Berger):

✓ ***Investigation*** involves taking an inventory of student interests, skills and talents to be used in considering opportunities. This analysis requires gathering information about the identified need through action research that includes use of varied approaches: media, interviews of experts, survey of varied populations, and direct observation/personal experiences.

✓ ***Preparation*** involves the student planning the service experience with clarification of roles, responsibilities, actions to be taken, resources required and timelines, while acquiring any skills needed to successfully carry the plan to completion.

✓ ***Action*** involves implementing the plan. Students may work individually, with student partners, in student groups or with others.

✓ ***Reflection*** involves students describing what happened, expressing feelings, generating ideas and asking questions. Reflection occurs intermittently and in summation to gauge understanding and synthesis, to assist with revising and rethinking plans, and to internalize the experience.

✓ ***Demonstration*** involves metacognition, with students making explicit what and how they learned and what they have accomplished, capturing the totality of the experience. Integration of technology is encouraged.
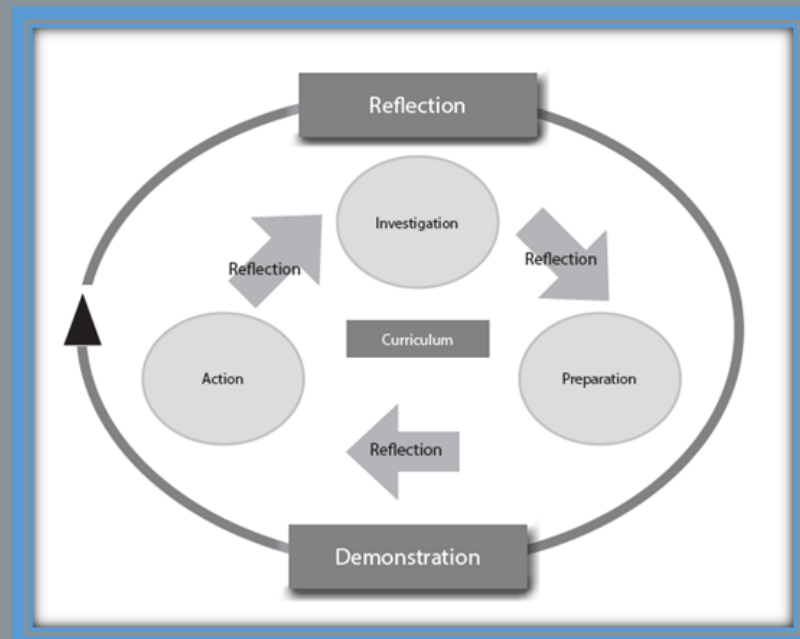
Community Project Framework

IMPORTANT: *All phases of the project need to be recorded in the student's community Project Journal (information and developments, see Journal Process Section)*

Project Cycle Objectives

Objectives & Phases of the Community Project

Inquiry - Investigating Phase (Criterion A): In this phase students will:

- ✓ Learn about the community and its needs.
- ✓ Brainstorm and generate possible ideas about the needs of the local or global community
  - Students will ask:
    - What interest me? What am I passionate about?
    - What could I commit to over a long time period that will keep me engaged and interested?
- ✓ Define a goal to address, type of service (direct service, indirect service, advocacy, research), global context.
- ✓ Start investigating the resources and gather information about their goal
- ✓ Students will develop and demonstrate the use of ATL skills (Research and Communication)
- ✓ Check in with mentors for support and guide in the investigation process

Planning Phase (Criterion B): In this phase students will:

- ✓ Continue research- select, evaluate, and acknowledge information
- ✓ Work on the preparation for the service as action
- ✓ Create a proposal plan for action
  - What are the steps I want to do to accomplish your community project?
  - Develop a plan and process you will use for taking action
- ✓ Record information and developments in process journals
- ✓ Students will develop and demonstrate the use of ATL skills (Self-management and Communication)
- ✓ Attend a work in progress session with mentors

Taking Action Phase (Criterion C): In this phase students will:

- ✓ Carry out the service as action
- ✓ Pull together all the investigation and planning and take action to carry out service in the chosen community
- ✓ Collect evidence of action for presentation (videos, interviews, photos, etc.) and it will provide valuable material to support reflection
- ✓ Demonstrate self-management skills
- ✓ Record information and developments in process journals
- ✓ Attend a work in progress session with mentors

Reflecting Phase (Criterion D): In this phase students will:

- ✓ Evaluate the quality of service as action against the proposal
- ✓ Reflect on learning
- ✓ Prepare, then complete oral presentation (Community Project Showcase)
- ✓ Select the extracts from the process journal to submit (10 for individuals, 15 for groups)
- ✓ Complete the bibliography
- ✓ Complete the academic honesty form

Completing the Community Project

Phase 1	Phase 2	Phase 3	Phase 4
INQUIRY / INVESTIGATING	PLANNING	TAKING ACTION	REFLECTING

← Research - Self-management skills →

← Record in the Process Journal →

← Communication and Collaboration Skills →

Community Project Overview

1 Phase 1: Investigating:

September 28th - November 17th

October 26th proposal Submission

2 Phase 2: Planning:

November 27th – January 11th

3 Phase 3: Taking Action:

January 12th – April 12th

4 Phase 4: Reflecting:

April 15th - May 10th

Showcase MAY 2024

Community Project Assessment Rubric

Student Name:

Project Name:

Phase	Objective	Limited	Adequate	Substantial	Excellent
Investigating	Define a goal to address a need within a community, based on personal interests	1 2	3 4	5 6	7 8
	Identify prior learning and subject-specific knowledge relevant to the project	1 2	3 4	5 6	7 8
	Demonstrate research skills.	1 2	3 4	5 6	7 8
Planning	Develop a proposal for action to serve the need in the community	1 2	3 4	5 6	7 8
	Plan and record the development process of the project	1 2	3 4	5 6	7 8
	Demonstrate self-management skills.	1 2	3 4	5 6	7 8

|								
Taking Action	Demonstrate service as action as a result of the project	1	2	3	4	5	6	7	8
	Demonstrate thinking skills	1	2	3	4	5	6	7	8
	Demonstrate communication and social skills.	1	2	3	4	5	6	7	8
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	1	2	3	4	5	6	7	8
	Reflect on their development of ATL skills.	1	2	3	4	5	6	7	8
Total Points									

Comments:

Important components of the Community Project

✓ Students can work by themselves, with a partner, or group of three max.

✓ The Community may be local, national, virtual or global.

✓ Each student need to submit the academic integrity form signed by the mentor

✓ Mentors: Teachers will supervise individual or group Community Projects during the week of Homeroom GRIT every month.

   Mentors will:
   • Provide feedback and guidance to students in the process and completion of the project
   • Conference with students at regular intervals o verify that students adhere to the established timeline and meet the assigned deadlines for each stage of the project.
   • Confirm the authenticity of the work submitted
   • Be part in the process of assess the MYP Community Project

✓ Grading: The community project will be grade based on the assessment criteria of the CP Process: investigating, planning, taking action, and reflection. Each section will be included in the criteria (Projects grading rubric – See Appendix)

✓ Students need to identify the Global Context the project is related to:
   • Identities and Relationships
   • Orientation in Space and Time
   • Personal and Cultural Expression
   • Scientific and Technical Innovation
   • Globalization and Sustainability
   • Fairness and Development

✓ The Approaches to Learning Skills (ATL) are the skills you use to "learn how to learn." You are already using many of the skills but didn't know what they were called. (see appendix)
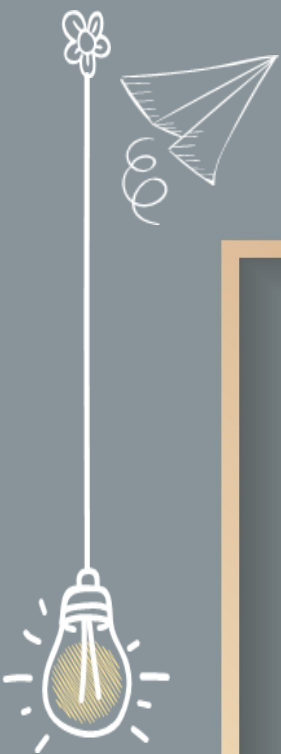
✓ The MYP community project consists of three components.

| Community Project component	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

Process Journal

It is a generic term used to refer to the record of progress maintained by the student throughout the project. However, it is your choice as to how you will maintain that record. It can be written, visual, audio or a combination of these, and it may include both paper and electronic formats. In the use of electronic/digital media, you are strongly advised to make digital copies of your journals or to transmit copies of your journals to an online storage site (Canvas).

You are not restricted to any single model of recording your process journals but are responsible for producing evidence of addressing the four objectives to demonstrate achievement at the highest levels of the criteria. (An example of a Process Journal entry is shown in Appendix).

You should carefully select evidence from your process journals to demonstrate development in all criteria. You will need to submit these as part of your report at the conclusion of the project.

If you are working individually you will need maximum of 10 individual extracts to represent the key developments of the project. If you are working in a group, you will submit a maximum of 15 process journal extracts. These will show how you have addressed each of the objectives.
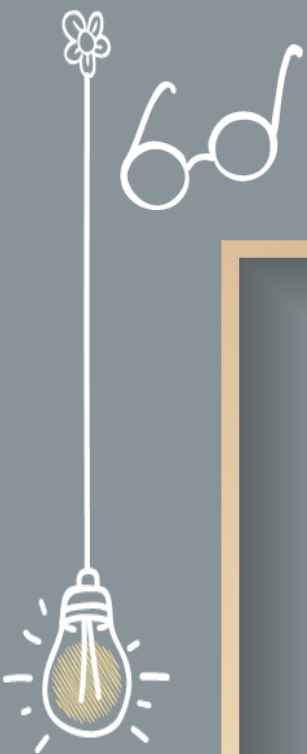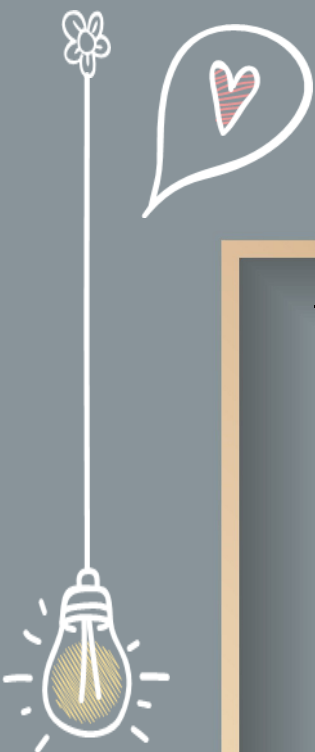
An extract may include:

- ✓ Visual thinking diagrams
- ✓ Bulleted lists
- ✓ Charts
- ✓ Short paragraphs
- ✓ Notes
- ✓ Timelines, action plans
- ✓ Annotated illustrations
- ✓ Annotated research
- ✓ Artifacts from inspirational visits to museums, performances, etc.
- ✓ Pictures, photographs, sketches
- ✓ Up to 30 seconds of visual or audio material
- ✓ Screenshots of a blog or website
- ✓ Self and peer assessment feedback.

If you have any materials directly relevant to the achievement of the project like questionnaires or surveys, you should include them as well.

*The process Journal is	The process Journal is NOT
✓ Used throughout the project to document its development	✓ used on a daily basis (unless this is useful for the student)
✓ An evolving record of intents, processes, accomplishments	✓ Written up after the process has been completed
✓ A place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised	✓ Additional work on top of the project; it is part of and supports the project
✓ A place for recording interactions with sources, for example teachers, supervisors, external contributors	✓ A diary with detailed writing about what was done
✓ A place to record selected, annotated and/or edited research and to maintain a bibliography	✓ A static document with only one format.

- ✓ 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

Presentation

All project need to be present to show the impact made in the community. At Parkway Middle School students will have the opportunity to present their project in the Showcase organize by the MYP coordinator with the support of the mentors and school stakeholders. Each year the date will be determine according the school calendar.

At the time of the presentation, students must submit the following items to the community project supervisor:

- ✓ A completed academic honesty form for each student

- ✓ The proposal for action

- ✓ Process Journal extracts (maximum of 10 extracts for individual projects and 15 for group projects)

- ✓ Works Cited Page documenting all research (including interviews, e-mail correspondence, etc.)

- ✓ Reflection Paper: one to two pages detailing your process

- ✓ Presentation of the Community Project: The presentation must address the 4 criteria for the project: investigation, planning, taking action, and reflection. Visual elements are strongly encouraged.

Forms in this appendix you will find them in Canvas

ATL Skills

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

*source: International Baccalaureate Organization – Community Project

Global Context

Global Context	Examples of Community Projects
Identities and relationships Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	✓ Laughter therapy campaign in children's hospital or elder care home ✓ Tutoring classes providing additional or special instruction to primary school students ✓ Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines
Orientation in space and time Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.	✓ 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
Personal and cultural expression Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	✓ Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors ✓ Performing a theatre play to raise awareness on bullying ✓ Promoting intercultural understanding through a graffiti contest

Global Context	Examples of Community Projects
Scientific and technical innovation Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.	✓ 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
Globalization and sustainability Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.	✓ 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
Fairness and development Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	✓ Campaigning for fair-trade awareness ✓ Contributing to educational opportunities, for example, supporting a local non-governmental organization that works on literacy in our town ✓ Addressing the concerns of immigrants and migrant populations

Types of Service

Service	Definition
Direct Service	You will have direct interaction with people, environment or animals that you will service.
Indirect Service	You will not see the recipient, but your action will benefit the community or environment.
Advocacy	You will speak (verbal or written) on behalf of a cause or concern to promote action on an issue of public interest.
Research	You will collect information from sources, analyze data, and report on a topic of importance to influence policy or practice.

Academic Honesty Form

Student name	
Student ID	
Mentor 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 four times: at the start of the process to discuss your initial ideas, then twice once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.

Faculty Supervisor: You are asked to have at least four supervision sessions with students, one at the start of the process, two interim meetings, 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 & steps to take after meeting	Signature/ initials
Meeting 1			Student: Mentor:
Meeting 2			Student: Mentor:
Meeting 3			Student: Mentor:

Meeting 4			Student: Mentor:
Meeting 5			Student: Mentor:

Mentor comments:

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).

Faculty 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
Faculty Supervisor's signature	Date

PWMS Community Project Proposal

PWMS Community Project Proposal	
Project Title:	
Name: (List all group members, but highlight YOUR name)	
Mentor:	

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

Targeted the Research: What community will you focus your inquiry?	
Type of Service: Select the type of service Direct, Indirect, Advocacy, or Research	
GLOBAL CONTEXT: Identify one global context. How is this Global Context relevant to your project? Why?	

ACTION: What is the purpose of your Community Project? 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?	
What **materials** and resources are needed to achieve your outcome?	
Process Journal: How will you record the significant findings from beginning to end to show the development of your community project?	