

WHAT IS A COMMUNITY PROJECT?

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. The community project may be completed individually or by groups of a maximum of three students.

The aims of the 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 situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments

Content

1. Brainstorming – Generating ideas

- Investigate yourself and community
- Generate possible ideas/topic to explore
- Develop a project proposal

2. Community Project Commitment Contract

3. Criterion A: Investigating.

- What personal interests do you have?
- What are the possible projects you could do?
- What prior learning and skills do you have?
- What research have you done?
- Check your Criterion A work

4. Criterion B: Planning

- What are the criteria for success of your project?
- How are you going to manage your time effectively to meet your goal?
- How are you going to keep effective records?
- How will you overcome difficulties?

5. Criterion C: Taking Action

- Documenting the product
- Achieving your goal and relating to your global context
- Meeting your criteria for success
- Thinking critically
- Communicating Effectively with relevant people

6. Criterion D: Reflecting

- Evaluating your product against your criteria for success
- Reflecting on how your knowledge of the topic and global context has changed
- Reflecting on your development as an IB Learner
- Writing the report

7. Academic Honesty Form



Community Project Commitment Contract

I, promise that I will take advantages of this opportunity to direct my own learning. I will respect the deadlines, work independently, seek advice when I need it, meet with my mentor regularly and do my best work.

If I am unable to meet these responsibilities, I understand that I will be subject to appropriate academic discipline.

I also promise that the work I submit will not be plagiarized in any way and I will document all my sources. I understand that plagiarism will result in Community Project grading.

Topic:..... Date:.....

Mentor:.....

.....

Student Signature

.....

Mentor Signature

INSTRUCTIONS

BRAINSTORMING –GENERATING IDEAS

What do I need to do?

1. Brainstorm and generate possible ideas.
2. Record information and developments.

How?

- **Complete a list of possible ideas/topics or interests**
- **Write the project proposal** and submit it online till 18th January

GUIDELINES:

1. **Investigate YOURSELF:** What actions would like to get involved in? What skills do you have, or would like to develop? Are there certain attributes of IB learner profile you would like to explore or enhance? What barriers may exist in limiting your participation?
2. **Investigate COMMUNITY:** what issues does the community face? How could you get involved in addressing the issue? Are there any steps previously/presently undertaken to address this issue? Could you join others already taking steps in addressing this issue?
3. **Develop a project proposal (clarify idea):** The purpose of your proposal is to seek approval from your Service Project Coordinator.

Your proposal need to include at least two developed topics ideas and inquiry questions that will model the purpose of the project and explanation of what do you hope to achieve?

EXAMPLES:

POSSIBLE TOPICS	MY INTERESTS/SKILLS	INQUIRY QUESTION
Sports	Basketball player	How can I improve my basketball skills? How can I use my basketball skills to complete a community service?
Arts	Actor	How can I become an actor? How can my acting skills help me to complete a service action?
Programming	Playing games	How can I programme a game? How can I programme a game for community needs?
Animals	Endangered animals	Where can I help animals? What the community can do to prevent animals to be endangered?
Nature	Water	How can I save more water sources? What could community do to save more water?
Creativity	Handicrafts	How can my creativity help me with studying? How can I inspire others to be creative?
Communication	Presentation skills	How can I use presentation skills to complete a self-service or community service? How can I teach presentation skills?
People	Help	How can I help people in my community? Who needs my help in my community?

INVESTIGATION:

What do I need to do?

A1 define a clear goal and global context for the project, based on personal interests

A2 identify prior learning and subject-specific knowledge relevant to the project

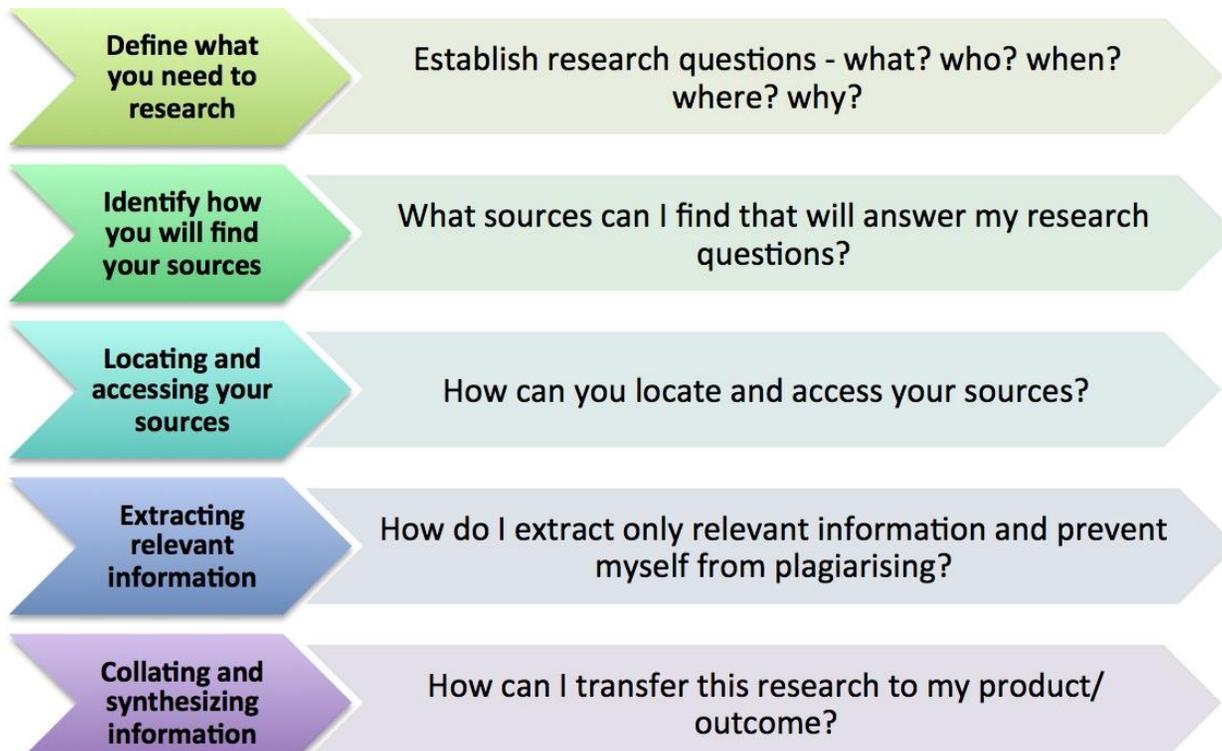
A3 demonstrate research skills.

How?

- **Identify the problem.** Research if this problem has been approached before and how? What are the constraints, or limitations, to this problem?
- **Define a goal to address needs.**
- **Define a global context:** why it matters?
- **Define learning outcomes.**
- **Identify prior learning** (subject specific).
- **Do your research:** select relevant sources and gather information.
- **Reflect:** record information and development

GUIDELINES:

1. **Investigate further:** identify the problem or need (your need or the needs of others)
2. **What will your goal be?**(basic, challenging or highly challenging)
3. **What will your global context be?**
4. **What skills and knowledge do you need to develop?**
5. **What resources do you need? Primary/secondary** (ask ..., meet ..., look ..., read ...)



SOME EXAMPLES:

POSSIBLE TOPICS	MY INTERESTS/SKILLS	INQUIRY QUESTION Some possible questions to ask	GOAL			GLOBAL CONTEXT	LEARNING OUTCOMES
			Basic- What am I going to do or make?	Challenging- What am I going to do and for what purpose?	Highly challenging- Innovative solution to share with community		
Sports	Basketball player	How can I improve my basketball skills? How can I use my basketball skills to complete a community service?	To help school team practicing	To learn skills for being trainer on the school match	To promote basketball in our community with help of professional basketball players	Choose one global context	MYP 1 address two MYP 2 address three MYP 3 address four
Arts	Actor	How can I become an actor? How can my acting skills help me to complete a service action?	To learn basic actor skills	To learn actors skills and used them to serve the community	To learn actors skills and design own performance to serve the community		
Programming	Playing games	How can I programme a game? How can I programme a game for community needs?	To learn how to programme a game	To design a computer game for school needs	To design and create a computer game for school needs		
Animals	Endangered animals	What the community can do to prevent animals to be endangered? Where can I help animals?	To help endangered animals in our local community	To help animals in our country	To help endangered animal in the world		
Nature	Water	How can I save more water sources? What could community do to save more water?	To make a house plan of saving water	To make a plan how to save water and prepare instructions how others can do it	To create innovative solution of water recycling and shared it within community		
Creativity	Handicrafts	How can my creativity help me with studying? How can I inspire others to be creative?	To explore different types of creativity when studying	To explore how can different types of creative activities help me studying	To explore how can different activities help at studying, create a study plan and test it		
Communication	Presentation skills	How can I use presentation skills to complete a self-service or community service? How can I teach presentation skills?	To make a plan how to improve presentation skills	To make a plan how to teach presentation skills and teach a target audience	To host a Tedx Conference in our school		
People	Help	How can I help people in my community? How can a community benefit from my service action?	To make a plan how can I help students at our school	To make a plan and realize it how can I help a community in Slovenia	To make a plan and realize it how to help a local or global community		

PLANNING:

What do I need to do?

B1 Develop a proposal for product/outcome to serve the identified need

B2 plan and record the development process of the project

B3 demonstrate self-management skills.

How?

1. **Develop a proposal** for product/outcome
2. **Continue doing research** – select, evaluate and acknowledge information
3. Work on the **preparation** for the service as action: product/outcome
1. **Reflect:** record information and development

GUIDELINES:

Example of a proposal for product /outcome:

WHAT? Nature of the service	
WHY?	
WHAT FOR? Aims, objectives, purposes	
HOW LONG? Scope	
WHERE? Location	
HOW? Activities	
WHEN? Schedule, timelines	
WITH WHOM? Target population, group members, service supporters	
WHO? Human resources	
WITH WHAT? Material resources	

TAKING ACTION

What do I need to do?

C1 demonstrate service as action as a result of the project

C2 demonstrate thinking skills.

C3 demonstrate communication and social skills.

HOW?

1. **Carry out the service as action:** continue working on and complete product/outcome.
2. **Reflect:** record information and development, reflect your product/outcome (what worked, what didn't, how to improve it)
3. **Share** your work with others: with whom and how did you share your work
4. **Prepare and complete the oral presentation** (time allocated: 6-10 minutes)

GUIDELINES:

CHECK:

How does your outcome /product show that you have answered the inquiry question?

BE CREATIVE WHEN TAKING ACTION - Some possible outcomes/ products to do:

App	Creative prose
Animation	(E-) Book
Song	Movies
Drawings	Website
Speech	Fund-raising evening
Information Board	Celebration
Display Board	Photographs
(Digital) Poster	Creative prose
Article	Demonstration
Model	Statistical Data

REFLECTION

What do I need to do?

D1 Evaluate the quality of service as action against the proposal

D2 reflect on how completing the project has extended their knowledge and understanding of service learning.

D3 reflect on their development of ATL skills

How?

1. Evaluate the quality of product/outcome against the proposal.
2. Reflect on learning process.
3. Reflecting on how your knowledge of the topic and global context has changed.
4. Reflecting on your development as an IB Learner.
5. Complete the academic honesty form.
6. Complete the ATL checklist.

GUIDELINES:

What makes a good reflection?

Reflection should be ongoing, occurring at all stages of your project. To reflect at a deeper level, you should consider to create opportunities where you can reflect together with other active participants in your project.

REFLECTION (in an essay form)

Introduction (refer to your introduction of the CP):

- Why did you choose the topic and your community?
- How has the project extended your knowledge and understanding of the topic/global context?
- What Global context(s) did you use to approach to the Community Project work? In what ways was the topic significantly connected to them?
- Who and what helped you the most?

Body:

- How well did you follow the process of the community project? (according to your journal guidelines)
- How satisfied are you with the chosen community/ies?
- Did they benefit from your help? How do you know? What evidence do you have?
- What were the difficulties you encountered and the solution chosen?
- What was surprising / interesting about your work / about your findings?
- What were your strengths?
- What were your weaknesses?
- What knowledge and skills have you gained for life?

Conclusion:

- If you were to start over again, would you have chosen this topic again?
- What would you do differently if you could start again?
- How good was your time-management?
- How successful were you in communication with your mentor?
- Did you find the answer to your guiding question?
- Reflect on at least 3 IB learner profile attributes.
- What new questions have arisen from your research that you would like to explore further?

ATL in the Project

Use this checklist while working on your Project. Tick off the things that you have done and make sure that you complete the things that you haven't ticked off. Finally mention all the things that you have ticked off in your report!

Over the whole working process	
Self-management skills: Set goals, find strategies to achieve them and record the process on regular basis	
<input type="checkbox"/>	I have set basic/ high/ highly challenging goal
<input type="checkbox"/>	I have found a system to file all the information I need for my project
<input type="checkbox"/>	I have met all my deadlines
Research skills: Work with primary and secondary sources and use the conventions of the MLA appropriately	
<input type="checkbox"/>	I have chosen appropriate (and sufficient) primary sources for my project
<input type="checkbox"/>	I have chosen appropriate (and sufficient) secondary sources for my project
<input type="checkbox"/>	I have evaluated the credibility of my sources and found them to be credible
Thinking skills: Use strategies to generate idea, identify challenges and practice thinking	
<input type="checkbox"/>	I have used brainstorming and visual thinking strategies to generate new ideas
<input type="checkbox"/>	I have considered multiple alternatives in the development of my project
<input type="checkbox"/>	I have created a innovative product/solution to a problem
<input type="checkbox"/>	I have identified and overcome obstacles and challenges by thinking
<input type="checkbox"/>	I have taken and managed risks
Collaborative skills: Use intercultural understanding, negotiation and conflict-management to collaborate	
<input type="checkbox"/>	I have collaborated with other people
<input type="checkbox"/>	I have negotiated well
Social skills: Be empathetic and fair and give and receive meaningful feedback	
<input type="checkbox"/>	I have practice empathy with the people I worked with
<input type="checkbox"/>	I have made fair decision and taken responsibility for my own actions
Reflective skills: Identify strengths and weaknesses of personal learning and report on developments	
<input type="checkbox"/>	I have evaluated the effectiveness of my learning strategies and changed them when needed

On Class Notebook	
Self-management skills:	
<input type="checkbox"/>	I have regularly updated the work on Class Notebook
<input type="checkbox"/>	I have documented my working progress
Collaborative skills:	
<input type="checkbox"/>	I have had a professional discussion with my mentor

In the report	
Self-management skills:	
<input type="checkbox"/>	I have handed in the report on time
Research skills:	
<input type="checkbox"/>	I have followed the formal criteria for writing report
<input type="checkbox"/>	I have cite sources according to the MLA
Communication skills:	
<input type="checkbox"/>	I have used appropriate language in my report
Reflective skills:	
<input type="checkbox"/>	I have formulated a goal and a global context
<input type="checkbox"/>	I have mentioned all relevant sources and evaluated how relevant they are
<input type="checkbox"/>	I have reflected on how my sources helped me achieve my goals
<input type="checkbox"/>	I have discussed the impact of the product in relation to the goal and chosen context
<input type="checkbox"/>	I have discussed how the project has extended my understanding of the topic and the global context
<input type="checkbox"/>	I have reflected on my development as a learner through the process of completing the project
<input type="checkbox"/>	My reflection was ongoing, completed after each process step

Meeting 4			Student: Mentor:
Meeting 5			Student: Mentor:
Meeting 6			Student: Mentor:
Meeting 7			Student: Mentor:
Meeting 8			Student: Mentor:

Meeting 9			Student:
			Mentor:

Meeting 10			Student:
			Mentor:

Supervisor comment:

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).

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

Student's signature	Date
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Mentor's signature	Date
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