



مدارس الظهران الأهلية
Dhahran Ahliya Schools

مجتمع تعلّم غير ربحي
A not-for-profit learning community

IB MYP COMMUNITY PROJECT GUIDE

Name:
Year:



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The Community Project is an in-depth inquiry that focuses on community and service. It encourages students to explore their right and responsibility to participate in service as action in the community.

THIS IS YOUR CHANCE TO MAKE A DIFFERENCE IN THE COMMUNITY!

The Community Project is an important and exciting event during your time in the IB Middle Years Program. You also get to share it with the DAS community and be proud of your work.

You will **investigate** issues of interest with your personal, school, local, or global community that will address that issue. Working in groups of three, you will **plan** a proposal for action to achieve your goals. Your group will then **take action**, which may take many forms. At the end of this journey, you will **reflect** on the process and give a presentation.

THE FOUR PARTS OF THE PROJECT

The Community Project is made up of four major parts. In order for you to perform well, all four parts must be thought out and completed.

Service Project



The service project involves assessing community needs, designing a project to address that need, and reflecting before, during, and after the service experience.

The Process Journal



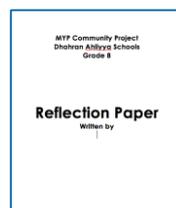
The process journal is used to document your thought process and learning.

The Presentation



The purpose of the presentation is to inform the audience of the community need and your service.

Reflection Paper



This is a piece of writing reflecting on what and how you have learned throughout your journey in the Community Project.

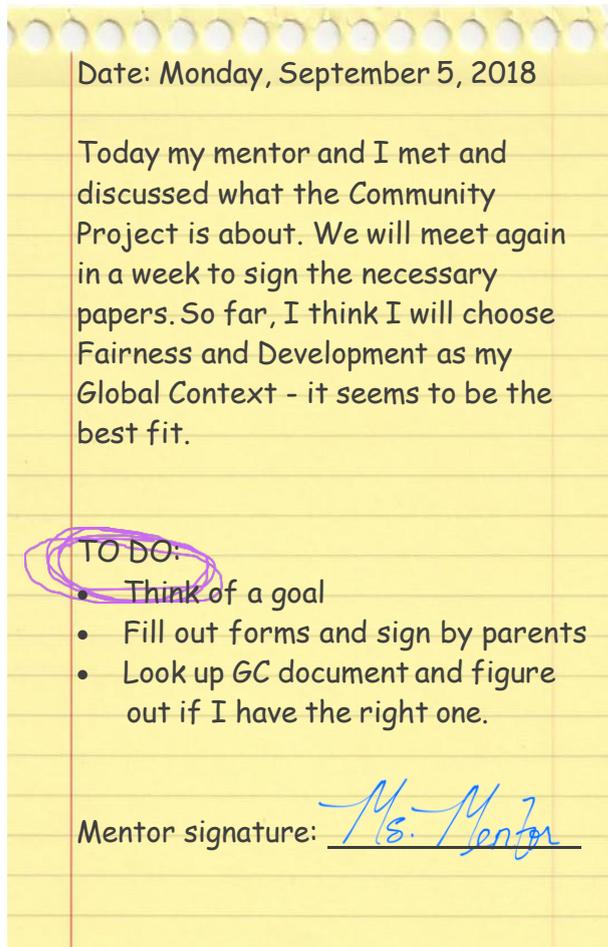


MEET THE MENTOR

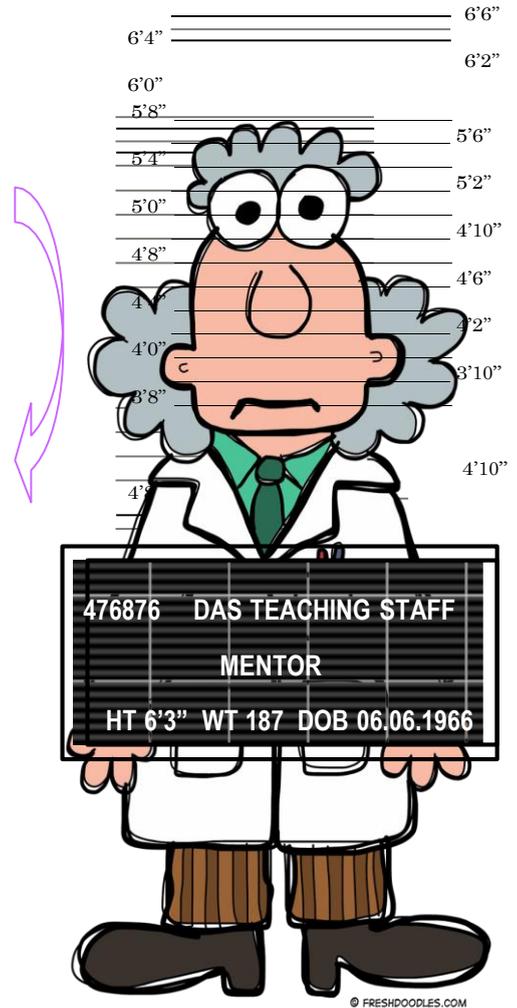
Your mentor is a teacher who will guide you through your project. He/She will support you and offer you advice throughout your journey. You will meet during "Community Projects" period over the duration of this project. What will those meetings look like?

THE MEETINGS

- are for questions and discussions.
- are to keep track of progress made.
- are documented in your process journal.



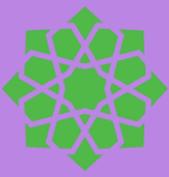
Your mentor must be frequently mentioned in your process journal. Note that in your final report, a few extracts will be included to prove that your mentor read and was part of your progress.



<http://www.clipartpanda.com/categories/world-history-teacher-clipart>

Have your mentor sign your process journal every meeting to ensure you document them properly and to allow for easy mentor interaction.

You must bring this Guide and your device to each meeting.



WHAT ARE THE AIMS OF THE COMMUNITY PROJECT?

- Participate in a sustained, self-directed inquiry within a global context
- Generate creative new insights and develop deeper understandings through in-depth investigation
- Demonstrate responsible action through, or as a result of, learning
- Demonstrate the skills, attitudes, and knowledge required to complete a project over an extended period of time
- Communicate effectively in a variety of situations
- Appreciate the process of learning and take pride in your accomplishments
- Reflect on your learning and knowledge (on your own and with others)
- Move towards thoughtful and positive action
- Develop confidence as a lifelong learner

TYPES OF ACTION

In the Community Project, action involves a participation in **service learning** (service as action). You may select one of these types of action:

DIRECT SERVICE: You have interaction that involves people, the environment, or animals. Examples include one-on-one tutoring, rescuing, and fostering animals in need, or collecting books for a school library.

INDIRECT SERVICE: Though you do not see the recipients during indirect service, you can verify that your 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: You 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: You collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice. Examples include conducting environmental surveys to influence your school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

COMMUNITY SERVICE





PROJECT TIMELINE*

MEETING#	DATE	PAGES	TOPIC/ACTIVITY
1		1-9	Introduction, Mentor Assignment, Contracts, Service Learning, Timeline
2		10-15	Submission of Contract and Parent Letter , Objective Cycle, Process Journal, ATLS
3		16-20	A. Investigating: Community and Needs, Goal, Goal Alternatives Form
4		21-25	Submission of Goal Alternatives Form , Global Context, Resources
5		26-28	B. Planning, Proposal for Action
6			Submission of Proposal for Action
7		29	C. Taking Action
8			Take Action and Work on Your Process Journal
9			
10			
11		30-33	D. Reflection, Assessment, Reflection Paper, Journal Extracts
12			
MID YEAR BREAK			
13			Finalize Service, Write Reflection Paper
14			
15			
16			
17		34	Self-Assessment, Checklist
18			
19			Draft Submission of Reflection Paper
20			Finalize Reflection Paper
21			Final Submission of Reflection Paper
22		35	Planning the Exhibition
23			Submission of Directory Entry
24			In-Class Presentations
25			In-Class Presentations, Exhibition Week
26			Reflection
27			

*This is an initial timeline. Consult Moodle for an updated timeline.

THIS TIMELINE IS FOR:

- ⇒ The order in which each task needs to be done
- ⇒ The time needed to complete a task
- ⇒ Events that will affect your ability to complete a task (school break, exams, etc.)
- ⇒ Step-by-step break down to finish the tasks



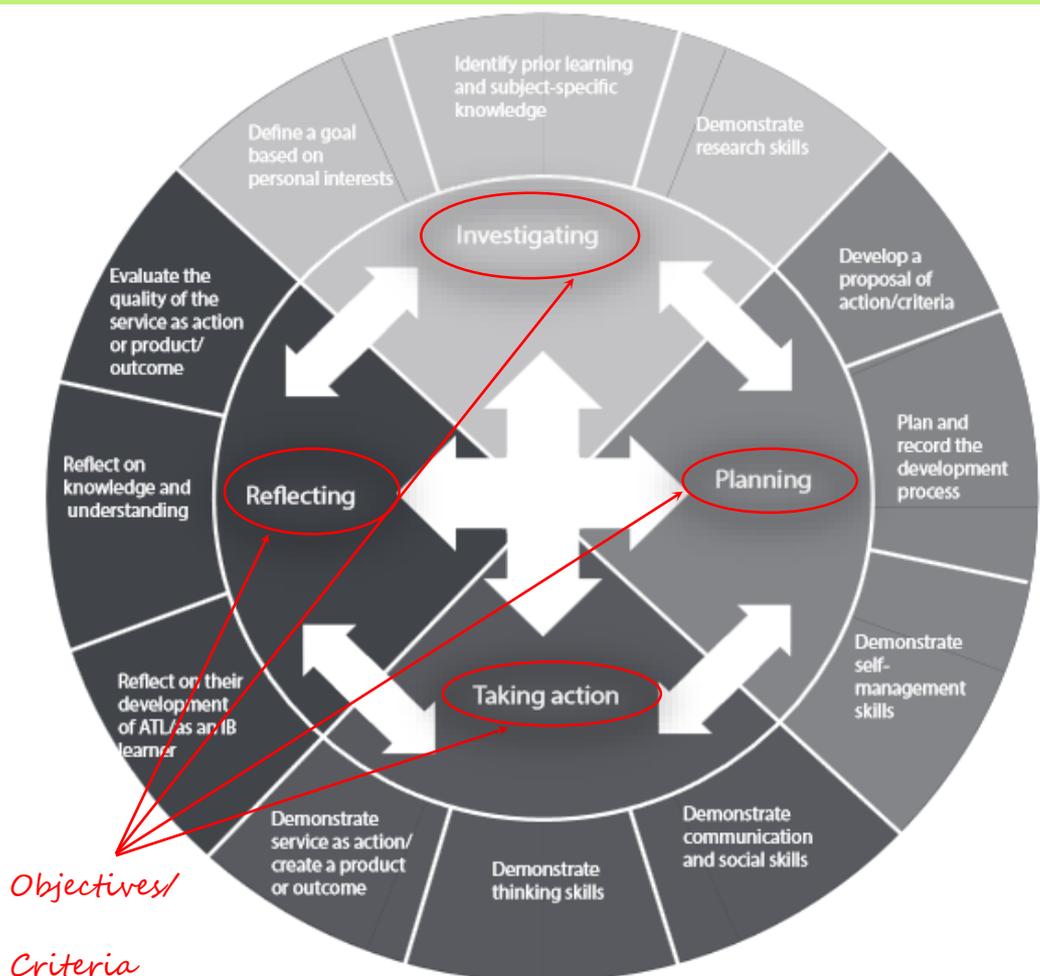
OBJECTIVES OF THE COMMUNITY PROJECT

OBJECTIVE A: INVESTIGATING	<ul style="list-style-type: none"> 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
OBJECTIVE B: PLANNING	<ul style="list-style-type: none"> 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
OBJECTIVE C: TAKING ACTION	<ul style="list-style-type: none"> i. Demonstrate service as action as a result of the project ii. Demonstrate thinking skills iii. Demonstrate communication and social skills
OBJECTIVE D: REFLECTING	<ul style="list-style-type: none"> i. Evaluate the quality of the service action against the proposal ii. Reflect on how completing the project has extended your knowledge and understanding of service learning iii. Reflect on your development of ATL skills

OBJECTIVE CYCLE

VISUALIZING THE PROJECT OBJECTIVES

Examine the objective cycle below. This graphic demonstrates how the process unfolds. These are also the objectives/criteria (inner circle) and strands (outer circle), which will be used to assess your project.



The Process Journal

The process journal is at the end of your guide. Fill it out every time you work on your project. This means that it is not only to be used during the Community Projects periods.

A blank page is provided for any insert you would like to add.



It is not:

- used on a daily basis
- written after the process is completed
- a static document
- a detailed diary

Includes:

- Thoughts
- Sketches
- Ideas
- Pictures
- Notes from meetings
- Screenshots
- Self and peer assessment
- Meetings with your mentor
- Thinking diagrams
- Charts
- Timelines
- Action plans

Process Journal Template

Date:

ATL Skills Used

- Thinking Social Communication
 Self-Management Research

Describe what you did today:

(Record your journal entry here. This can be as long or as short as you like. It must show your research, your reflection, and your thinking process as your progress in the project. Attach photos, screen shots of the activities that you do in the guide, tables, notes, etc. This section represents your learning journey.)

Describe how you used the ATL skills:

(Explain the ATL skills that you used in this entry.)

What did you do well today and what could you have done better?

(Reflect on your

List sources of information and evaluate them:

(Websites, videos, books, articles, interviews, etc. Evaluate them according to the source evaluation

To do:

(What questions do you have to look into? What do you need to do for next time?)



PROCESS JOURNAL

Although the process journal will not be directly assessed, it should clearly highlight how you have addressed the objectives, and it will be used to provide evidence to support the level of achievement awarded for the community project.

This chart will guide you in writing your process journal. The questions will ensure that all necessary elements of your project is recorded.

CRITERION A: INVESTIGATING	CRITERION B: PLANNING	CRITERION C: TAKING ACTION	CRITERION D: REFLECTING
<p>Goal:</p> <ul style="list-style-type: none"> • Why? • How is it challenging? • What are the next steps? <p>Global Context:</p> <ul style="list-style-type: none"> • Why selected this one? • How is your understanding of it changing? (Ongoing) <p>Knowledge:</p> <ul style="list-style-type: none"> • What is it that you do not know? • What is it that you do know? • Which subjects are you drawing from? <p>Show your research:</p> <ul style="list-style-type: none"> • Who and why? • Notes • How has your perspective changed? • Source analysis 	<p>Your plan:</p> <ul style="list-style-type: none"> • Provide an overview of your Proposal for Action • How will you manage your time? • How are things developing? (Mention this several times as it occurs) <p>Self-Management:</p> <ul style="list-style-type: none"> • How are you managing your tasks? • What are you doing well? • What is proving to be a challenge? • What solutions did you use? • ATL reflection 	<p>Service:</p> <ul style="list-style-type: none"> • Provide pictures of the various stages of your project development • Provide notes and/or explanations of the pictures <p>Thinking Skills:</p> <ul style="list-style-type: none"> • Show evidence of the 3 types of thinking skills: <ul style="list-style-type: none"> ◦ Critical thinking ◦ Creative thinking ◦ Transfer <p>Communication and Social Skills:</p> <ul style="list-style-type: none"> • Who did you collaborate with? • Who did you interview? • What are some new social skills you learned? • What was challenging? • Provide evidence of working with your mentor 	<p>Evaluation:</p> <ul style="list-style-type: none"> • What were your strengths? • What were your weaknesses? Use this opportunity to reflect on it. • What would you do differently? <p>Knowledge:</p> <ul style="list-style-type: none"> • What did you learn about this field in general through your project? • What did you learn about the Global Context? • Remember to be specific, thorough, and dig deep <p>Reflect on yourself as an IB learner in:</p> <ul style="list-style-type: none"> • The process • Inquiry • Learner profile attributes • Approaches to learning



The Community Project is essentially an activity that enables you to provide a service to a community in need utilizing the Approaches to Learning (ATL) skills you are developing at DAS.

APPROACHES TO LEARNING

ATL Skills Category	MYP ATL Skill Clusters
Thinking	Critical Thinking
	Creative Thinking
	Transfer
Research	Information Literacy
	Media Literacy
Self-Management	Organization
	Affective
	Reflection
Social	Collaboration
Communication	Communication

ATL Reflection Questions

One of the aims of the community project is to develop your Approaches to Learning skills (ATLs). You must reflect in your process journal how you have strengthened those skills.

Communication Skills:

- ✓ In what ways have I developed as a communicator?
- ✓ Has my ability to exchange thoughts and information improved through interacting with others?

Social Skills:

- ✓ In what ways have I developed as a collaborative learner?
- ✓ How has my ability to collaborate with others improved?

Research Skills:

- ✓ In what ways have I improved as a researcher?
- ✓ In what ways have I improved my ability to find, interpret, evaluate, and create information?
- ✓ How have I improved my technology and media skills?

Thinking Skills:

- ✓ How have my critical thinking skills improved? Am I able to analyze and evaluate issues and ideas more thoroughly?
- ✓ Am I able to generate new ideas and consider new perspectives?
- ✓ How is my ability to transfer my learning to my project?



APPROACHES TO LEARNING

Thinking		
Critical thinking skills	Creative Thinking Skills	Transfer Skills
<ul style="list-style-type: none"> 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 judgements and create arguments to support them Design improvements 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 	<ul style="list-style-type: none"> Generate impossible ideas Brainstorm and map thoughts to create ideas and questions Consider all alternatives Consider the seemingly impossible Create cover solutions to a problem Evaluate solutions to problems Make connections between random things Consider opposites to renew perspectives 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 judgements Create original works and ideas and visualize alternatives Practice imitation of works with a focus on the creative process Practice flexible thinking – arguing both sides of an idea or issue Practice 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 	<ul style="list-style-type: none"> 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 context 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

Research	
Information Literacy Skills	Media Literacy Skills
<ul style="list-style-type: none"> 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 analyze data to identify solutions and/or make informed decisions Process data and report results 	<ul style="list-style-type: none"> Evaluate and select information sources and digital tools based on their appropriateness to specific tasks Locate, organize, analyze, 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, including social media Critically analyze 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 practice safe, legal, and responsible use of information technology



APPROACHES TO LEARNING

Self-Management		
Organizational Skills	Affective Skills	Reflection Skills
<ul style="list-style-type: none"> • Keep to class schedule 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 our 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 nutrients, rest, relaxation, and exercise 	<ul style="list-style-type: none"> • Demonstrate persistence and perseverance • Practice focus and concentration to overcome distractions • Make informed choices on behaviors and course of action • Seek out criticism and feedback from others and make informed choices about including it in one's work • Practice being aware of mind-body connection • Practice positive thinking • Practice dealing with disappointment and unmet expectations • Practice dealing with change • Practice strategies to prevent and eliminate bullying • Practice strategies to reduce stress and anxiety 	<ul style="list-style-type: none"> • 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 perceived limitation • Develop awareness of the process of effective learning • Analyze 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 of personal learning experiences focused on both process and content • Create a record of personal learning change and improvement

Social
Collaboration Skills
<ul style="list-style-type: none"> • Respect and accept sociocultural difference • Consider, respect, and analyze 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 for own actions • Resolve conflicts and work collaboratively with appropriate roles in a team • Understands 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 especially of group dynamics

Communication
Communication Skills
<ul style="list-style-type: none"> • 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



ASSESSMENT RUBRIC

GRADE	CRITERION A	CRITERION B	CRITERION C	CRITERION D
	INVESTIGATING	PLANNING	TAKING ACTION	REFLECTING
0	The student does not achieve a standard described by any of the descriptors given below.	The student does not achieve a standard described by any of the descriptors given below.	The student does not achieve a standard described by any of the descriptors given below.	The student does not achieve a standard described by any of the descriptors given below.
1-2 Limited	<ul style="list-style-type: none"> □ states a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility □ identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance □ demonstrates limited research skills. 	<ul style="list-style-type: none"> □ develops a limited proposal for action to serve the need in the community □ presents a limited or partial plan and records of the development process of the project □ demonstrates limited self-management skills. 	<ul style="list-style-type: none"> □ demonstrates a limited service as action as a result of the project □ demonstrates limited thinking skills □ demonstrates limited communication and social skills. 	<ul style="list-style-type: none"> □ presents a limited evaluation of the quality of the service action against the proposal □ presents limited reflection on how completing the project has extended his or her knowledge and understanding of service learning □ presents limited reflections on his or her development of ATL skills.
3-4 Adequate	<ul style="list-style-type: none"> □ outlines an adequate goal to address a need within a community, based on personal interests □ identifies basic prior learning and subject-specific knowledge relevant to some areas of the project □ demonstrates adequate research skills. 	<ul style="list-style-type: none"> □ develops an adequate proposal for action to serve the need in the community □ presents an adequate plan and records of the development process of the project □ demonstrates adequate self-management skills. 	<ul style="list-style-type: none"> □ demonstrates an adequate service as action as a result of the project □ demonstrates adequate thinking skills □ demonstrates adequate communication and social skills. 	<ul style="list-style-type: none"> □ presents an adequate evaluation of the quality of the service action against the proposal □ presents adequate reflection on how completing the project has extended his or her knowledge and understanding of service learning □ presents adequate reflection on his or her development of ATL skills.
5-6 Substantial	<ul style="list-style-type: none"> □ defines a clear and challenging goal to address a need within a community, based on personal interests. □ identifies prior learning and subject-specific knowledge generally relevant to the project □ demonstrates substantial research skills. 	<ul style="list-style-type: none"> □ develops a suitable proposal for action to serve the need in the community □ presents a substantial plan and records of the development process of the project □ demonstrates substantial self-management skills. 	<ul style="list-style-type: none"> □ demonstrates substantial service as action as a result of the project □ demonstrate substantial thinking skills □ demonstrate substantial communication and social skills. 	<ul style="list-style-type: none"> □ presents a substantial evaluation of the quality of the service action against the proposal □ presents substantial reflection on how completing the project has extended his or her knowledge and understanding of service learning □ presents substantial reflection on his or her development of ATL skills.
7-8 Excellent	<ul style="list-style-type: none"> □ defines a clear and highly challenging goal to address a need within a community, based on personal interests. □ identifies prior learning and subject-specific knowledge that is consistently highly relevant to the project □ demonstrates excellent research skills. 	<ul style="list-style-type: none"> □ develops a detailed, appropriate, and thoughtful proposal for action to serve the need in the community □ presents a detailed and accurate plan and records of the development process of the project □ demonstrates excellent self-management skills. 	<ul style="list-style-type: none"> □ demonstrates an excellent service as action as a result of the project □ demonstrate excellent thinking skills □ demonstrate excellent communication and social skills. 	<ul style="list-style-type: none"> □ presents an excellent evaluation of the quality of the service action against the proposal □ presents excellent reflection on how completing the project has extended his or her knowledge and understanding of service learning □ presents excellent reflection on his or her development of ATL skills.

Each one of these is called a strand. You will need them for when you write your report.



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

Step 1: Identify the community. In your process journal explain what this community is, and why you wish to serve it.

Step 2: Identify the need in this community. Explain in your process journal what this need is.

Step 3: Identify the global context for your Community Project. Make sure you explore all six contexts.

Step 4: Articulate how your Community Project is based on personal interest. Show this in your Guide through completing the “Putting Ideas onto Paper” activity. You may refer to past experiences of yourself, friends, or family members. It may be an interest you have heard about in the news or social media.

Step 5: Define the type of service you will be engaged in through selecting a type of action (direct, indirect, advocacy, or research) and type of goal (raise awareness, participate, research, inform, create, change behavior, or advocate).

Step 6: It's time to write your goal using all the previous steps. These questions will summarize your goal:

- What community will you be serving?
- What is the need within that community you will be serving?
- What type of service will you use to fill this need?
- What global context have you chosen and why?
- How is this goal based on your personal interest?

ii. Identify prior learning and subject-specific knowledge that is consistently highly relevant to the project.

In your process journal explain:

- ✓ What prior learning do you have that will help you complete your project?
- ✓ What prior skills and knowledge can you use to complete the project?
- ✓ What MYP subjects do you have that will help you complete your project?
- ✓ What prior skills and knowledge from your MYP subjects do you have that you can use to complete the project?

iii. Demonstrate research skills.

Step 1: While you will do the majority of your research in the “Investigating” stage of your project, you will continue to research throughout the entire project. Be sure to be consistent in documenting your research.

Step 2: Evaluate your sources by assessing: authorship, accuracy, objectivity, and date.

Step 3: Use a variety of resources, not only websites. Try surveys, interviews, site visits, videos, etc.



A. INVESTIGATING

SAMPLE SENTENCES	MATCHING ATL
<p>Define a clear and highly challenging goal to address a need within a community, based on personal interest</p> <ul style="list-style-type: none"> <input type="checkbox"/> My goal was to... <input type="checkbox"/> The community needed..... <input type="checkbox"/> I selected this community because... <input type="checkbox"/> This project challenged me by..... <input type="checkbox"/> The global context for my project was.....because... <p>Identify prior learning and subject-specific knowledge that is consistently highly relevant to the project</p> <ul style="list-style-type: none"> <input type="checkbox"/> For several years, I have been interested in..... <input type="checkbox"/> Prior to starting this project, I have been involved in... <p>Demonstrate excellent research skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> The types of sources I consulted included..... <input type="checkbox"/> I chose to interview the Music teacher at my school, Ms. Anne Drouet, since she has years of experience in the recording industry, and writes and performs her own music... <input type="checkbox"/> I used this website because the company who hosts it is run by renowned experts in their field according to... 	<ul style="list-style-type: none"> <input type="checkbox"/> Affective e.g. Develop mental focus and overcome distraction (mindfulness) <input type="checkbox"/> Collaboration e.g. Delegate and share responsibility <input type="checkbox"/> Creative Thinking e.g. Use brainstorming and diagrams to develop new ideas <input type="checkbox"/> Critical Thinking e.g. Identify obstacles and challenges <input type="checkbox"/> Organization e.g. Keep an organized set of notes e.g. Plan out major steps <input type="checkbox"/> Reflection e.g. Identify strengths and weaknesses



WHAT IS A COMMUNITY?

Communities are groups that exist in proximity defined by space, time, or relationship. Communities may be local, national, virtual, or global. They include groups of people sharing particular characteristics, beliefs, or values.

WHAT IS A NEED?

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.

EXAMPLES

COMMUNITY	EXAMPLES		
A group of people living in the same place	The Pakistani Neighborhood in Jeddah	Belgian citizens	China Town in New York
A group of people sharing particular characteristics, beliefs, and/or values	An online forum for people with Down's Syndrome	Vegetarians	Model United Nations Clubs at DAS
A body of nations or states unified by common interests	European Union	Gulf Cooperative Council (GCC)	United Nations Human Rights Council
A group of independent plants or animals growing or living together in a specified habitat	Madagascar's indigenous bird population	Flora (plants) of the Middle East	The Jubail Marine Wildlife Sanctuary, Saudi Arabia

TYPES OF GOALS

Some examples of goals are:

1. To raise awareness
2. To participate actively
3. To research
4. To inform others
5. To create/innovate
6. To change behavior
7. To advocate

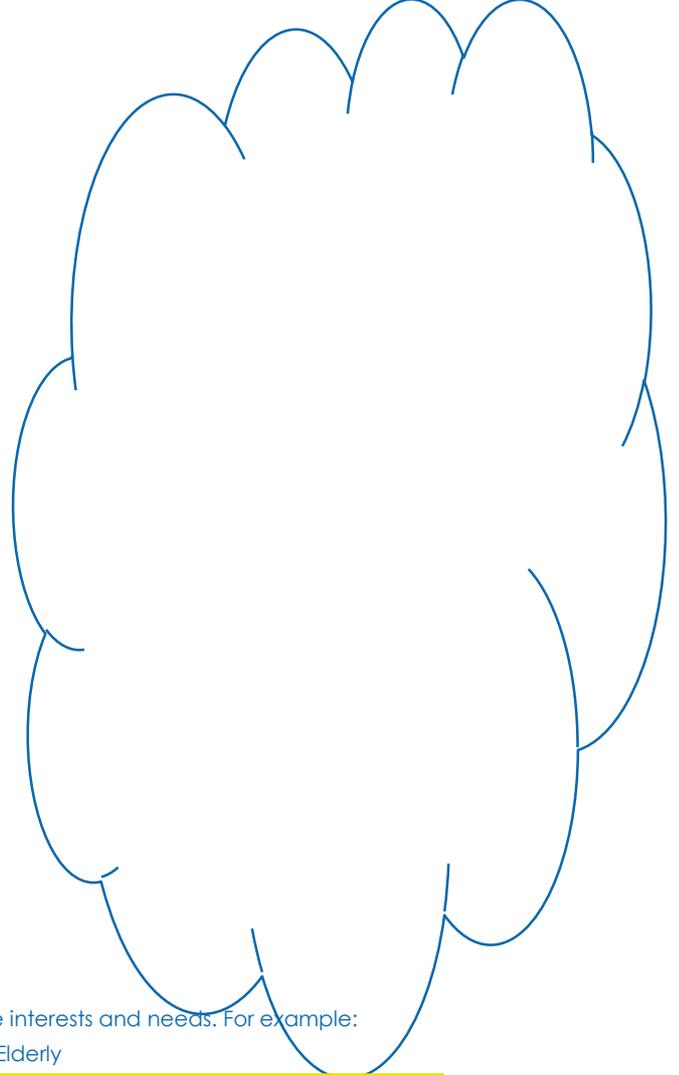
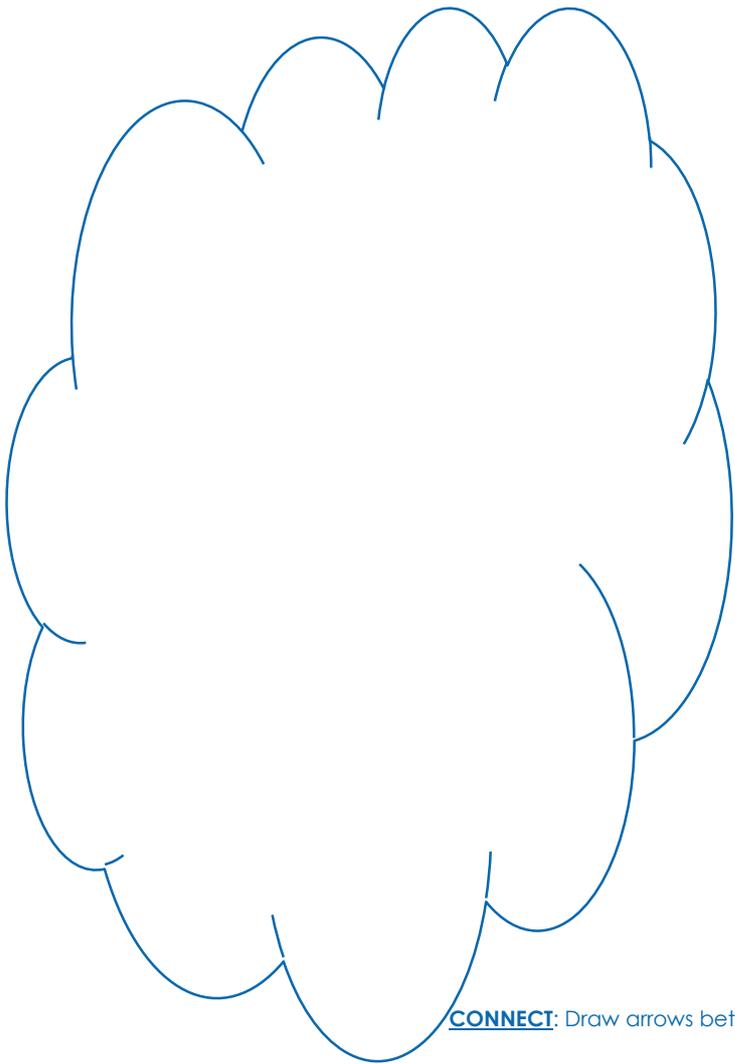


PUTTING YOUR IDEAS ON PAPER

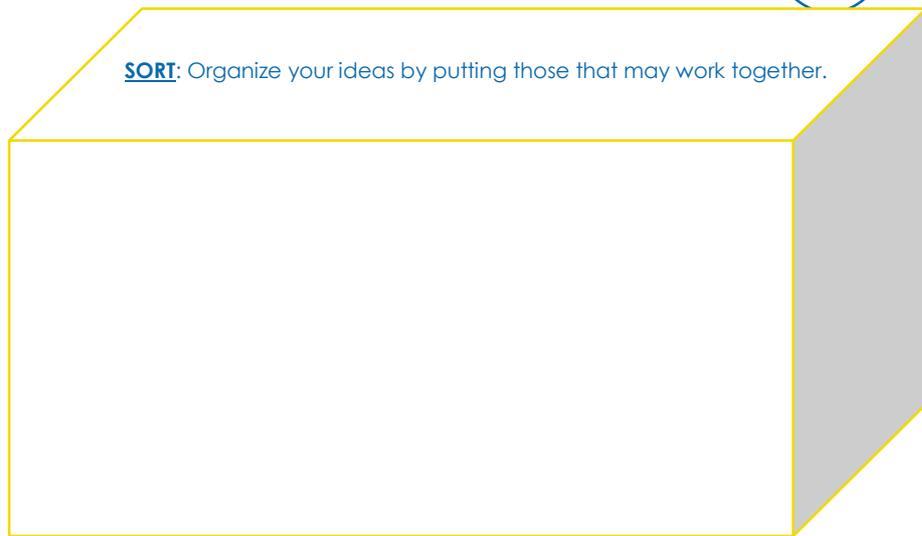
GENERATE – CONNECT – SORT – ELABORATE

GENERATE: Jot down your interest here. Let the ideas flow.

GENERATE: Jot down your ideas of community needs here.



CONNECT: Draw arrows between the interests and needs. For example:
Art → Elderly



SORT: Organize your ideas by putting those that may work together.

INTEREST/NEED IDEA

ELABORATE: Elaborate on one main idea.



Investigating = The Goal

This is the most important stage of your project.

Select a challenging, yet do-able goal in order to succeed in your Community Project.

Aim to create an i-SMART goal!

I	INSPIRED: What inspires you? Where did your idea come from?
S	SPECIFIC: What do you want to achieve?
M	MEASURABLE: How will you know when you have achieved the goal?
A	ATTAINABLE: Will you be able to complete the service?
R	RELEVANT: Is everything in your project relevant to your goal and the Global Context?
T	TIMELY: Can you finish this according to the schedule? Will it keep you busy enough?

GOAL FORMULA:

I will _____
(your service)

for _____
(which community and need)

in order to _____
(how will you create a difference)

THE GOAL

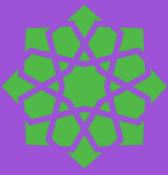
Challenging Goals	Highly Challenging Goals
I will research photography techniques to create a photo journal outlining my progress for my own personal use.	I will research photography techniques to create a photo essay about relationships between young and old for members of my community.
I will research reusable products to create a durable, reusable bag out of recycled materials for adults.	I will research reusable products to create a line of durable, reusable bags out of recycled materials to sell at a local craft market to adults.
I will research homelessness in my community in order to write an article about the homeless in my community to publish in my town newspaper.	I will research homelessness in my community in order to write and publish a piece of fiction based on my research for a teen audience.



GLOBAL CONTEXT

Global Contexts allows you to frame learning around concepts and connections to your life and experience.

<p>Identities and Relationships</p> <p>Who am I? Who are we?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identity <input type="checkbox"/> Beliefs and values <input type="checkbox"/> Personal health <input type="checkbox"/> Physical health <input type="checkbox"/> Mental health <input type="checkbox"/> Social health <input type="checkbox"/> Spiritual health <input type="checkbox"/> Human relationships, including families, friends, and role models <input type="checkbox"/> Communities and cultures 	<ul style="list-style-type: none"> • Tutoring classes providing additional or special instruction to primary school students
<p>Fairness and Development</p> <p>What are the consequences of our common humanity?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rights and responsibilities <input type="checkbox"/> The relationships between communities <input type="checkbox"/> Sharing finite resources with other people and with other living things <input type="checkbox"/> Access to equal opportunities <input type="checkbox"/> Peace and conflict resolution 	<ul style="list-style-type: none"> • Campaign for fair-trade awareness • Supporting a local organization that works on literacy
<p>Globalization and Sustainability</p> <p>How is everything connected?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The interconnectedness of human-made systems and communities <input type="checkbox"/> The relationship between local and global processes <input type="checkbox"/> How local experiences mediate the global <input type="checkbox"/> The opportunities and tensions provided by world-interconnectedness <input type="checkbox"/> The impact of decision-making on humankind and the environment 	<ul style="list-style-type: none"> • Creating a school or community garden • Campaign to raise awareness and reduce plastic straw use
<p>Orientation in Space and Time</p> <p>What is the meaning of "where" and "when"?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Personal histories <input type="checkbox"/> Homes and journeys <input type="checkbox"/> Turning points in humankind <input type="checkbox"/> Explorations and migrations of humankind <input type="checkbox"/> Discoveries 	<ul style="list-style-type: none"> • Inspired by lack of facilities in the community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions
<p>Personal and Cultural Expression</p> <p>What is the nature and purpose of creative expression?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values <input type="checkbox"/> The ways in which we reflect on, extend, and enjoy our creativity <input type="checkbox"/> Our appreciation of the aesthetic (beauty) 	<ul style="list-style-type: none"> • Performing a theater play to raise awareness about bullying • Promoting intercultural understanding through an art contest
<p>Scientific and Technical Innovation</p> <p>How do we understand the world in which we live?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The natural world and its laws <input type="checkbox"/> The interaction between people and the natural world <input type="checkbox"/> How humans use their understanding of scientific principles <input type="checkbox"/> The impact of scientific and technological advances on communities and environments <input type="checkbox"/> The impact of environments on human activity <input type="checkbox"/> How humans adapt environments to their needs 	<ul style="list-style-type: none"> • Campaign to reduce paper use and to promote recycling • Campaign to reduce water, electricity, or fuel waste



WHAT IS THE RELEVANCE?

It is important to identify one of these Global Contexts in order to establish the relevance to your inquiry → *why it matters*.

Ask yourself these questions to help you:

- How does this Global Context give my Community Project a greater sense of purpose?
- How does this Global Context help others understand just how important my Community Project is?
- How does this Global Context cause others to care about the community I am serving?

CONNECTING IT ALL TOGETHER

THE NEED	THE GOAL	THE COMMUNITY	GLOBAL CONTEXT	EXAMPLES
Importance of self-expression	To raise awareness	Orphans in an orphanage	Personal and Cultural Expression	Teach art classes for self-expression
Modernization of waste management	To advocate	The school community	Globalization and Sustainability	Campaign to reduce paper use and to promote recycling and/or to reduce water or electricity
Access to clean drinking water	To research	Africa	Orientation in Space and Time	Create a fundraiser to help raise money to build community wells
Access to education	To inform others	Economically disadvantaged	Fairness and Development	Sponsor a child to go to school
Social acceptance	To change behavior	The school community of teachers and students	Identities and Relationships	Perform a theater play to raise awareness about bullying
Medical advances	To create/innovate	Cancer patients	Scientific and Technical Innovation	Create an online support group for patients and families
Fundraise for Dar Alkitab	To participate actively	Arabic speaking educators around world	Identities and Relationships	Volunteer at Records Day



PROJECT IDEAS (Draft)

This form is to gain initial approval for your project before filling out the Proposal for Action. In the event your first choice is considered inappropriate, controversial, or poses danger/challenges to you, the next two choices will be looked into. Involve your parents in the discussion. **Use the Goal Formula.**

<p>Goal 1</p>	<p>Goal 2</p>	<p>Goal 3</p>
<p>Advantages</p>	<p>Advantages</p>	<p>Advantages</p>
<p>Disadvantages</p>	<p>Disadvantages</p>	<p>Disadvantages</p>



GLOBAL CONTEXT





HOW TO SUCCESSFULLY COMPLETE THE PROJECT

In order to complete your project successfully, you **MUST** research. A minimum of two sources is required. Criterion A will provide guidance on your research.

WHAT RESOURCES ARE AVAILABLE TO YOU

- Books
- Websites
- Newspaper articles
- Magazine articles
- Maps or atlases
- Survey data
- Images
- Experts in the field
- Television shows
- Video recordings
- Electronic databases
- Site visits (museums, etc.)

ONLINE RESOURCES

- **Google Advanced Search**
- **Google Books**
- **Google Scholar**
- **RefSeek:** With more than 1 billion documents, web pages, books, journals, newspapers, and more, RefSeek offers authoritative resources in just about any subject, without sponsored links and commercial results.
- **Virtual LRC:** The Virtual Learning Resources Center has created a custom Google search, featuring only the best of academic information websites. This search is curated by teachers and library professionals around the world to share great resources for academic projects.
- **Digital Library of the Commons Repository:** Check out the DLC to find international literature including free and open access full-text articles, papers, and dissertations.
- **Internet Public Library:** Find resources by subject through the Internet Public Library's database.
- **Google Correlate:** Google's super cool search tool will allow you to find searches that correlate with real-world data.

Want the best of everything? Use these meta search engines that return results from multiple sites all at once.

- **Dogpile:** Find the best of all the major search engines with Dogpile, an engine that returns results from Google, Yahoo!, and Bing, with categories including web, images, video, and even white pages.
- **MetaCrawler:** MetaCrawler makes it easy to "search the search engines," returning results from Google, Yahoo!, and Bing.



SOURCE EVALUATION

SOURCE EVALUATION

ABCDs	TRUSTWORTHY	EVALUATE FURTHER
URL of Website	.gov, .edu, .org	.com, .k12, yahoo, etc.
A AUTHORSHIP Who created this site?	Author is an expert in the field, organization is government or nonprofit and is respected in the field.	Author does not seem to have relevant qualifications. Organization has commercial interests.
B BIAS What is the purpose of this site?	Information, news, educational material.	Advocacy, personal interest, advertising, entertainment.
C CONTENT How accurate or trustworthy is this page? Is it in your reading level?	Previously published in a newspaper, academic journal, or magazine, and has been subject to peer editing, information is consistent with other websites and is presented in an understandable manner.	Spelling and grammar mistakes, works not cited, information is not consistent with other sites, site is too difficult to understand.
D DATE When was this page created or updated?	Continuously updated and links work.	Site has not been updated in a year, links are broken.

It is important to record your sources during the research process right away. Create the table below in your journal to keep track of your sources as you come across them, in addition to evaluating them from 0 – 4 (4 is the most trustworthy). People you interview are considered sources, as well. Remember, if you skip this step, you will spend lots of time looking for your sources later.

Author(s)	Title	Where Published	Publisher	Year Published	Type
Peter Burian Bob Caputo	National Geographic Photography Field Guide	New York	National Geographic	2003	Print
SOURCE EVALUATION					
URL of Website	Authorship	Bias	Content	Date	
n/a (print)	4	4	4	3	

You may choose to use <http://www.citethisforme.com/> to generate the required APA-style bibliography.

APA Citation Generator

Select style: [APA](#) [MLA](#) [Harvard](#) [Chicago](#) [ASA](#) [IEEE](#) [AMA](#)

[Website](#) [Book](#) [Journal](#) [More](#) ▾

Copy and Paste the Website URL Address

[Enter manually](#)



i. Develop a detailed, appropriate, and thoughtful Proposal for Action to serve the need in the community.

After completing considerable research, it's now time to develop a Proposal for Action. You will continue your research, reflection, and document it in the process journal.

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

Use this Work Plan to divide the work amongst team members, as well as figure out how to deal with conflict and absences in the next table. This must be completed before you start the next stage.

WORK PLAN					
WEEK #	TASKS TO BE COMPLETED?	WHO WILL DO THEM?	RESOURCES NEEDED?	DEADLINE?	DONE?

TEAM AGREEMENTS	
<p>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 work?</p>	
<p>Absences What will you do when a group member is absent during your project? How will you prepare for absences on presentation/exhibition day?</p>	
<p>IB Learner Profile What are the group strengths/challenges?</p>	



iii. Demonstrate excellent self-management skill.

This skill needs to be apparent throughout the entire project. In your process journal reflect on the following:

Organization Skills:

- ✓ Did you meet your deadlines? Did you adhere to your goals? Did you make regular entries to your process journal? Did you effectively use technology?

Affective Skills:

- ✓ Did you practice strategies to overcome distractions and maintain mental focus? Did you demonstrate persistence and perseverance? Were you able to self-motivate and analyze the causes for failure/success? What about positive thinking?

Reflection Skills:

- ✓ Consider your strengths and weaknesses in personal learning strategies.
- ✓ Evaluate your process journal and see how it has developed over time.
- ✓ What new skills, techniques, and strategies have you developed?

Reflecting on ATLs:

Use the ATL Reflection Questions.

SAMPLE SENTENCES	MATCHING ATL
<p>Develop a detailed, appropriate, and thoughtful proposal for action to serve the need in the community</p> <ul style="list-style-type: none"> <input type="checkbox"/> We developed a proposal for action based on our interest in... <input type="checkbox"/> The proposal was challenging to do ... 	<ul style="list-style-type: none"> <input type="checkbox"/> Affective e.g. Develop mental focus and overcome distraction (mindfulness) <input type="checkbox"/> Collaboration e.g. Delegate and share responsibility
<p>Present a detailed and accurate plan and record of the development process of the project</p> <ul style="list-style-type: none"> <input type="checkbox"/> Within my process journal, see Appendix....., I showed..... <input type="checkbox"/> To effectively manage my time, I planned backwards from the exhibition date by... <input type="checkbox"/> When I recorded in my process journal, I realized that... 	<ul style="list-style-type: none"> <input type="checkbox"/> Creative Thinking e.g. Use brainstorming and diagrams to develop new ideas <input type="checkbox"/> Critical Thinking e.g. Identify obstacles and challenges
<p>Demonstrate excellent self-management skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> I became quite frustrated when..... so I decided to <input type="checkbox"/> One of my contacts was very hard to reach which caused some stress. I overcame this by... <input type="checkbox"/> When under pressure I ... 	<ul style="list-style-type: none"> <input type="checkbox"/> Organization e.g. Keep an organized set of notes e.g. Plan out major steps <input type="checkbox"/> Reflection e.g. Identify strengths and weaknesses



PROPOSAL FOR ACTION

(Draft)

TITLE OF PROJECT		
STUDENT NAMES		
MENTOR NAME		
DATE		
GOAL OF PROJECT (use Goal Formula)		
COMMUNITY		
THE NEED		
GLOBAL CONTEXT		
HOW ARE YOU GOING TO ACHIEVE THE GOAL		
TIMELINE		
Wk #	Wk #	Wk #
Wk #	Wk #	Wk #
Wk #	Wk #	Wk #
Wk #	Wk #	Wk #
RESOURCES NEEDED: (books, supplies, technologies, people, etc.)		
PRIOR KNOWLEDGE		



i. Demonstrate excellent service as action as a result of the project.

Here is where you put all your investigating and planning into action by implementing your proposal and serving the community.

ii. Demonstrate excellent thinking skills.

Your process journal should reflect the various thinking skills you used. For this stage, jot down:

- ✓ How is your understanding of your community and its needs changing?
- ✓ Were you able to help them?
- ✓ What challenges have you faced? How have you overcome them?
- ✓ Have you come up with new ideas and perspectives?
- ✓ How have you used your prior knowledge and skills in various situations?

iii. Demonstrate excellent communication and social skills.

It is important to show how you have used your communication and social skills to communicate with others and to show empathy. To demonstrate this in your process journal, answer these questions:

- ✓ In what way have you shown empathy?
- ✓ How did you handle conflict working with others?
- ✓ Have you taken responsibility for your actions?
- ✓ Did you use leadership qualities?
- ✓ Have you given and received feedback?
- ✓ Have you negotiated ideas and perspectives with others?
- ✓ How have you organized and presented information?

Reflecting on ATLs:

Use the ATL Reflection Questions.

SAMPLE SENTENCES	MATCHING ATL
<p>Create an excellent service as action as a result of the project</p> <ul style="list-style-type: none"> <input type="checkbox"/> My service learning is a result of..... <input type="checkbox"/> I was able to provide to my community of.... 	<ul style="list-style-type: none"> <input type="checkbox"/> Affective e.g. Perseverance e.g. Resilience
<p>Demonstrate excellent thinking skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Based on this research for my project, I realized that the need is different than I expected in that <input type="checkbox"/> The most challenging aspect was ... <input type="checkbox"/> By combining the information from these three sources I was able... <input type="checkbox"/> After my interview with I had a new perspective/understanding of because... 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboration e.g. Manage and resolve conflict <input type="checkbox"/> Communication e.g. Participate and contribute e.g. Be an active listener
<p>Demonstrate excellent communication and social skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> My mentor meetings allowed me to practice my social skills since... <input type="checkbox"/> Throughout the project I communicated in a variety of ways, including: ... 	<ul style="list-style-type: none"> <input type="checkbox"/> Creative Thinking e.g. Design, create something new <input type="checkbox"/> Critical Thinking e.g. Test conclusions <input type="checkbox"/> Organization e.g. Meet deadlines



To understand what 'Reflection' is, ask yourself, "How has this project changed me?"
In this part, you will need to:

- i. Present an excellent evaluation of the quality of service action against the proposal

SELF-ASSESSMENT

Here, you will need to use the Assessment Rubric to assess yourself. Evaluate your community service using the table below. Explain in your process journal how and why you graded yourself the way you did. Explain how you could have improved as this will help you become an effective communicator.

Criteria	Max Grade	Your Grade	Evidence
A	8		
B	8		
C	8		
D	8		
Total	32		

- ii. Present excellent reflection on how this project has increased your knowledge and understanding of service learning

This will be your final ATL reflection...make it count! Use examples from your process journal to support how you have developed your ATLs skills. Use the ATL Reflection Questions.

- iii. Present excellent reflection on your development of ATL skills

Write down in your process journal:

- ✓ What type of service learning did you engage in?
- ✓ How has that extended your knowledge and understanding of what service learning is?

SAMPLE SENTENCES	MATCHING ATL
<p>Present an excellent evaluation of the quality of the product/outcome against the proposal</p> <ul style="list-style-type: none"> <input type="checkbox"/> In consultation with my mentor, we thought that my final service met most of my proposal in these ways... <input type="checkbox"/> My mentor and I agreed that the service fell short of the proposal in these ways... 	<ul style="list-style-type: none"> <input type="checkbox"/> Affective e.g. Find the causes of my failures and deal with it in a constructive way e.g. Practice delaying gratification
<p>Present excellent reflection on how completing the project has extended your knowledge and understanding of the topic and global context</p> <ul style="list-style-type: none"> <input type="checkbox"/> My knowledge has been extended as a result of this project in these ways... <input type="checkbox"/> My understanding of my global context has developed in these ways... 	<ul style="list-style-type: none"> <input type="checkbox"/> Communication e.g. Negotiate ideas and knowledge with peers and teachers
<p>Present excellent reflection on your development as an IB learner through the project.</p> <ul style="list-style-type: none"> <input type="checkbox"/> ...developed as an IB learner in these areas... <input type="checkbox"/> ...most challenging experiences included... <input type="checkbox"/> I am proud of... <input type="checkbox"/> If I were to attempt a similar project in the future I 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflection e.g. Demonstrate flexibility e.g. Consider how you've changed as a learner



WRITING THE REFLECTION PAPER

Use this checklist to write your reflection paper. Your reflection paper is essentially the content of your oral presentation.

Introduction (brief):

1. What is a community project?
2. What is your project (briefly, using the goal formula)?
3. Why did you chose this project?

CRITERION A: INVESTIGATING	
STRAND	EVIDENCE
i. Define a goal to address a need within the community, based on personal interest	<p><u>Goal:</u></p> <ol style="list-style-type: none">1. In one sentence, write your goal clearly using the Goal Formula.2. Explain and justify your topic of interest. Why have you chosen to do this for your Community Project?3. What do you want to learn from this project?4. How is it going to be highly challenging for you?5. If you have made changes to your goal during the project, explain why and what those changes were. <p><u>A Need in the Community:</u></p> <ol style="list-style-type: none">1. Which community have you chosen and why?2. What is the need in that community?3. How do you think your service will fill/serve this need? Justify your answer. <p><u>Personal Interest:</u></p> <ol style="list-style-type: none">1. Describe what makes your project personal referring to experiences, interests, and ideas that make it important to you.2. What is the history of your personal interest in this topic?
ii. Identify prior learning and subject-specific knowledge relevant to the project	<p><u>Prior Learning:</u></p> <ol style="list-style-type: none">1. Identify what you already knew about this topic and the sources of this knowledge. <p><u>Subject-Specific Knowledge:</u></p> <ol style="list-style-type: none">2. Discuss some topic-specific knowledge or an MYP subject you have taken before that was helpful to your topic?3. What is some topic-specific knowledge that you knew beforehand? How has it helped you and prepared you for this?
iii. Demonstrate research skills	<ol style="list-style-type: none">1. Outline research skills you had before starting the project.2. How have you developed your research skills throughout the project?3. Use a wide variety of relevant sources and justify this selection of sources using the source evaluation rubric. Minimum number of sources is 2.

CRITERION B: PLANNING	
STRAND	EVIDENCE
i. Develop a proposal for action to serve the need in the community	<ol style="list-style-type: none"> 1. Discuss your action plan. Was it detailed, appropriate, and thoughtful? How so? 2. If you made changes during the project, explain these changes and why you made them.
ii. Plan and record of the development process of the project	<ol style="list-style-type: none"> 1. Present a record of how the project has developed from start to finish. 2. Describe how you used your process journal to assist you in planning, referring to specific examples. 3. Explain how your process journal has developed throughout the project?
iii. Demonstrate self-management skills	<ol style="list-style-type: none"> 1. Outline the self-management skills you had at the start of the project. 2. Reflect on your self-management skills in the planning process. 3. Discuss how these skills have developed throughout the project. 4. How did you organize your time? (Use process journal extracts to show this)

CRITERION C: TAKING ACTION	
STRAND	EVIDENCE
i. Demonstrate service as action as a result of the project	<ol style="list-style-type: none"> 1. Describe your service and say how it relates to your goal. (You will not evaluate your service in this section.)
ii. Demonstrate thinking skills	<ol style="list-style-type: none"> 1. Outline your thinking skills at the start of the project. 2. Outline how your thinking skills have developed throughout your project. 3. Demonstrate how you applied what you learned (from your research) to your project. 4. How did you overcome problems?
iii. Demonstrate communication and social skills	<ol style="list-style-type: none"> 1. Show how you worked with other people to make your project a success. 2. Give examples of interactions, and how they helped you, including your mentor, coordinator, peers, family, etc. 3. Give examples of other times when you had to communicate in order to progress.

CRITERION D: REFLECTING	
STRAND	EVIDENCE
i. Evaluate the quality of the service as action against the action plan	<ol style="list-style-type: none"> 1. Using your proposal for action, evaluate your service. What are the strengths and weaknesses? 2. Did you meet your goal? 3. What could be better? Why and what would the impact be? 4. What factors impacted the quality of your service?
ii. Present how completing the project has extended your knowledge of service learning	<ol style="list-style-type: none"> 1. How has your knowledge and understanding of that topic changed? 2. What do you know now? 3. Has this experience changed your views on your topic of interest?
iii. Reflect on your development of ATL skills	<ol style="list-style-type: none"> 1. Using ATL skills, show how this experience has helped you develop. 2. What are the strength and weaknesses in completing the project?



Examples of

JOURNAL EVIDENCE

CRITERION A: INVESTIGATING	
STRAND	EVIDENCE
Define a challenging goal to address a need within a community, based on personal interest	Include scans from this guide of: Putting your ideas on paper, the Goal Alternatives Form, the goal formula, and any discussions with your mentor about your goal.
Identify prior learning and knowledge relevant to the project	What did you know before starting the project?
Demonstrate research skills	Evidence of source analysis and evaluation of your survey, if applicable

CRITERION B: PLANNING	
STRAND	EVIDENCE
Development of a proposal for action	The Proposal for Action form
Present a plan and record of the development process	Include scans from this guide of the work plan, team agreements. Include your timeline.
Demonstrate self-management skills	Record mentor meeting, interviews, email correspondence

CRITERION C: TAKING ACTION	
STRAND	EVIDENCE
Create a service in response to the project	For example, photographs of project development
Demonstrate thinking skills	Present how you used your research, survey info, sources, interviews to develop your project
Demonstrate communication and social skills	Email correspondence, text messages, any collaboration that occurred to achieve your project

CRITERION D: REFLECTING	
STRAND	EVIDENCE
Present an evaluation of the quality of the service as action against the proposal	Include the self-assessment you did in your journal
Present how completing the project has extended your knowledge of service learning	A journal page demonstrating how your research increased your knowledge
Reflect on your development of ATL skills	Pages from your process journal highlighting the ATL skills



BEFORE THE EXHIBITION: DIRECTORY ENTRY

Every year, DAS will host the Projects exhibition and will create a directory to keep a record of all the Projects completed by the students. Here is the information needed to write a one paragraph entry that is between 150-200 words:

- Your names
- Your mentor name
- The title of your project
- The goal of your project
- Your global context and why you chose it
- How you made a difference
- What were the challenges

FINAL SUBMISSION CHECKLIST

1. One Proposal for Action per group
2. The reflection paper for each student with a cover page that contains:
 - a. Name
 - b. Grade
 - c. Subject (Community Projects)
 - d. School
 - e. Year
 - f. Mentor Name
 - g. Title of Project
3. The Guide and Process Journal of each student
4. Bibliography
5. Directory Entry
6. Completed and signed Academic Honesty Form for each student
7. Show board per group



PLANNING THE EXHIBITION

You will present your community project as a group and each group member should have the opportunity to speak during the presentation. You will have two opportunities to present your work; in-class and during the Projects Exhibition.

The presentation time is 10 minutes.

IN-CLASS PRESENTATION

The presentation at the end of the Community Project is an oral presentation with a show board delivered to your classmates in order to learn about each other's projects.

EXHIBITION

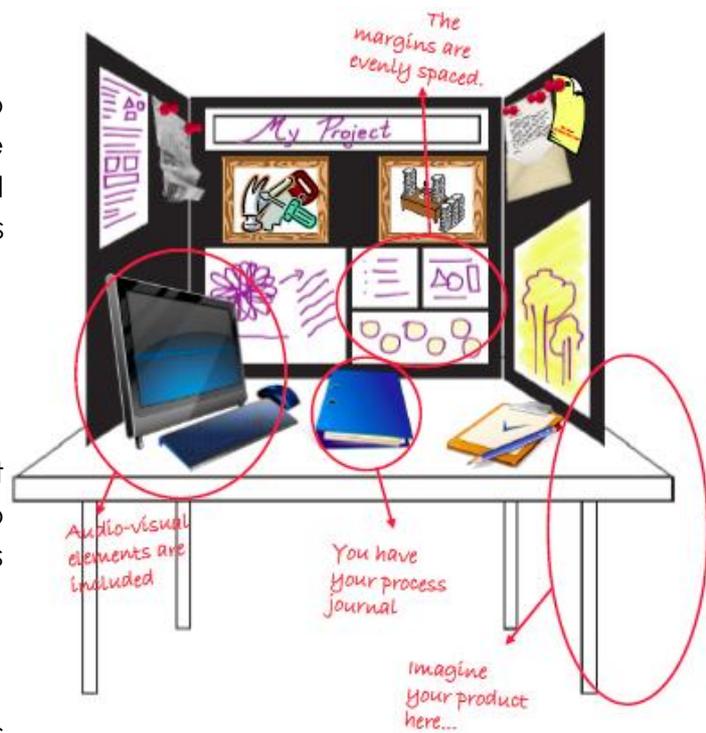
The exhibition will allow you to showcase your talents and share your experience with others. The assessment committee will use this opportunity to assess your project.

GUIDELINES FOR THE COMMUNITY PROJECT EXHIBITION

Below are the guidelines for the content of the show boards which will be displayed in the Projects Exhibition. Note: the show boards must be black cardboard trifold **approximately** 1 m x 1.60 m.

These points should be included on the show board BRIEFLY! Your oral presentation will be more detailed.

1. Name of students (in group)
2. Name of mentor
3. The title of the project
4. The goal of the project
5. The need in the community
6. The global context
7. Why you chose this project
8. Prior knowledge
9. The 4 stages of your project
10. The ATL skills you used
11. Difficulties you have faced
- 12. How you made a difference**
13. Pictures





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Additional material was acquired from:

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مدارس الظهران الأهلية
Dhahran Ahliyya Schools

مجتمع تعلّم غير ربحي
A not-for-profit learning community

IB MYP COMMUNITY PROJECT

PROCESS JOURNAL

Process Journal Template

Date:

ATL Skills Used

- Thinking
- Social
- Communication
- Self-Management
- Research

Describe what you did today:

Describe how you used the ATL skills:

What did you do well and what could you have done better?

List sources of information and evaluation:

To do:

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