



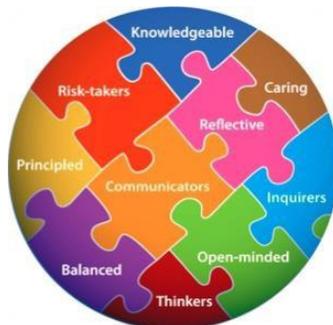
**International Baccalaureate
Middle Years Programme Year 3
Community Service Project Student Packet
2020 – 2021**

Project Team (Three students maximum per project)

Student Name: _____

Student Name: _____

Student Name: _____



Welcome to the 2020-2021 IB Community Service Project! This is your student packet which will contain all classwork assignments while completing the project with your team. Please reference the IB tab of the MYP website for the full electronic version of the MYP Community Service Project Guide 20-21.

*****Note:** This is a mandatory IB service project. Only students who have completed this project will be able to participate in school sponsored activities which may include sports, end of year trips and celebrations scheduled after March 12th.***

MYP Community Service Project: Objectives

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

Objective A: Investigating

- 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

- 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

- I. Demonstrate service as action as a result of the project
- II. Demonstrate thinking skills
- III. Demonstrate communication and social skills

Objective D: Reflecting

- I. Evaluate the quality of the service as action against the proposal
- II. Reflect on how completing the project has extended their knowledge and understanding of service learning
- III. Reflect on their development of IB Approaches to Learning skills

MYP Community Service Project: Approaches to Learning

ATL SKILL CATEGORY	ATL SKILL CLUSTER	STUDENT EXPECTATIONS
COMMUNICATION	Communication	Literacy, being informed, informing others
SOCIAL	Collaboration	Working in groups, accepting others, personal challenges
SELF-MANAGEMENT	Organization Affective Reflection	Time management, self-management, self-awareness, self-evaluation
RESEARCH	Information literacy Media literacy	Accessing information, selecting and organizing, referencing
THINKING	Critical thinking Creative thinking Transfer	Generating ideas, planning, inquiring, applying knowledge and concepts, identifying problems, creating novel solutions, making connections, inquiring in different contexts

MYP Community Service Project: Important Information

Approvals

If you desire to involve the school with your Community Project activities, you must consult with Mrs. Doucette before you can get approval from Mrs. Franco.

Examples of things needing approval are: speaking on the morning announcements, hanging flyers, passing out literature, raising money, collecting materials or donations, inviting guest speakers, using the building, etc.

Fundraising

When asking the public for donations, information should be provided to let donors know exactly where, when and how their donations will be distributed. If fundraising through a certified non-profit organization (501C3), donors should be informed that they can deduct donations from their taxes. Non-profit organizations should be researched for credibility to determine how they use their donations.

Phases

Your Community Service Project will involve completing four journal entries, one in each phase, as well as your final presentation, and reflection. Each phase involves: identifying needs within your community, establishing goals, connecting your goals to an IB global context, researching, planning, taking action, reflecting, and presenting.

MYP Community Service Project: Examples

A NEED	THE GOAL	A COMMUNITY	GLOBAL CONTEXT	EXAMPLES
Freedom of expression	To raise awareness	The elderly in a nursing home	Personal and Cultural Expression	Teach art classes at a nursing home
Trained working dogs	To participate actively	Special needs community	Identities and Relationships	Volunteer at a seeing eye dog center
Access to clean drinking water	To help provide access	Malawi	Orientation in Space and Time	Create a fundraiser to help raise money to build community wells

MYP Community Service Project: Timeline

<u>Student Activity</u>	<u>Teacher Activity</u>	<u>Date to be Completed</u>
Journal Entry 1	Mentor Feedback 1	Friday, November 20 th
Journal Entries 2-4	Mentor Feedback 2	Friday, December 11 th
Journal Entries 5-7	Mentor Feedback 3	Friday, January 15 th
Journal Entries 8-10	Mentor Feedback 4	Friday, March 12 th
Final Product Process Journal Presentation	Final Assessment	Will be based on the action date of the group

MYP Community Service Project: Journal Entries

Journal Entry 1: Investigating (Due Friday, November 20th)

Journal Entry 1: What causes are you passionate about? List at least two (2) and explain your personal connection to each one.

Make sure to check your mentor's approval/feedback for Journal Entry 1 before proceeding to the next entry.

Journal Entries 2, 3, and 4: Investigating (Due Friday, December 11th)

Journal Entry 2: Define a goal to address a need within a community based on each of the causes mentioned previously. Think about what the need is on a local level (on campus and in our local community), on a state level, on a national level and on a global level.

Journal Entry 3: Identify prior learning and subject-specific knowledge relevant to the project. What previous lessons will help you to work on this project? For example, self-awareness, time management, etc. but explain why they will be useful to you.

Journal Entry 4: Demonstrate research skills. List specific websites and what specific research information was helpful to support the need of your project in the community.

Make sure to check your mentor's approval/feedback for Journal Entries 2, 3 and 4 before proceeding to the next entry.

Journal Entries 5, 6, and 7: Planning (Due Friday, January 15th)

Journal Entry 5: Develop a proposal for action to serve the need in the community. Sell us your idea explaining why your project is important and exactly who or what it will benefit.

Journal Entry 6: Plan and record the development process of the project by writing your outline of how you will tackle this project. (*Step by step detailed process.*)

Journal Entry 7: Demonstrate self-management skills. How will each person work independently and collaboratively to accomplish the goal? *List each group member and his or her specific role.*

Make sure to check your mentor's approval/feedback for Journal Entries 5, 6 and 7 before proceeding to the next entry.

Journal Entries 8, 9, and 10: Taking Action (Due Friday, March 12th)

Journal Entry 8: Demonstrate service as action. Document how you executed the idea of your project into action. (*Step-by-step detailed process.*)

Journal Entry 9: Demonstrate thinking skills. Did you have to make any changes or adjustments while carrying out your project plan?

Journal Entry 10: Demonstrate communication and social skills. A) Who were the key people you communicated with while putting your plan into action? B) What social skills were required to make your project successful?

Make sure to check your mentor's approval/feedback for Journal Entries 8, 9 and 10 before proceeding to the next entry.

Reflection

For the community project, students should carefully select evidence from their process journals to demonstrate development in all criteria. These extracts are submitted as appendices of the report or presentation at the conclusion of the project. The student should take responsibility for making the appropriate extracts available to the mentor.

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

The student should select extracts that demonstrate how he or she has addressed each of the objectives, or annotate extracts to highlight this information.

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, galleries, pictures, photographs, sketches, up to 30 seconds of visual or audio material, screenshots of a blog or website, self and peer assessment feedback.

Materials directly relevant to the achievement of the project should also be included in the extracts, as appropriate. For example, if the student has produced a questionnaire or survey that has been described and analysed in the report, he or she could include a segment of that completed survey.

An individual extract may include any of the formats that the student used to document the process. Extracts should simply be supporting evidence of the process and will not be individually assessed.

MYP Community Service Project: Grading Sheet

Journal Entry 1 _____/10 Points

Journal Entries 2-4 _____/20 Points

Journal Entries 5-7 _____/20 Points

Journal Entries 8-10 _____/20 Points

Final Presentation _____/30 Points

Final grade _____/100 Points

Journal entries, assignment related to this service project, as well as the final project grade, will be entered as grades through the Career Education class.

Project Presentation

The presentation at the end of the community service project is an oral presentation delivered to an audience. We will also hold a community service project exhibition where students will showcase their hard work to parents, peers, and the larger community.

- For an individual student presentation, the time allocated is 6-10 minutes.
- For a group presentation, the time allocated is 10-14 minutes with each group member speaking during the course of the presentation.

The format of the presentation should be structured following the MYP community service project objectives (A. Investigating, B. Planning, C. Taking action, D. Reflecting)

Students should plan, draft, rehearse, and prepare materials necessary for the presentation. It is good practice for the mentors to review one rehearsal presentation per student or group, as you will have class time to prepare and practice. Mrs. Doucette will share the presentation schedule, what to expect, questions to prepare for, and any other logistics.