



**International Baccalaureate Middle Years Programme  
Year 3 Community Service Project Student Packet  
2019-2020**

**Project Team (Three student's maximum per project)**

**Student Name:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_



**Welcome to the 2019-2020 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 Project Guide 19-20**

**\*\*\*Note: This is a mandatory IB service project. Only students who have completed this project will be able to participate in school sponsored activities scheduled after April 1<sup>st</sup>.**

### **MYP Community 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 Project: Approaches to Learning

<b>ATL SKILL CATEGORY</b>	<b>ATL SKILL CLUSTER</b>	<b>STUDENT EXPECTATIONS</b>
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 Project: Important Information

### **School Use**

If you desire to involve the school with your Community Project activities, you must first get approval from your Mentor Teacher and school IB Coordinator. Examples of things needing approval are: going 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-profits should be researched for credibility to determine how they use their donations.

### **Phases**

Your Community Project will involve completing four journal entry phases which involve: identifying needs within your community, establishing goals, connecting your goals to an IB global context, researching, planning, taking action, reflecting, and presenting.

### MYP Community Project: Examples

<b>A NEED</b>	<b>THE GOAL</b>	<b>A COMMUNITY</b>	<b>GLOBAL CONTEXT</b>	<b>EXAMPLES</b>
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 Project: Timeline

<u>Student Activity</u>	<u>Teacher Activity</u>	<u>Date to be Completed</u>
Journal Entry 1	Mentor Feedback 1	Friday, October 4th
Journal Entries 2-4	Mentor Feedback 2	Friday, October 18 <sup>th</sup>
Journal Entries 5-7	Mentor Feedback 3	Friday, November 15 <sup>th</sup>
Journal Entries 8-10	Mentor Feedback 4	Friday, February 21 <sup>st</sup>
Final Product Process Journal Presentation	Final Assessment	Friday, May 1st



**Journal entries 2, 3, and 4: Investigating (Due Friday, October 18<sup>th</sup>)**

**2. Define a goal to address a need within a community based on personal interests.**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**3. Identify prior learning and subject-specific knowledge relevant to the project. What previous lessons will help you to work on this project?**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**4. Demonstrate research skills. List specific websites and how you were able to research information to support the need for your project in the community.**

---

---

---

---

---

---

---

---

---

---

---

---

**Mentor Feedback for journal entries 2, 3, and 4:**

---

---

---

---

---

---

---

---

---

---

---

**Journal Entries 5, 6, and 7: Planning (Due Friday, November 15<sup>th</sup>)**

**5. Develop a proposal for action to serve the need in the community. Sell us your idea and why your project is important and who it will benefit.**

---

---

---

---

---

---

---

---

---

---

**6. Plan and record the development process of the project. Map out an outline of how you will tackle this project.**

---

---

---

---

---

---

---

---

---

---



**7. Demonstrate self-management skills. How will each person work independently and collaboratively to accomplish the goal?**

---

---

---

---

---

---

---

---

---

---

---

---

**Mentor Feedback for journal entries 5, 6, and 7:**

---

---

---

---

---

---

---

---

---

---

---

**Journal Entries 8, 9, and 10: Taking Action (Due Friday, February 21<sup>st</sup>)**

**8. Demonstrate service as action. Document how you executed the idea of your project into action.**

---

---

---

---

---

---

---

---

---

---

---

---

**9. Demonstrate thinking skills. What thought did you put into your action and did you have to make any changes while carrying out your project plan? Did anything need to be tweaked along the way?**

---

---

---

---

---

---

---

---

---

---

---

---

**10. Demonstrate communication and social skills. Document the key people you communicated with while putting your plan into action and what social skills were required to make your project successful?**

---

---

---

---

---

---

---

---

---

---

---

**Mentor Feedback for journal entries 8, 9, and 10:**

---

---

---

---

---

---

---

---

---

---

---

**Reflection: What did you like about this project? What things went great? What part of the process could have been improved? Do you think your project achieved its goal? What was the impact to the community you served? How did completing this service project change your outlook?**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Mentor Feedback notes for final presentation:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**MYP Community 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**

**Classwork components will be entered in the Career Education gradebook and the final project grade will be entered in the Individuals and Societies gradebook.**