

Middle Years Program

MYP COMMUNITY PROJECT GUIDE

OVER THE RAINBOW INTERNATIONAL SCHOOL



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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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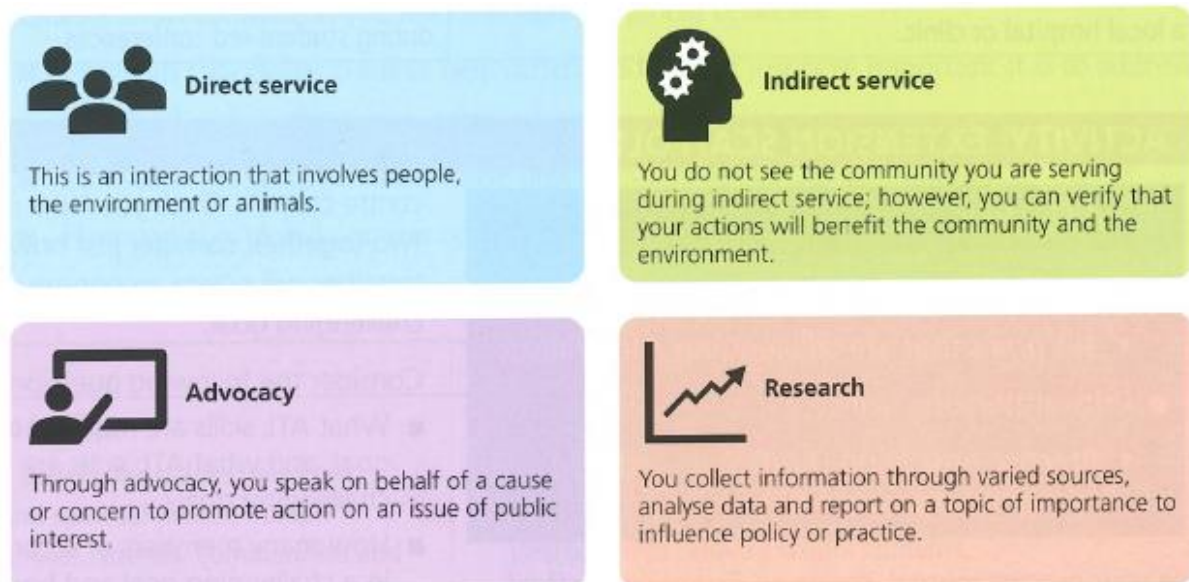
1.What is the Community Project?

The Community project is an integral part of the IB Middle Years Programme. At OTR International School, the community project is completed in Grade 9 of the programme (MYP 4).

The community project revolves around community and service. It inspires students to explore a need in a community and to actively implement service as action to meet those needs.

It can be undertaken individually or as a group (maximum 3 participants).

Types of action that students may engage in:



Text: (MYP Projects subject guide, 2016)

Infographic: (Angela Stancar Johnson and England)

- The Community Project gives students the opportunity to use skills and strengths in a different context to that of the classroom.
- It is a student-driven, stand-alone project within a global context, that is not connected to any subject-specific curriculum or assessment.
- It provides students with an opportunity to enjoy a fulfilling and rewarding experience.

It consists of three parts:

- The process journal
- Participation in service as action
- The final presentation

2. Project objectives

There are 4 project objectives :

- Investigating
- Planning
- Taking action
- Reflecting

A Investigating

Students should be able to:

- define a goal to address a need within a community, based on personal interests
- identify prior learning and subject-specific knowledge relevant to the project
- demonstrate research skills.

B Planning

Students should be able to:

- develop a proposal for action to serve the need in the community
- plan and record the development process of the project
- demonstrate self-management skills.

C Taking action

Students should be able to:

- demonstrate service as action as a result of the project
- demonstrate thinking skills
- demonstrate communication and social skills.

D Reflecting

Students should be able to:

- evaluate the quality of the service as action against the proposal
- reflect on how completing the project has extended their knowledge and understanding of service learning
- reflect on their development of ATL skills.

The visualisation taken from the IBO projects guide shows how the objectives are demonstrated holistically in the process.

Each of these objectives are assessed (maximum score of 8).

3. Visualizing the project objectives

Visualizing the project objectives

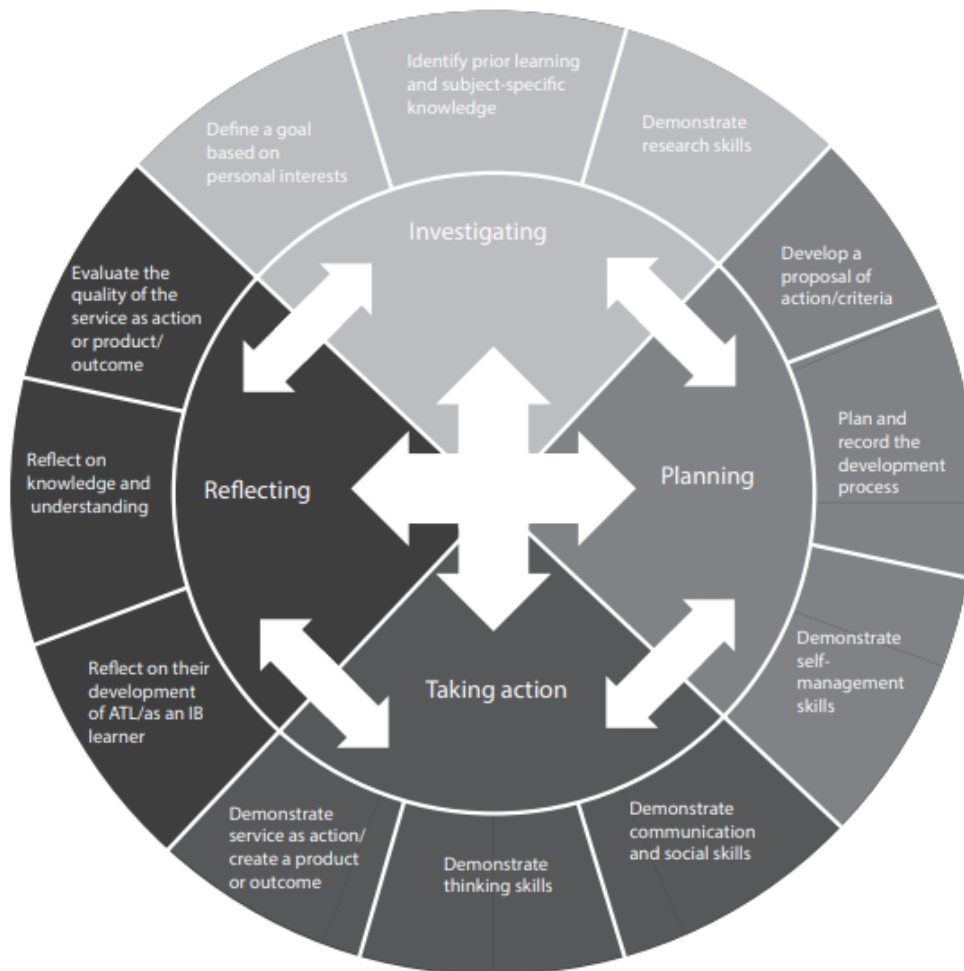


Figure 3

Visualizing the project objectives

The visualization in figure 3 shows that the four objectives for both the community project and the personal project—investigating, planning, taking action and reflecting—form a cyclical and interactive approach to inquiry and should be addressed as such. The four objectives will be demonstrated holistically in the process, the product and the report or presentation of the project.

3.1 Investigating

Students identify a **need** within a community.

What is a community?

“Communities are groups that exist in proximity defined by space, time or relationships. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat”.

(MYP: From principles into practice, May 2014)

Here are some examples of the various types of communities from the IBO Projects guide:

| Community | Examples | | |
|---|---|--|---|
| A group of people living in the same place | Singapore's Indian neighbourhood | Belgian citizens | Korowai people of Papua |
| A group of people sharing particular characteristics, beliefs and/or values | An online forum for people with Down's syndrome | Vegetarians | History club year 3 students |
| A body of nations or states unified by common interests | European Union | United States of America | United Nations Human Rights Council |
| A group of interdependent plants or animals growing or living together in a specified habitat | Madagascar's indigenous bird population | Flora of the Middle East in Western Asia | South Korea's Ecorium project (wetland reserve) |

Placing [the] community project within the framework of a global context connects [the] goal to a specific area of need that is relevant to all global citizens.

(Angela Stancar Johnson and England p.19)

The table below, adapted from Community Project for MYP 3&4 (Angela Stancar Johnson and England p.19) gives examples of community projects within global contexts.

| Global context | Examples of community projects |
|----------------------------------|--|
| Identities and relationships | Tutoring classes providing additional or special instruction to primary school students. |
| Orientation in time and space | Seeking to improve the facilities for young people in the local community by producing an article in the school magazine summarizing the problem and possible solutions. |
| Personal and cultural expression | Performing a theatre play to raise awareness of bullying. |
| Scientific and technical | Campaigning to reduce paper use and to promote recycling. |

| | |
|----------------------------------|--|
| innovation | |
| Globalization and sustainability | Creating a school or community garden. |
| Fairness and development | Campaigning for fair-trade awareness. |

Once a need has been defined in a specific community, within the framework of a global context, students should identify any prior learning and subject-specific knowledge that is relevant to the project. The reason for choosing this project should be explored.

The community project provides students with an opportunity to demonstrate research skills. All research must be recorded in the process journal.

Students should make contact with the community at this stage.

Summary

Establish:

- A community that you can serve.
- A need within that community
- The type of service that you will be engaging in
- What global context you have chosen for your Community Project and why?
- How this goal is based on your personal interests or existing knowledge.

3.2 Planning

The second objective of the community project is planning.

Once a need in a community has been identified, the planning process can begin. Students should consider how they can create a detailed proposal for action to serve the need in the community. The proposal should involve design, problem-solving, decision making and/or investigative activities.

The method of planning is entirely the choice of the student. They will need to plan specific tasks or activities in order to develop their project. Students can use checklists, rubrics, timelines, flow charts or other organisational tools to prepare their proposal.

The decision on whether the project is achievable for a student will be taken after

discussions between the supervisor and the students. Students document this interaction in their process journals at all stages.

Summary

Create a plan of action that includes the the following:

- Community specific factors that could impact the ability to effectively serve the community chosen.
- Success criteria that show clearly defined goals.

The plan of action will be referred to at the end of the project to evaluate the final service as action.

3.3 Taking action

This is the part where the planning turns into action. During the service as action, students will have the opportunity to display certain affective skills, such as mindfulness, perseverance, emotional management, self-motivation and resilience.

Students are required to demonstrate thinking skills. This can be achieved by making visible evidence via the process journal.

Communication skills and social skills will also be assessed. Evidence of the development of these skills should be clearly indicated in the process journal.

Summary

Ensure that all steps of the process have been recorded in the process journal, including the process of thinking and communication and social skills. A clear progression and development of these skills should be apparent in the journal.

3.4 Reflecting

Reflection should take place throughout the process and be recorded in the process journal.

At the end of the process it is important to evaluate how the action taken measured up to the original plan.

Students should also reflect on how completing the project has extended their knowledge and understanding of service learning and how their ATL skills have developed.

All reflections should be recorded in the the process journal and many will be included in the final presentation.

Summary

The following three areas of reflection should be addressed in the process journal and the presentation.

- a) Evaluation of the quality of the service as action against the proposal
- b) Reflection on how the project has extended knowledge and understanding of service learning
- c) Reflection on development of ATL skills

4.The process journal

The process journal is an integral part of the community project. Students are required to record their progress in the journal in such a way that someone could read it and understand all of the steps that the student has taken during the project. Evidence that the student has addressed the four objectives of assessment, (p. 5 and Appendix 1) should be recorded in the process journal.

Students may choose for their process journal to be written, visual, audio or a combination of these. It may include both paper and electronic formats.

Students should record their thoughts, ideas, any problems encountered, the solution to those problems, research, images, interviews etc. in the journal. It is the responsibility of the student to ensure that this information is backed up on a regular basis.

5. Presenting the Community Project

Students must present their project orally and to an audience.

The presentation should last for between 6-10 minutes for an individual presentation and between 10-14 for a group presentation. If presenting as a group, the presentation roles should be shared equally.

The presentation should be structured according to the project objectives (see p.5)

There are many ways in which this can be done, a TED style talk, for example. Students should show Communication and Social ATL skills during the presentation. The supervisor will assist the student with ideas of different presentation formats and suggestions of visual aids.

Students are required to submit a maximum of 10 process journal extracts for an individual project and a maximum of 15 when working in a group. Extracts which illustrate the community project objectives should be prioritised when making the choice of what to include.

When the Community Project is being presented, the following must also be submitted:

- Signed academic honesty form
- Proposal for action
- Process journal extracts
- Supporting visual aids
- Bibliography

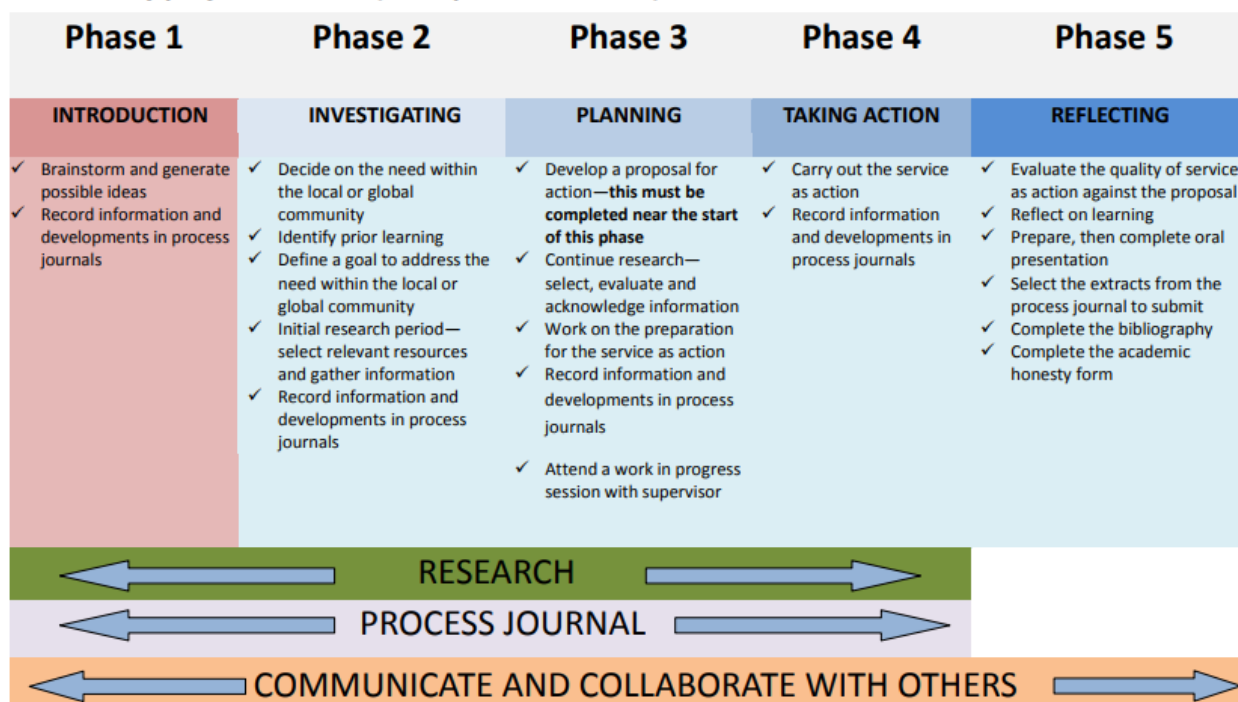
5.1 Academic honesty

As with all work undertaken at OTR International school, academic honesty in the Community Project is of utmost importance. Students must cite and reference as per school guidelines. Students are strongly encouraged to seek guidance from their supervisor if they have any questions about this.

An academic honesty form must be submitted and signed by the supervisor to authenticate each student's work.

5.2 Timeline

Community project timeline (example for students)



At the completion of the community project, a showcase event is organized to provide students with an opportunity to present their projects to peers, teachers and parents.

Projects Teacher Support Material (for use from September 2014/January 2015)

The project will take one academic year to complete.

5.3 The role of the supervisor

The community project allows the student to develop skills in self-management. A large part of the project will be driven entirely by the student. In order to make this a positive experience for the student, they will be allocated a supervisor who will provide support and guidance throughout the process. The project coordinator will oversee all aspects of the project.

The supervisor will ensure that the proposal conforms to safety and ethical standards.

At OTR International school, students have the opportunity to see their supervisor about the project at least once every week.

6. FAQs from students

Can we work as a group?

You can work as a group of maximum 3 students, or individually. You will be assessed on an individual basis.

How long will it take?

The community project will take the whole of the academic year.

Do we have to work on it at home?

Yes. Class time will be given for planning, but work will need to be done at home.

How will I be assessed?

You will be assessed on 4 different criteria, Investigating, Planning, Taking action and Reflecting. See appendix for more information.

7. Appendix

Community project assessment criteria: Years 3 or 4

Criterion A: Investigating

Maximum: 8

In the community project, students should be able to:

- 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.

| Achievement level | Level descriptor |
|-------------------|--|
| 1-2 | Students: i. state a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrate limited research skills. |
| 3-4 | Students: i. outline an adequate goal to address a need within a community, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills. |
| 5-6 | Students: i. define a clear and challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills. |
| 7-8 | Students: i. define a clear and highly challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills. |

Criterion B: Planning

Maximum: 8

In the community project, students should be able to:

- 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.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | Students do not achieve a standard described by any of the descriptors below. |
| 1–2 | Students: <ol style="list-style-type: none">i. develop a limited proposal for action to serve the need in the communityii. present a limited or partial plan and record of the development process of the projectiii. demonstrate limited self-management skills. |
| 3–4 | Students: <ol style="list-style-type: none">i. develop an adequate proposal for action to serve the need in the communityii. present an adequate plan and record of the development process of the projectiii. demonstrate adequate self-management skills. |
| 5–6 | Students: <ol style="list-style-type: none">i. develop a suitable proposal for action to serve the need in the communityii. present a substantial plan and record of the development process of the projectiii. demonstrate substantial self-management skills. |
| 7–8 | Students: <ol style="list-style-type: none">i. develop a detailed, appropriate and thoughtful proposal for action to serve the need in the communityii. present a detailed and accurate plan and record of the development process of the projectiii. demonstrate excellent self-management skills. |

Criterion C: Taking action

Maximum: 8

In the community project, students should be able to:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | Students do not achieve a standard described by any of the descriptors below. |
| 1–2 | Students: <ul style="list-style-type: none">i. demonstrate limited service as action as a result of the projectii. demonstrate limited thinking skillsiii. demonstrate limited communication and social skills. |
| 3–4 | Students: <ul style="list-style-type: none">i. demonstrate adequate service as action as a result of the projectii. demonstrate adequate thinking skillsiii. demonstrate adequate communication and social skills. |
| 5–6 | Students: <ul style="list-style-type: none">i. demonstrate substantial service as action as a result of the projectii. demonstrate substantial thinking skillsiii. demonstrate substantial communication and social skills. |
| 7–8 | Students: <ul style="list-style-type: none">i. demonstrate excellent service as action as a result of the projectii. demonstrate excellent thinking skillsiii. demonstrate excellent communication and social skills. |

Criterion D: Reflecting

Maximum: 8

In the community project, students should be able to:

- 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 ATL skills.

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | Students do not achieve a standard described by any of the descriptors below. |
| 1–2 | Students: <ol style="list-style-type: none">i. present a limited evaluation of the quality of the service as action against the proposalii. present limited reflections on how completing the project has extended their knowledge and understanding of service learningiii. present limited reflections on their development of ATL skills. |
| 3–4 | Students: <ol style="list-style-type: none">i. present an adequate evaluation of the quality of the service as action against the proposalii. present adequate reflections on how completing the project has extended their knowledge and understanding of service learningiii. present adequate reflections on their development of ATL skills. |
| 5–6 | Students: <ol style="list-style-type: none">i. present a substantial evaluation of the quality of the service as action against the proposalii. present substantial reflections on how completing the project has extended their knowledge and understanding of service learningiii. present substantial reflections on their development of ATL skills. |
| 7–8 | Students: <ol style="list-style-type: none">i. present an excellent evaluation of the quality of the service as action against the proposalii. present excellent reflections on how completing the project has extended their knowledge and understanding of service learningiii. present detailed and accurate reflections on their development of ATL skills. |

Works cited

Angela Stancar Johnson, and Laura England. *Community Project for the IB MYP 3-4 : Skills for Success*. London, Hodder Education, 2019

IB publications:

Projects guide: for use from September 2014/January 2015

Projects teacher support material: for use from September 2014/January 2015

MYP: From principles into practice For use from September 2014/January 2015

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- *Further Guidance for Projects (2015)*
- *Middle Year Programme Assessment procedures (2019 – and as updated yearly thereafter)*
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