8th Grade Community Service Project Handbook & Process Journal

Student Name:_____

Mentor:_____

Date:_____
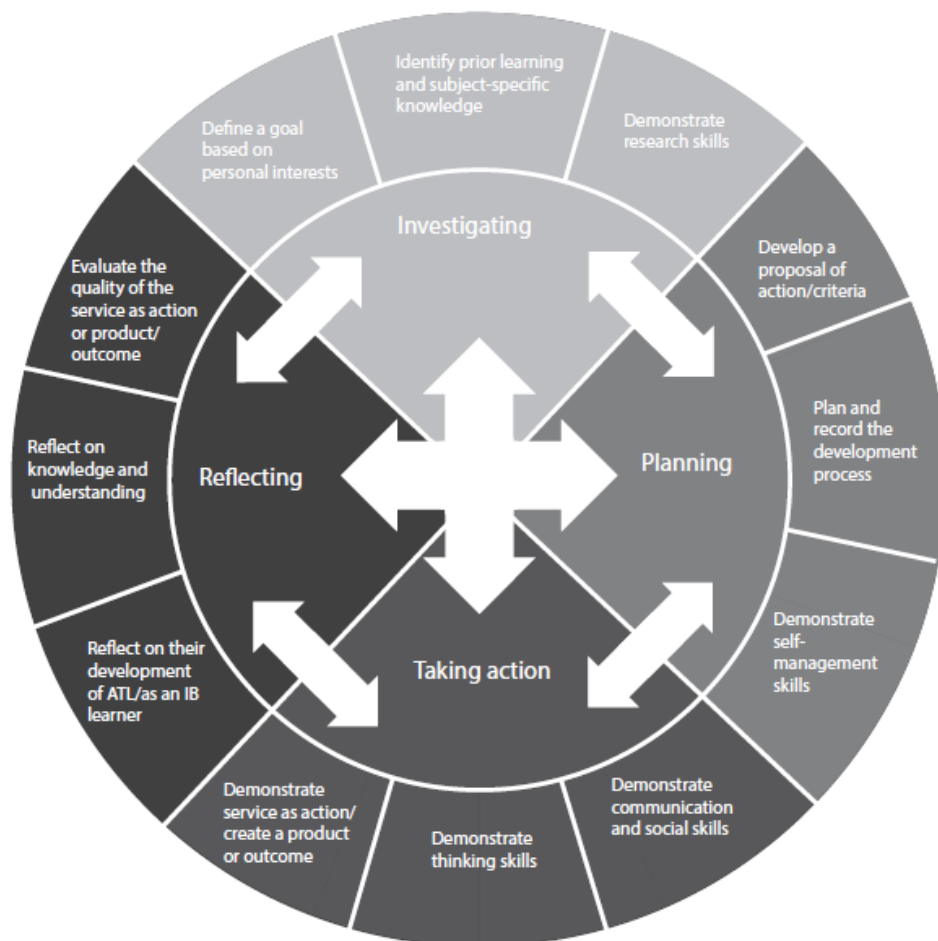
How wonderful it is that nobody need wait a single moment before starting to improve the world.

-- Anne Frank

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- These items are also available digitally. Student may download, complete and copy into their presentation slides.

INTRODUCTION

The COMMUNITY PROJECT focuses on community and service, encouraging students to explore their right and responsibility to take action by serving in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community service project engages in a sustained, in-depth inquiry leading to service as action in the community.

AIMS & OBJECTIVES

A. The aims state what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience. The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of learning
- appreciate the process of learning and take pride in their accomplishments

B. The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. All students will be scored on these objectives throughout the completion of their Community Service Project.

2

GOT SOUL? Empathy Leads to Service

Choose a shoe style that best represents you as a person. Are you a fashionista? Are you always on the run? Do you dream of being a professional athlete? Look at the list below and choose the one shoe style that best fits you!

1. Converse	8. High Heel Ankle Boot	15. Dance
2. Nike	9. Laced Riding Boot	16. Ice Skate
3. Vans	10. Running Shoe	17. Hockey
4. Men's Dress Shoe	11. Baseball/Football Cleat	18. Snow Boarding/Skiing
5. Doc Martin/Military Boot	12. Soccer Cleat	19. Hiking
6. Ankle Bootie	13. Basketball	20. Clown Shoe
7. High Heel Web Ankle Boot	14. Wrestling	

Design YOUR shoe to help others understand a little bit more about YOU!

What brings water to my eyes?

What do I like to talk about?

What labels do I wear?

What causes knots in my stomach?

Where do I get support?

What keeps me on my toes?

What things do I run around doing?

Where do I do my soul searching?
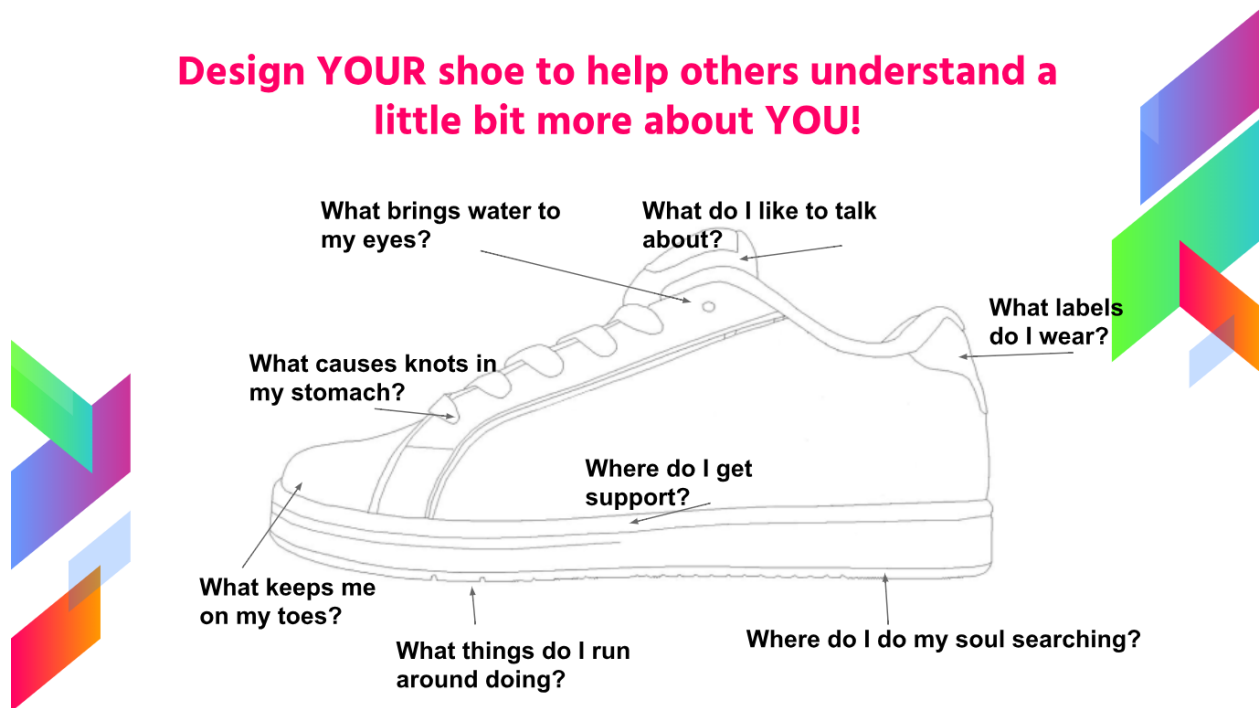
8th Grade Community Service

Presentation Requirement Checklist

Directions: You will need to ensure each of these components are a part of your presentation. During your presentation you must have a visual, the school will be using Google Slides. Each of the requirements listed below must be a part of the presentation. **Presentation Dates:** _____

Requirements	Self	Mentor
Title and Name You must include a title and the name of the students presenting		
Global Issue, Community you focused in on, Need, and Explain why you choose this topic Explain the personal connection you have with this topic or what encouraged you to specifically focus your community service around this topic.		
State a Global Context Explain the IB Global Context that best relates to your service project. You must explain why you chose this Global Context.		
Research Find evidence or statistics that explain and show that the need for your service. You must have a minimum of 3-5 different sources with statistics that explain your problem. MUST CITE SOURCES		
Approaches to Learning What skills did you have that helped you effectively complete your project? What skills did you develop as you completed your project?		
Planning What planning did you do prior to taking action? • Who did you need to contact? • What steps did you take to implement or complete your project • What discussion did you have with your advisor? How did that support you completing your project? • Did you have to make anything? (Flyer, presentation, posters, etc.)		
Taking Action Explain what you did to complete your fifteen hours of service. Include pictures, flyers, evidence, etc. of your service project.		
Reflecting Explain what you learned. If you had to complete your project again what would you have changed or added to your project? Was your outcome aligned to your mission statement? What did you learn about yourself during the project? How has this project changed your perspective?		
Extracts/Evidence Individual: 8 to 10 Group: 12 to 15		
Speech Individual 6-10 Minutes Group 10-14 Minutes		
Images Add images that represent your service project throughout your presentation to engage your audience.		

Community Service ACTIVITY LOG

Student's Name _____ Student ID _____

All students must use the **Activity Log Form** to record their community service activities.

Date	Community Service Activity Summary	Project Supervisor Signature	Hours Completed

Total Hours _____   Date _____

Student's Signature _____

Approaches to Learning (ATL) Skills Framework

IB ATL Skill Categories	Middle Years Program (MYP) Skill Clusters
Communication	I Communication
Social	II Collaboration
Self-Management	III Organization IV Affective V Reflection
Research	VI Information Literacy VII Media Literacy
Thinking	VIII Critical Thinking IX Creativity and Innovation X Transfer

Developing Myself as a Learner

Some of the key questions to ask yourself with respect to ATL skills include:

- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve?
- What new skills can I learn?

You should begin to take responsibility for your own development and over time you should be able to identify your competence in any of the skills using terms like these:

- Novice/beginning – you are aware of the skill and can identify when others are using the skill (observation)
- Learner/developing – you are able to imitate others who use the skill and use the skill with guidance (emulation)
- Practitioner/using – you apply the skill confidently and effectively (demonstration)
- Expert/sharing – you show others how to use the skill and accurately assess effective use of the skill (self-regulation)

ATL Skills: Category, Cluster and Action Skills

Skills are sets of strategies and techniques that people use to achieve a specific purpose. Skills can be practiced and continually improved. The skills in this table represent some of the important approaches to learning that you should develop in the MYP. Individual skills can be relevant for more than one skill cluster.

Category: COMMUNICATION	
Cluster: **I Communication Skills**	**Exchanging thoughts, messages and information effectively through interaction.**
Inquiry focus: *How can I communicate through interaction?*	Give and receive meaningful feedback
	Use intercultural understanding to interpret communication
	Use a variety of speaking techniques to communicate with a variety of audiences
	Use appropriate forms of writing for different purposes and audiences
	Use a variety of media to communicate with a range of audiences
	Interpret and use effectively modes of non-verbal communication
	Negotiate ideas and knowledge with peers and teachers
	Participate in, and contribute to, digital social media networks
	Collaborate with peers and experts using a variety of digital environments and media
	Share ideas with multiple audiences using a variety of digital environments and media
How can I demonstrate communication through language?	**Reading, writing and using language to gather and communicate information.**
	Read critically and for comprehension
	Read a variety of sources for information and for pleasure
	Make inferences and draw conclusions
	Use and interpret a range of discipline-specific terms and symbols
	Write and for different purposes
	Understand and use mathematical notation
	Paraphrase accurately and concisely
	Preview and skim texts to build understanding
	Take effective notes in class
	Make effective summary notes for studying

	Use a variety of organizers for academic writing tasks
	Find information for disciplinary and interdisciplinary inquiries, using a variety of media
	Organize and depict information logically
	Structure information in summaries, essays and reports
	Understand and implement intellectual property
	Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
	Identify primary and secondary sources

Category: SOCIAL

Cluster: II Collaboration Skills	**Working effectively with others.**
How can I collaborate?	*Use social media networks appropriately to build and develop relationships*
	Practice empathy
	Delegate and share responsibility for decision-making
	Help others to succeed
	Take responsibility for one's own actions
	Manage and resolve conflict and work collaboratively in teams
	Build consensus
	Make fair and equitable decisions
	Listen actively to other perspectives and ideas
	Negotiate effectively
	Encourage others to contribute
	Exercise leadership and take on a variety of roles within groups
	Give and receive meaningful feedback
	Advocate for your own rights and needs

Category: SELF MANAGEMENT

Cluster: III Organization Skills	**Managing time and tasks effectively.**
How can I demonstrate organization skills?	Plan short and long term assignments; meet deadlines
	Create plans to prepare for summative assessments (examinations and performances)
	Keep and use a weekly planner for assignments
	Set goals that challenging and realistic
	Plan strategies and take action to achieve personal and academic goals

	Bring necessary equipment and supplies to class
	Keep an organized and logical system of information files/notebooks
	Use appropriate strategies for organizing complex information
	Understand and use sensory learning preferences (learning styles)
	Select and use technology effectively and productively

Cluster: IV Affective Skills	Managing state of mind.	
How can I manage my own state of mind?	Mindfulness	Practice focus and concentration Practice strategies to develop mental quiet Practice strategies to overcome
	Perseverance	Demonstrate persistence and perseverance Practice delaying
	Emotional management	Practice strategies to overcome impulsiveness and anger Practice strategies to prevent and eliminate bullying Practice strategies to reduce anxiety Practice being aware of body-mind connections
	Self-motivation	Practice analyzing and attributing causes for failure Practice managing self-talk Practice positive thinking
	Resilience	Practice 'bouncing back' after adversity, mistakes and failures Practice 'failing well' Practice dealing with disappointment and unmet expectations Practice dealing with change

Cluster: V Reflection	(Re-)considering what has been learned; choosing and using ATL skills.
How can I be reflective?	Develop new skills, techniques and strategies for effective learning
	Identify strengths and weaknesses of personal learning strategies (self-assessment)
	Demonstrate flexibility in the selection and use of learning strategies
	Try new approaches to learning and evaluate their effectiveness
	Consider content (What did I learn about today? What don't I yet understand? What questions do I have now?)
	Consider ATL skills development (What can I already do? How can I share my skills to help peers who need more practice? What will I work on next?)
	Consider personal learning strategies (How efficiently and effectively am I learning? What can I do to become a more efficient and effective learner? How can my understanding of personal strengths and weaknesses help me

	develop my own strategies for learning?)
	Consider ethical, cultural and environmental implications
	Keep a journal to record reflections

Category: RESEARCH

Cluster: VI Information Literacy	Finding, interpreting, judging and creating information.
How can I demonstrate information literacy?	Collect, record and verify data
	Access information to be informed and inform others
	Make connections between various sources of information
	Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
	Use memory techniques to develop long term memory
	Present information in a variety of formats and platforms
	Collect and analyze data to identify solutions and/or make informed decisions
	Process data and report results
	Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
	Understand and use technology systems
	Use critical literacy skills to analyze and interpret media communications
Cluster: VII Media Literacy	Interacting with media to use and create ideas and information.
How can I demonstrate information from media literacy?	Locate, organize, analyse, evaluate, synthesize and ethically use a variety of sources and media [including digital social media and online networks]
	Demonstrate awareness of media interpretations of events and ideas [including digital social media]
	Make informed choices about personal viewing experiences
	Understand the impact of media representations and modes of presentation
	Seek a range of perspectives from multiple and varied sources
	Communicate information and ideas effectively to multiple audiences using a variety of media and formats
	Compare, contrast and draw connections among (multi)media resources

Category: THINKING

Cluster: VIII Critical Thinking	Analyzing and evaluating issues and ideas.

How can I think critically?	Practice observing carefully in order to recognize problems
	Gather and organize relevant information to formulate an argument
	Recognize unstated assumptions and bias
	Interpret data
	Evaluate evidence and arguments
	Recognize and evaluate propositions
	Draw reasonable conclusions and generalizations
	Test generalizations and conclusions
	Revise understanding based on new information and evidence
	Evaluate and manage risk
	Formulate factual, topical, conceptual and debatable questions
	Consider ideas from multiple perspectives
	Develop contrary or opposing arguments
	Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding
	Propose and evaluate a variety of solutions
	Identify obstacles and challenges
	Use models and simulations to explore complex systems and issues
	Identify trends and forecast possibilities
	Troubleshoot systems and applications
Cluster: **IX Creativity and Innovation**	**The Skills of Invention – Developing things and ideas that never existed before.**
How can I be creative?	Use brainstorming and mind mapping to generate new ideas and inquiries
	Consider multiple alternatives, including those that might be unlikely or impossible
	Create novel solutions to complex problems
	Use lateral thinking to make unexpected connections
	Design improvements to existing machines, media and technologies
	Design new machines, media and technologies
	Make guesses and generate testable hypotheses
	Apply existing knowledge to generate new ideas, products or processes
	Create original works and ideas

	Practice flexible thinking – arguing both sides of an argument
	Use visible thinking strategies and techniques
	Propose metaphors and analogies
Cluster: X Transfer	**Utilizing skills and knowledge in multiple contexts.**
How can I transfer skills and knowledge among disciplines and subject groups?	Utilize effective learning strategies in subject groups and disciplines
	Apply skills and knowledge in unfamiliar situations
	Inquire in different contexts to gain a different perspective
	Compare conceptual understanding across multiple subject groups and disciplines
	Make connections between subject groups and disciplines
	Combine knowledge, understanding and skills to create products or solutions
	Transfer current knowledge to learning of new technologies (6d)
	Change the context of an inquiry to gain different perspectives

CRITERION A: INVESTIGATING

Criterion A: Investigating: **Maximum: 8 points possible**

Achievement Level	Level Descriptor
0	Does **not** achieve a standard described by any of the descriptors below.
1-2	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 iii. demonstrate **limited** research skills
3-4	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	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	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 A: INVESTIGATING

During the investigation portion of the Community Service Project students will use their prior knowledge to guide their development and thinking as they further develop a specific project of service. The project will focus on one type of service (direct, indirect, or advocacy) to meet the need within a community.

GOALS

Students need to identify a goal, based on areas of topics that interest them. Students should develop a goal that they can accomplish, but which challenges their knowledge, skills or techniques in an appropriate way. Goals should be achievable based on the time and resources available. Some proposed projects may require overly complex procedures or a process of learning that is too lengthy. Other projects may be too simplistic and present no challenge to the students. Each student will meet with their advisor to determine realistic goals that each student or group can manage effectively.

Below is a list of goals that can be addressed within a community,
- to raise awareness (creating a video on sustainable water solutions)
- to participate actively (tutoring, developing a garden, training rescued dogs)
- to research (collect information, analyze it and prepare a report that will influence others on an issue such as the most effective means to reduce litter in public spaces)
- to inform others (performing a play to teach about one of the profiles)
- to create/innovate (redesign a website)
- to change behaviors
- to advocate

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 or something requisite, desirable or useful.

COMMUNITY

The community may be local, national, virtual or global. There are a wide range of definitions of community. The MYP key concept of community is defined as follows.

> Communities are groups that exist in proximity defined by space, time or relationship. 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.

Community Service Proposal Brainstorm

Hobbies/Activities I'm Passionate About	Global Issues That I'm Interested In

Possible Proposals
(Combine an idea from your Hobbies with a
Global Issue you're interested in)

FIVE GLOBAL THEMES

Health and Nutrition - This theme covers such topics as food poverty, sustainable food production, mental health, health care, exercise, nutrition and obesity.
Project Ideas: _____

Citizenship and Responsibility - This theme covers topics such as global communities, migration, economics, conflict, freedom of speech, responsibility of the press, fake news, the use and abuse of social media.
Project Ideas: _____

Environment and Humanity - This theme covers topics such as climate change, energy, pollution control, recycling, sustainable living and urban planning.
Project Ideas: _____

Social Justice and Equality - This theme covers such topics as human rights, racial equality, gender equality, LGBTQI+, economic opportunities and the distribution of wealth.
Project Ideas: _____

Education and Literacy - This theme covers topics such as technology and its impact on education, life-long learning, access to education and skills for the future.
Project Ideas: _____

SERVICE LEARNING

In the community project, action involves a participation in *service learning* (service as action). As you evolve through the service learning process, you will engage in one or more types of action.

- *Direct service*: Students have interaction that involves people, the environment or animals. Examples include one-on-one tutoring, developing a garden alongside refugees, or teaching dogs behaviors to prepare them for adoption.

- *Indirect service*: Though students do not see the recipients during indirect service, they have verified that their 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*: Students 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*: Students 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 their school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

MYP Global Contexts

Global Context	Definition	Explorations	Digging Deeper
Identities and Relationships	**Who am I?** **Who are we?** Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	• competition and cooperation; teams, affiliation and leadership • identity formation, self-esteem, status, roles and role models • personal efficacy and agency; attitudes, motivations, independence; happiness and the good life • physical, psychological and social development, transitions, health and well-being, lifestyle choices • human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind	• How does it define who they are as a person? How does this issue affect the way people perceive themselves? • How does this issue affect an individual's physical and mental health? • What relationships are torn apart or built because of this issue? • How can social and spiritual help those in times of need? • How could this global issue affect the relationship people develop with others (family, friends, and their community)? • How does this global issue affect the basic needs of human beings?
Orientation of Time and Space	**What is the meaning of 'where' and 'when'?** Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.	• civilizations and social histories, heritage; pilgrimage, migration, displacement and exchange • epochs, eras, turning points and 'big history' • scale, duration, frequency and variability • peoples, boundaries, exchange and interaction • natural and human landscapes and resources • evolution, constraints and adaptation	• How can knowing when an event took place in history be helpful? • How can knowing where an event happened be helpful? Can this global issue happen everywhere? Why or why not? Is that fair? • How has this issue grown over time? • How, if at all, has this global crisis changed over time? Is there any escaping this crisis? • How does the global crisis affect ones immediate community and outer community? • If the global crisis took place in different places around the world, would the reaction and support given to the people affected by the crisis be different? Why?
Personal and Cultural Expression	**What is the nature and purpose of creative expression?** Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	• artistry, craft, creation, beauty • products, systems and institutions • social constructions of reality; philosophies and ways of life; belief systems; ritual and play • critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument • metacognition and abstract thinking • entrepreneurship, practice and competency	• How does the environment where this issue takes place encourage or prevent self-expression? • If you could express an emotion for this issue what would it be and why? • Does this global crisis affect every community equally? • How does this global crisis hinder or develop one's personal values?

Scientific and Technical Innovation	**How do we understand the worlds in which we live?** Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.	• systems, models, methods; products, processes and solutions • adaptation, ingenuity and progress • opportunity, risk, consequences and responsibility • modernization, industrialization and engineering • digital life, virtual environments and the information age • the biological revolution • mathematical puzzles, principles and discoveries	• How does the issue affect global interconnectedness? • To what extent does this issue affect global processes? • How does this impact humankind and the environment? • How does gaining knowledge of this global crisis change the way you perceive or understand the world? • What is mankind's responsibility to help people involved with this global crisis? • What inventions/innovations can be developed to help individuals that are affected by this global issue?
Globalization and Sustainability	**How is everything connected?** Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.	• markets, commodities and commercialization • human impact on the environment • commonality, diversity and interconnection • consumption, conservation, natural resources and public goods • population and demography • urban planning, strategy and infrastructure	• How does this global issue affect the way people or communities are connected? • What systems need to be in place to ensure that people affected by this global crisis are safe? • How does this problem affect the global society? • What is your role in altering change in this topic to ensure global interconnectedness? • How can human made systems support communities in need?
Fairness and Development	**What are the consequences of our common humanity?** Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	• democracy, politics, government and civil society • inequality, difference and inclusion • human capability and development ; social entrepreneurs • rights, law, civic responsibility and the public sphere • justice, peace and conflict management • power and privilege • authority , security and freedom • imagining a hopeful future	• How are "living things" rights taken away or affected by this issue? • How does man or manmade laws prevent the elimination of this global crisis? • Does this global crisis affect every community equally? Explain. • How does this global crisis impact people's individual rights? • How does this global crisis connect or divide communities? • How does this global crisis hinder our global community from developing as one?

Research Organizer

In order to validate your community service project you must prove that your goal is assisting a need in a specific community. Therefore, to prove that there is a concern or issue you are addressing, you must have a minimum of three credible sources and a minimum of fifteen statistics/facts/graphs that directly connect to your chosen topic or issue. In order to ensure that you have appropriate citations please use your planner as a reference and check your citation on easybib.com.

Community: _____ **Need:** _____

Goal:_____

Source 1	
Citation	
Digging Deeper Question	
Statistic/ Information /Idea	

Source 2	
Citation	
Digging Deeper Question	
Statistic/ Information /Idea	

Source 3	
Citation	
Digging Deeper Question	
Statistic/ Information /Idea	

Source 4	
Citation	
Digging Deeper Question	
Statistic/ Information /Idea	

Source 5	
Citation	
Digging Deeper Question	
Statistic/ Information /Idea	

	Community Project Objectives	ATL Skill Clusters (Check ALL that apply.)	What action skill(s) did I apply?
Objective A: Investigation	i. Define a goal to address a need within a community, based on personal interests.	Collaboration Critical Thinking Creative Thinking	
	ii. Identify prior learning and subject-specific knowledge relevant to the project.	Information Literacy Media Literacy Transfer	
	iii. Demonstrate research skills.	Information Literacy Media Literacy Transfer	

Extracts/Evidence/Documentation to add to Community Service Google Slides Presentation:

Initial Reflection:

Final Reflection:

CRITERION B: PLANNING

Criterion B: Planning **Maximum: 8 points possible**

Achievement Level	Level Descriptor
0	**Student does not** achieve a standard described by any of the descriptors below.
1-2	i. develop a **limited** proposal for action to serve the need in the community ii. present a **limited or partial** plan and record of the development process of the project iii. demonstrate **limited** self-management skills
3-4	i. develop an **adequate** proposal for action to serve the need in the community ii. present an **adequate** plan and record of the development process of the project iii. demonstrate **adequate** self-management skills
5-6	i. develop a **suitable** proposal for action to serve the need in the community ii. present a **substantial** plan and record of the development process of the project iii. demonstrate **substantia**l self-management skills
7-8	i.develop a **detailed, appropriate and thoughtful** proposal for action to serve the need in the community ii. present a **detailed and accurate** plan and record of the development process of the project iii. demonstrate **excellent** self-management skills

CRITERION B: PLANNING

Planning involves developing the service experience with clarification of roles, responsibilities, actions to be taken, resources required and timelines, while acquiring skills needed to successfully carry the plan to completion.

When you are clear on what you want to achieve and have conducted some initial research, you will need to propose an action plan. Think about what specific tasks or activities you can do to develop your project. You can use checklists, timelines, flow charts or other strategies to prepare your proposal.

> Think about the following:
> - Is it a one day event? Will it take a few weeks?
> - Where will the event take place?
> - How will you get the word out?
> - What supplies do you need?

PROPOSAL

Your proposal should include designing, problem-solving, decision-making or investigative activities. Proposals should be achievable based on time and resources available. Do not choose a project that will require too much time or overly complex procedures.

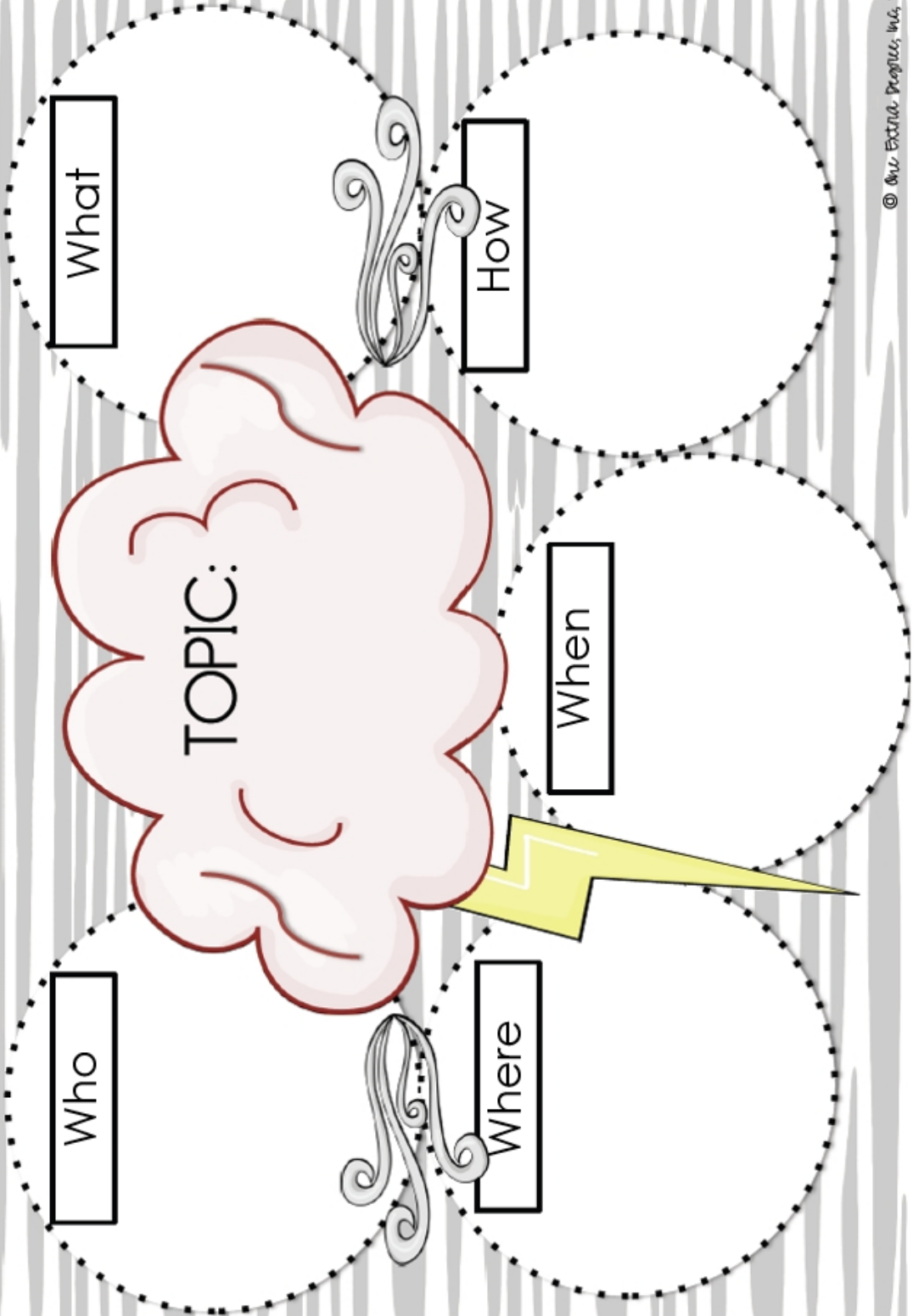# Proposal Video Practice

	Joshua: Feeding Those in Need	Naomi: Improving Air Quality
Community		
Need		
Personal Connection		
Type of Service		
Global Context		
Goal		

Community Service Proposal

Proposal Due _____

Community	Explain the community that will be affected by your work.
Need	Explain a need that will be addressed in the community.
How are you connected to this service?	Why is this community important to you?
Type of Service	There are four types of service (Research- is embedded into every project.) Advocacy- public support for or recommendation of a particular cause or policy Direct service- directly working with the community they are trying to assist Indirect service- raise money, resources, supplies, etc. for a community to help a specific need
	What did you choose and why?
Global Context	How does the Global Context you have chosen connect with your project?
Goal	What do you hope to accomplish?

Brainstorm

What

How

TOPIC:

When

Who

Where

	Community Project Objectives	ATL Skill Clusters (Check ALL that apply.)	What action skill(s) did I apply?
Objective B: Planning	i. Develop a proposal for action to serve the need in the community.	Collaboration Organization Critical Thinking Creative Thinking	
	ii. Plan and record the development process of the project.	Collaboration Organization Reflection	
	iii. Demonstrate self-management skills.	Collaboration Organization Reflection	
	Extracts/Evidence/Documentation to add to Community Service Google Slides Presentation:		
	Initial Reflection:		
	Final Reflection:		

CRITERION C: TAKING ACTION

Criterion C: Taking action **Maximum: 8 points possible**

Achievement Level	Level Descriptor
0	**Does not** achieve a standard described by any of the descriptors below.
1-2	i. demonstrate **limited** service as action as a result of the project ii. demonstrate **limited** thinking skills iii. demonstrate **limited** communication and social skills
3-4	i. demonstrate **adequate** service as action as a result of the project ii. demonstrate **adequate** thinking skills iii. demonstrate **adequate** communication and social skills
5-6	i. demonstrate **substantial** service as action as a result of the project ii. demonstrate **substantial** thinking skills iii. demonstrate **substantial** communication and social skills
7-8	i. demonstrate **excellent** service as action as a result of the project ii. demonstrate **excellent** thinking skills iii. demonstrate **excellent** communication and social skills

CRITERION C: TAKING ACTION

Both action (learning by doing and experiencing) and global engagement are central to IB philosophy and practice. Encouraging principled action is a key feature of the MYP and allows students to develop the attributes of the IB Learner Profiles,

During the taking action portion of the Community Service Project students will put their Project Proposal into action. Students may work individually or in small groups of no more than three students.

This is going to be the most difficult part of the Community Service Project. You will not have an advisor guiding you through every step of the process. This is your opportunity and an IB student to demonstrate your self-initiative in completing your individual or group plan. The role of your advisor is to support you during advisor check point meetings, answer questions, and help develop solutions to problems that you have already attempted to solve.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

	Community Project Objectives	ATL Skill Clusters (Check ALL that apply.)	What action skill(s) did I apply?
Objective C: Taking Action	i. Develop a proposal for action to serve the need in the community.	Organization Critical Thinking Creative Thinking	
	ii. Plan and record the development process of the project.	Communication Collaboration Critical Thinking Creative Thinking Transfer	
	iii. Demonstrate self-management skills.	Communication Collaboration Critical Thinking Creative Thinking Transfer	

Extracts/Evidence/Documentation to add to Community Service Google Slides Presentation:

Initial Reflection:

Final Reflection:

CRITERION D: REFLECTION

Criterion D: Reflecting **Maximum: 8 points possible**

Achievement Level	Level Descriptor
0	**does not** achieve a standard described by any of the descriptors below.
1-2	i. present a **limited** evaluation of the quality of the service as action against the proposal ii. present **limited** reflections on how completing the project has extended their knowledge and understanding of service learning iii. present **limited** reflections on their development of ATL skills
3-4	i. present an **adequate** evaluation of the quality of the service as action against the proposal ii. present **adequate** reflections on how completing the project has extended their knowledge and understanding of service learning iii. present **adequate** reflections on their development of ATL skills
5-6	i. present a **substantial** evaluation of the quality of the service as action against the proposal ii. present **substantial** reflections on how completing the project has extended their knowledge and understanding of service learning iii. present **substantial** reflections on their development of ATL skills
7-8	i. present an **excellent** evaluation of the quality of the service as action against the proposal ii. present **excellent** reflections on how completing the project has extended their knowledge and understanding of service learning iii. present **detailed and accurate** reflections on their development of ATL skills

CRITERION D: REFLECTION

Reflection involves the student describing what happened, expressed feelings, generating ideas and asking questions. Reflection occurs intermittently and in summation to gauge understanding and synthesizes, to assist with revising and rethinking plans, and to internalize the experience.

Congratulations, you made it! This is the final phase of your project. This is where you will present your project to an audience and wrap up everything you have done.

This phase includes:
- Evaluate the quality of service as action against the proposal
- Reflect on learning
- Prepare the project board
- Prepare, then complete the oral presentation in your language arts class
- Select the extracts from the process journal to submit
- Complete the bibliography
- Complete the academic honesty form

Reflection of Proposal (D1)

Directions: Go back to your Community Service Project Proposal. Answer the following questions by reflecting on which specifics you met throughout your service learning project and which specifics you may have fell short on.

Type of Service:

Did you perform the type of service that you listed in your proposal? Yes or No

If YES, give a specific example HOW you performed your targeted service for your project. If NO, explain what kept you from performing your target service and what did you do instead?

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Goal/Need:

Do you feel like you addressed the goal and need you identified in your proposal? Yes or No

If YES, how were they addressed? If NO, what obstacles occurred that may have hindered your success?

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Community:

Did you service the community that you originally identified?   Yes or No

If YES, who benefited from your service, and how? If NO, what changes did you make, and was there another community that may have benefitted instead?

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Connections:

Did you establish a connection (or deeper connection) to the community that you provided service to?

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Resources:

Were there any additional resources and/or supplies that would have made your service learning project easier?

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Reflection on Service Learning (D2)

Directions: For reflecting proposes, you will write a letter to next year's future community service students explaining your service learning journey. Be sure to answer the following questions to complete the reflection component. After you answer these questions on this chart, please write out a letter addressing a future student and adding any advice you feel he/she would benefit from.

Questions	Responses
1) What did you set out hoping to accomplish? Explain your community, need, and your goal.	
2) What steps do you take to accomplish this goal? Summarize	
3) What would you do differently or add?	
4) What was difficult about completing your community service project?	
5) What did you learn about community service?	
6) How has completing community service extended your knowledge and understanding of the world?	
7) How has completing community service changed you? Think about your personality.	
8) What are your next steps? Will you continue to be an advocate for change? What are some ideas you have?	

Advice:

•_____

•_____

•_____

_____
(Date)

_____
(Salutation)

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_____,
(Closing)

_____
(Signature)

	Community Project Objectives	ATL Skill Clusters (Check ALL that apply.)	What action skill(s) did I apply?
Objective D: Reflection	i. Evaluate the quality of the service as action against the proposal.	Communication Reflection	
	ii. Reflect on how completing the project has extended your knowledge and understanding of service learning.	Communication Reflection	
	iii. Reflect on your development of ATL skills.	Communication Reflection	

Extracts/Evidence/Documentation to add to Community Service Google Slides Presentation:

Initial Reflection:

Final Reflection:

PRESENTATION REQUIREMENTS

You will express what you have learned and what you have accomplished by capturing the experience of the Community Service Project through a presentation. The presentation is an oral and visual presentation that is delivered to an audience which may include Wiltsey staff members, a Wiltsey student, a Wiltsey parent, community member and/or OMSD district employee. The format of your presentation will be digital.

Oral Presentation

At the end of the project, you will present your project in front of an audience. For an individual presentation, the time allocated is 6-10 minutes. For a group presentation, the time allocated is 10-14 minutes (each member contributes)...

Visual Presentation

In addition to the oral presentation, you will create a visual presentation, such as Google slides, to showcase your project. Some students create slides for each of the objectives yet other students create something totally new and engaging. You are not limited by any one format, and this is your chance to be creative.

Process Journal Extracts

Process journal extracts are meant to show the development of all the IB Community Project objectives as you worked through your project. Whatever visual format you choose to present your community service project in, be sure to include a minimum of 8 and a maximum of 10 extracts if you are working individually, and a minimum of 12, but a maximum of 15 if you are working in a group.

An extract may include, but is not limited to:
•Completed documents from process journal •Visual thinking diagrams • Bulleted list •Charts •Notes •Timelines •Annotated illustrations •Annotated research •Artifacts for places visited to gain research •Pictures/photographs •Up to 30 seconds of visual or audio material •Screen shot of a blog or website •Self-assessment or peer- assessment

AT THE TIME OF THE PRESENTATION THE FOLLOWING MUST BE SUBMITTED:
- a completed academic honesty form for each student
- the proposal for action
- process journal extracts (8-10 for individual & 12-15 for group presentation)
- any supporting visual aids used during the presentation

The project and presentation must meet the MYP Community Project objectives.

MYP Community Project

Student Name	
Student ID Number	
School Name	
School Number	
Mentor Name	

Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.

Mentor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.

	Date	Main points discussed	Signature/initials
Meeting 1			Student: Mentor:
Meeting 2			Student: Mentor:

Meeting 3			Student:
		43	Mentor:

Mentor comment

Student declaration

I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).

Mentor declaration

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

Student's signature	Date

Mentor's signature	Date