Piedmont IB Middle MYP Community Project

Piedmont Middle School - an IB world school- is a place where students are challenged to display a sense of social responsibility and global awareness. Piedmont students are challenged to become well-rounded citizens who are aware of their surrounding world and give back to their community. One of the requirements of the International Baccalaureate program is for students to complete Community and Service. The inspiration of Community and Service is the belief that each student can contribute to the community and will ask themselves, "How can I make a difference?" To fulfill the MYP IB requirement, 8th grade students are required to complete a Community Project.

The Community Project is an ongoing community service activity where students focus on one area of interest in which they can make a positive impact. Students should choose an area of society in which they have a particular passion to make a difference. Through this MYP community project, students experience the responsibility of completing a significant piece of work over an extended period of time, as well as the need to reflect on their learning and the outcomes of their work—key skills that prepare students for success in further study, the workplace and the community. **Community service projects can be completed individually or in a group of up to three students.**

Using the design cycle, students will:
- identify a need within the community where they would love to make a difference
- investigate and create an action plan on how they can contribute
- make a connection to the IB global context
- create a process journal that documents and reflects upon their experience
- meet with teacher/mentors to review project
- execute their action plan
- present their service project

What is My Community?
A community is a group of people living, working, or playing together. Some communities are small and others large. Examples of communities are: your neighborhood, your class, your school, your city, your state, your region, your country, OUR WORLD!

Why Should I Care About My Community?
Since you are part of your community, you are actually helping yourself when you work to maintain and preserve your community. Unfortunately, it is true that many people do not care about their community, but you do not have to think that way. It is important that students learn to care about their community in order to improve the quality of life for themselves and others. Sometimes it is easy to be selfish and to think about oneself. We all do it some of the time, but just imagine what the world would be like if we did it all the time! The fact is, we are all members of many communities and as members we have to share in the responsibility of making sure that they are the best possible communities in which to live.

What is service?
Serving the community is an opportunity to participate in activities based upon your personal talents and interests. The main focus of community and service is to instill an awareness of yourself and the role you play in your community and the world.

"Service to others is the rent you pay for your room here on earth." - Muhammad Ali

MYP Community Project

MYP Aims

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

MYP Objectives

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

Objective A: Investigating
  1. Define a goal to address a need within a community, based on personal interests
  2. Identify prior learning and subject-specific knowledge relevant to the project
  3. Demonstrate research skills

Objective B: Planning
  1. Develop a proposal for action to serve the need in the community
  2. Plan and record the development process of the project
  3. Demonstrate self-management skills

Objective C: Taking Action
  1. Demonstrate service as action as a result of the project
  2. Demonstrate thinking skills
  3. Demonstrate communication and social skills

Objective D: Reflecting
  1. Evaluate the quality of the service as action against the proposal
  2. Reflect on how completing the project has extended their knowledge and understanding of service learning
  3. Reflect on their development of IB Approaches to Learning skills

MYP Community Project: Global Context

The global context chosen by the students provides a context for inquiry and research in the project. **Students choose only one global context to define their goal**.

GLOBAL CONTEXT	DESCRIPTION	PROJECT EXAMPLES
IDENTITIES AND RELATIONSHIPS	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.	- Laughter therapy campaign in children's hospital or elder care home - Tutoring classes providing additional or special instruction to primary school students - Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines
ORIENTATION IN SPACE AND TIME	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.	- Joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history - Making a plan for wheelchair accessibility - Seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions
PERSONAL AND CULTURAL 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.	- Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors - Performing a theatre play to raise awareness on bullying - Promoting intercultural understanding through a graffiti contest
SCIENTIFIC AND TECHNICAL INNOVATION	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.	- Helping a local community make an efficient, low-cost use of energy-powered devices - Developing a program to promote the use of wind energy for domestic devices - Campaigning to reduce paper use and to promote recycling - Campaigning to reduce water, electricity or fuel waste
GLOBALIZATION AND SUSTAINABILITY	Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.	- Campaigning to raise awareness and reduce plastic straw waste use - Passing a plan to local authorities for tree planting in an area in need of re-greening - Creating a school or community garden
FAIRNESS AND DEVELOPMENT	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.	- Campaigning for fair-trade awareness - Contributing to educational opportunities, for example, supporting a local non-governmental organization that works on literacy in our town - Addressing the concerns of immigrants and migrant populations

Your Community Project will involve completing the following steps.

Step 1: Brainstorm to identify a need within your community.
Step 2: Decide on your goal and how you can achieve your goal.
Step 3: Connect your goal to an IB Global Context.
Step 4: Research and plan your service project.
Step 5: Execute your service project.
Step 6: Create a product to present your project.
Step 7: Present your project.

As you complete these steps, you will be recording your information using the design cycle journals listed on the following pages. All of your design cycle journal entries should be completed on ONE electronic document for your mentor to review.

TIPS:
- Recruit others to help – 6th and 7th graders still need hours, so they can make great helpers.
- Go for something GREAT! THINK BIG! BE AMAZING! We want your project to make local or national news. Think of how great this will look on your resume and college applications. This is also a project that can be used to develop your senior exit project.
- www.tolerance.org/youth-united - This website has 3 videos that are great examples of students that created and executed community service projects. Also check out these as resources to help with ideas:
  http://www.everyday-democracy.org/   http://serves.cmslearns.org

Timeline for Community Project

Activity	Date to be Completed
Process Journal Phase One **Journal Entries 1-6** **Teacher: Mentor Feedback #1**	**Friday, September 25th**
Process Journal Phase Two **Journal Entries 7-9** **Teacher: Mentor Feedback #2**	**Friday, October 30th**
Process Journal Phase Three **Journal Entries 10-12** **Teacher: Mentor Feedback #3**	**Friday, March 4th**
Presentation of Final Product **Process Journal**	**Presentation Dates TBD** **(any time after March 4th)**

You are going to be executing a community service project that identifies a specific need for a specific community with a specific goal in mind.
Use the table below to help you begin your thought process.

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
(access to) medical provisions	to inform others	economically disadvantaged	Fairness and Development	assist at a free dental clinic
medical advances	to create/ innovate	cancer patients	Scientific and Technical Innovation	create an online support group for patients with similarities
social acceptance	to change behaviors	the school community of teachers and students	Identities and Relationships	performing a theatre play to raise awareness on bullying
modernization of local methods of waste management	to advocate	the local population	Globalization and Sustainability	campaigning to reduce paper use and to promote recycling and/or to reduce water, electricity or fuel waste

MYP Community Project: Process Journal

Process Journal Phase 1: *Investigating and Planning*

Journal Entry #1: Brainstorm a list of three things you would want to learn more about as it relates to serving a community. Also consider your own personal gifts (creating, music, dance, writing, technology). Think about community service you have done in the past that you have enjoyed. For each one, write a detailed explanation as to why you would want to learn more about it.

Here are some broad sample topics that may help you think about what you are interested in and passionate about: animals, environment, elderly, religion, education, child care, health, poverty, hunger, violence, energy, music, government, voting, abuse, pregnancy, substance abuse, suicide, immigration LGBTQ, transportation, individuals with disabilities, safety, food, …etc.

Journal Entry #2: Identify the one topic that you feel the most passionate about. Why does this topic interest you the most? What type of service can be offered relating to this topic?

Journal Entry #3: Now, it is time to narrow down the type of service you would like to develop. Brainstorm: How could you use that topic to...

Identities and Relationships	Orientation in time and space	Fairness and Development
...help you become aware of your roles and responsibilities as a member of the community?	...help you to connect people from different backgrounds, eras, and personal histories?	...help you create an idea or system that might explore our right and responsibilities as global citizens?
Globalization and Sustainability	**Scientific and Technical Innovation**	**Personal and Cultural Expression**
...help you explore your relationship with the environment, how it affects you, and how you affect it?	...help you become an inventor or to explore the effects of human invention on the world?	...help you better express your ideas or help others to better share their creativity, culture, feelings, and/or beliefs?

Use your topic idea to fill in each box above. This will help you to narrow down which IB Global Context will fit your project the best.

Journal Entry #4

Identify a realistic goal of what you want to create/develop/organize as your project. Briefly explain your idea in detail.

Make a list of steps you would need to take to achieve your goal. These should be detailed steps that someone else could repeat the exact same way as you (like the recipe to make a cake).

In order to do this, I will need to... (be sure to include the materials, people, etc.)
Step 1:
Step 2:
Step 3:
Step 4:
Step 5:
and so on....

Journal Entry #5

In response to Journal 3, what Global Context fits your project the best?
Explain in detail how your project links to this Global Context?
Why is this Global Context the best fit?

Identities and Relationships	Orientation in Time and Space	Fairness and Development
Project that helps you explore identity, beliefs, values, relationships including families, friends, communities and cultures.	Project that helps you explore personal histories, turning points, relationships between individuals and civilizations from personal, local, and global perspective.	Project that helps you explore the relationships between communities; sharing resources with other people and living things; access equal opportunities; peace and conflict resolution
Globalization and Sustainability	**Scientific and Technical Innovation**	**Personal and Cultural Expression**
Project that helps you explore how local experiences mediate the global; the impact of decision-making on humankind and the environment.	Project that helps you explore how humans use their understanding of scientific and technological advances on communities and environments; how humans adapt environments to their needs.	Project that helps you explore the way we discover and express ideas, feelings, culture and values; the ways in which we extend and enjoy our creativity

Journal Entry #6

Blend all the notes you wrote in your previous journal entries into *three paragraphs* using the following sentence starters.

Paragraph 1

The <u>NEED</u> that my community service project addresses is:

The <u>GOAL</u> of my Community Project is to:

I chose this goal because:

The <u>COMMUNITY</u> where I will focus my service project is:

Paragraph 2

The <u>GLOBAL CONTEXT</u> that focuses my project is:

This focuses my project because:

Paragraph 3

I will take the following steps to achieve my goal:

When I finish, I will have created/ developed/ organized:

Phase 1: Mentor Feedback (to be completed by mentor)

The product/ project you wish to create:
- ☐ **Is a realistic goal for an independent project**
- ☐ **Will require special equipment**
- ☐ **Will require extensive support to complete well**

A few suggestions of different ways to create a product linked to your topic may be:

- ☐   _____

- ☐   _____

- ☐   _____

The following sources will help you find information on your topic:
- ☐ **Interviewing a specialist in the area of your topic**
- ☐ **Researching databases with current articles**
- ☐ **Reading a book related to your topic**
- ☐ **Observing someone else executing a similar task**
- ☐ **Analyzing reliable web pages**

Other suggested sources:

- ☐   _____

- ☐   _____

Your project:
- ☐ **Aligns closely with the chosen Global Context**
- ☐ **Links indirectly with the chosen Global Context**
- ☐ **May be better focused with a different Global Context:**
  _____

Another suggestion would be:

- ☐   _____

Comments:

Process Journal Phase 2: *Planning and Research*

Journal Entry #7: Process Reflection
Review the feedback you received on the first six journal entries you submitted. Summarize your feelings about the feedback you received. Did you plan to make any changes to your product? If so, what changes will you make? Why?

Journal Entry #8: Determining Purpose
What are you hoping to learn as a result of your research?
Change that statement into a question that you will answer as a result of your topic. Examples:
 ➢ **Can one person make a difference in their community?**
 ➢ **Will selling t-shirts with positive messages help reduce violence in my community?**
 ➢ **Will singing at the children's hospital provide a more spirited environment for the patients and staff?**
 ➢ **How can I raise awareness for Alzheimer's research?**

Identify at least <u>TWO</u> sources that you will use to find information relating to your service topic. Examples include: a book, website, database, field work, primary source, interview, event, etc. Research someone who has done the same thing you would like to do. Research the history of the problem or solutions to the problem.

Citation of Source: title, author, website, date, publisher Please use http://www.bibme.org/ or http://www.citationmachine.net
Notes:
Why is this source useful?

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Journal Entry #9: Reflecting on the Research

Evaluate the research that you did.

1. Explain the action you will take in the next phase of the project. Identify the materials you will need to obtain, how you will obtain them, and the amount of time you anticipate it will take to create and execute the project.

2. Explain how you will document that action throughout the process to ensure that you have the necessary materials to create a presentation.

3. What type of product will you use to present your service action? Why are you choosing to use that product for your presentation?

4. Reflect on your performance so far. What are you proud of? What do you need to work on more?

Phase 2: Mentor Feedback (to be completed by mentor)

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After you have finished your research, you will meet with your mentor to discuss your progress and evaluate the resources you collected. Use these questions as guides to set goals for executing your service action and creating your presentation product.

> ➢ **Does the student have enough information to achieve his/her goal in creating the product? If not, what additional information could he/she collect?**

□ **Yes**

□ **No – Explanation below:**

How can the student best plan his/her time to complete the project by the deadline? List potential steps and due dates for them.

_____ **Date _____**
Mentor Signature

Process Journal Phase Three: Take Action, Present and Reflect

Now that you have gathered a variety of information on your topic, it is time to follow through with the action of your project.
In this phase, you will:
- **Act on your plan to help your community**
- **Document your action as you do it**
- **Create the product you plan to present**

Journal Entry #10: Description of the Process

Provide a detailed explanation of your service in action. This is what really happened, not necessarily what you planned to do.
Step 1 **What I did**: **My reason for doing this was**
Step 2 **What I did**: **My reason for doing this was**
Step 3 **What I did**: **My reason for doing this was**
Step 4 **What I did**: **My reason for doing this was**
Step 5 **and so on…**

Journal Entry #11 - Planning the presentation

Congratulations! You are almost done! The presentation is the final component to the Community Project.

➢ **What product will you use to present your service action?**
➢ **Sketch a design of how you envision your work to be displayed.**
➢ **How do you plan on presenting your information?**

Journal Entry #12 - Reflection

Now that you've completed the project, answer the following questions.

1. **What was the impact of your project on the community you served?**
2. **How did the project impact you personally?**
3. **What new perspectives did you develop as a result of this project? How do you see the community or serving others differently?**
4. **If you could go back and change anything, what would you change? Explain why.**
5. **How could you expand upon your community project and make an even bigger difference?**
6. **Share an example of how you effectively managed your time and tasks. Be sure to include how you managed your emotions, priorities, motivation and/or resilience during the entire process.**
7. **List the individuals you worked with during the process. Who did you speak with, interview, serve, work with, manage, …
Briefly explain how your communication helped you complete your project. Provide an example of your use of effective communication. Provide an example of where you could have improved your communication and explain how.**

Phase 3: Mentor Feedback (to be completed by mentor)

Meet with your mentor to review your Phase 3 journals and prepare for your project presentation.

Mentor feedback about the service action:

Mentor feedback about presentation product:

Mentor feedback about reflection:

Suggestions to prepare for presentation:

_____ **Date _____**
Mentor Signature