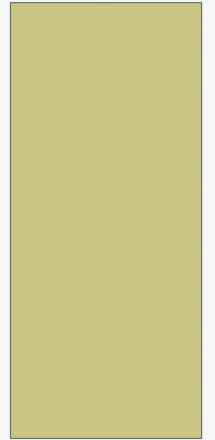


# IB COMMUNITY PROJECT

PARENT INFORMATION PRESENTATION

NORTHWEST JACKSON IB MIDDLE SCHOOL



# KEY TERMS

**IB: International Baccalaureate;** term used to describe the organization that designs the framework of the school programs.

**MYP: Middle Years Program;** the middle program of the IB; 6<sup>th</sup>-10<sup>th</sup> grades; Year 1 is 6<sup>th</sup> grade, Year 2 is 7<sup>th</sup> grade, and Year 3 is 8<sup>th</sup> grade.

**ATL Skills: Approaches to Learning skills;** skills that all students learn, practice, and demonstrate in all aspects of learning; heavily emphasized in the IB.

**Global Contexts:** contexts through which students explore a topic or concept.

**Assessment Criteria:** established, published criteria on which the student's work is assessed.

**Supervisor:** a teacher that provides guidance to the student during the Community Project process; does NOT do any aspect of the project for the student.

# WHAT IS COMMUNITY PROJECT?

- An independent project required for all MYP Year 3 students
- The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community.
- Help students to develop the attributes of the IB Learner Profile.
- Provide students with an essential opportunity to demonstrate ATL skills developed through the MYP.
- Foster the development of independent, lifelong learners.



# WHY COMPLETE A COMMUNITY PROJECT?



- It prepares Year 3 students for the MYP Personal Project in Year 5 (10<sup>th</sup> grade) and the Extended Essay in the IB Diploma Program.
- An opportunity for students to work on an area in the community that interests them and to show the skills they have developed over the years in all subjects and through ATL.
- Students will be working on this project for an extended period, so they need to focus on something that really interests them.

# REQUIREMENTS

- Students are expected to spend around 15 hours on their community project.
- The community project may be completed individually or collaboratively in groups of no more than three students.
- The community project does not form part of the curriculum for any subject group, although subjects may support the completion of the project.
- Each student, or group of students who have decided to work together should have a supervisor.
- Projects are assessed and internally standardized by the supervisors in the school.





# COMMUNITY PROJECT: SERVICE LEARNING

- **Direct service:** students have interaction that involves people, the environment or animals. **(Ex: one-on-one tutoring)**
- **Indirect service:** though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment. **(Ex: writing picture books to teach a language)**
- **Advocacy:** students speak on behalf of a cause or concern to promote action on an issue of public interest. **(Ex: initiating an awareness campaign on hunger in the community, performing a play about bullying)**
- **Research:** students collect information through varied sources, analyze data and report on a topic of importance to influence policy or practice. **(Ex: compiling the most effective means to reduce litter in public spaces)**

# COMMUNITY PROJECT MUST:

- Be focused on **service as action**.
- Have a **clear and achievable goal**
- Meet a **need in a community**
- Be focused on one **global context**
- Include a *Proposal for action*
- Include an *Academic Honesty Form*
- Include a *Process Journal*
- Include a *Reflection*
- Include a final presentation and any supporting visual aids
- Include a bibliography/sources

# STAGE 1: INVESTIGATING

- Students choose a topic
- Students **define a goal with a product/outcome** to address a need within a community (local, national, virtual, global) based on personal interests.
- Examples of goals are: *to raise awareness; to participate actively; to research; to inform others; to create; to advocate*
- Students identify prior learning and subject-specific knowledge relevant to the project
- Students identify the **global context** through which they investigate their topic. Examples are *Identities and Relationships; Orientation in Space and Time; Personal and Cultural Expression; Fairness and Development; Scientific and Technical Innovation; and Globalization and Sustainability*

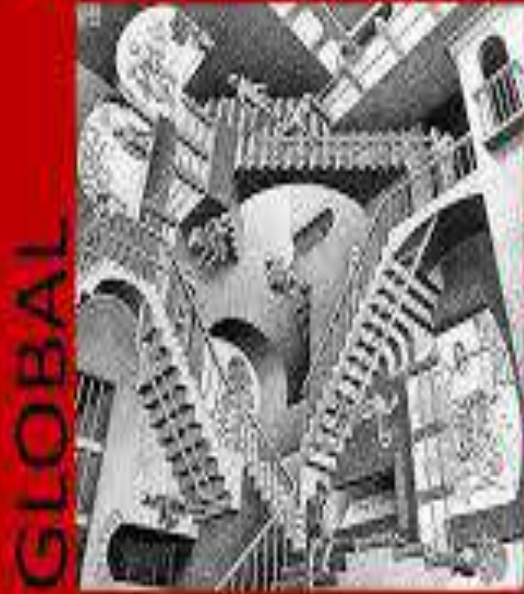


# EXAMPLE

Goal	A need	A community	Global Context
To participate actively	Trained working dogs	Special needs community	Identities and relationships
To research	Access to clean drinking water	Pacific Island countries	Orientation in space and time
To inform others	Access to medicine	Various socio-economic groups	Fairness and development
To create	Medical advances	Support group for cancer patients	Scientific and technical innovation
To advocate	Modernize local methods of waste mgmt.	Local population	Globalization and sustainability

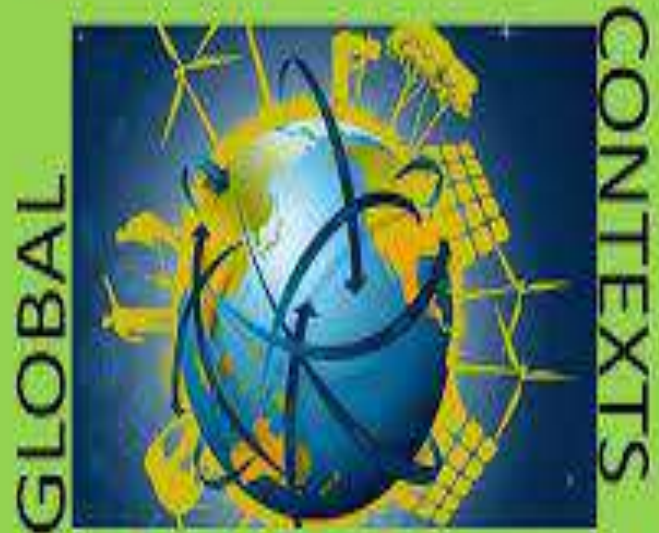
# GLOBAL CONTEXTS

ORIENTATION IN TIME AND SPACE



Where and when?

GLOBALIZATION AND SUSTAINABILITY



How is everything connected?

# GLOBAL CONTEXTS

Personal and Cultural Expression



What is the nature and purpose of creative expression?

Scientific and Technical Innovation



How do we understand the world in which we live?



# GLOBAL CONTEXTS

Identities and Relationships



Who am I? Who are we?

FAIRNESS AND DEVELOPMENT



What are the consequences  
of our common humanity?

# HOW CAN GLOBAL CONTEXT CHANGE A POSSIBLE PRODUCT/OUTCOME

Topic	Global Context	Product/Outcome
Rap as a music genre	Identity and Relationships	Examine the question: "Why does rap speak to me?"
Rap as a music genre	Orientation in space and time	Explore the development of rap as a style of music across continents
Rap as a music genre	Personal and cultural expression	Perform a rap song for peers and have a question-and-answer session



# GLOBAL CONTEXTS AND COMMUNITY PROJECTS

Global Contexts	Examples of Community Projects
Identities and Relationships	Tutoring elementary school students
Orientation in space and time	Making a plan for wheelchair accessibility
Personal and cultural expression	Performing a play to raise awareness on bullying
Scientific and technical innovation	Campaigning to reduce water, electricity or fuel waste
Globalization and sustainability	Creating a school or community garden
Fairness and development	Addressing the concerns of immigrants and migrants

## STAGE 2: PLANNING

Students develop a Project Action Proposal:

- Describe a need in the community
- Plan specific tasks and activities to develop their project—how they will address the need
- Determine a final product/outcome of their project

## STAGE 3: TAKING ACTION

- Students demonstrate service as action as a result of the project.
- Students engage in one or more types of action



# PROCESS JOURNAL

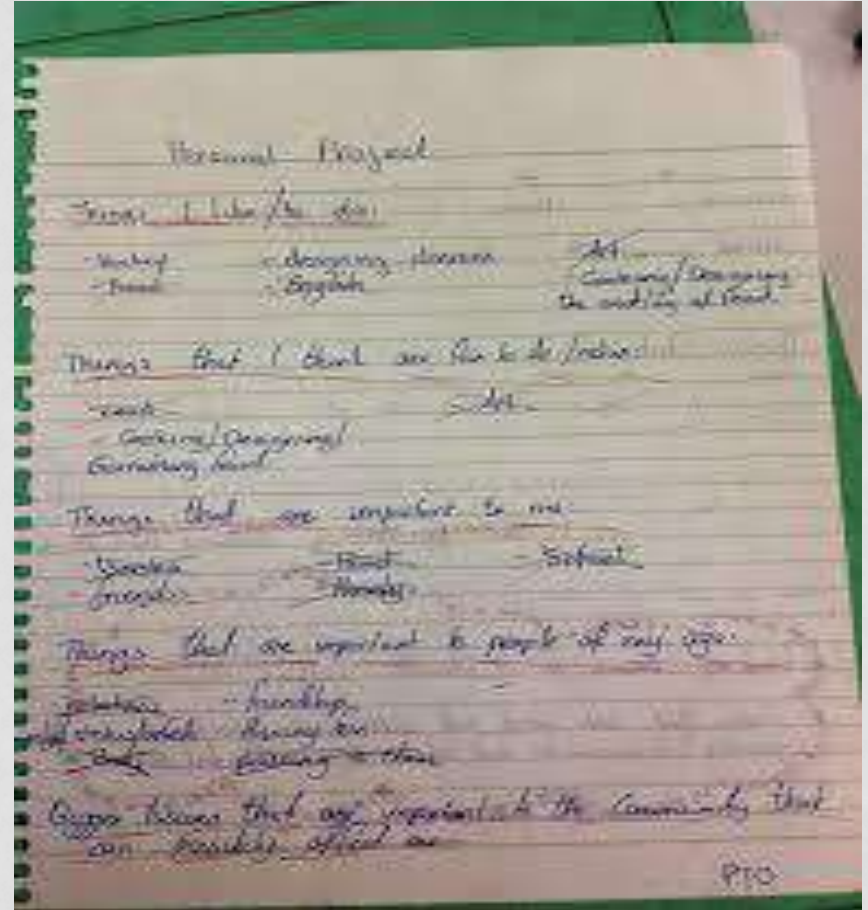
- Students need to keep the process journal in all stages—brainstorming, reflections, research, notes, images, sketches, photos, interviews, etc.
- Each journal entry must show their research, reflections and thinking as they progress with their project.
- Students attach photos, tables, graphs, etc.
- Acknowledge the ATL skills categories that their journal entry addresses
- Explain how the entry addresses the ATL skills
- Students select and submit the process journal extracts at the conclusion of the project.



## STAGE 4: REFLECTING

Students write a reflection 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
- Reflect on their development of the IB Learner Profile attributes





# PRESENTING

- Students present their community projects to an audience of teachers
- For an individual student presentation, the time allocated is 6-10 minutes and for a group presentation the time is 10-14 minutes.
- Students presenting as a group will present as a group, but each group member will speak during the presentation.

At the time of the presentation, students must submit to the Project supervisor:

1. Community project plan
2. Academic honesty form
3. Project action proposal
4. Process journal extracts (6-10 for groups; 10-15 for individuals)
5. Reflection
6. Final presentation and any supporting visual aids
7. Bibliography/sources

# HOW DOES THE SCHOOL SUPPORT THE COMMUNITY PROJECT?

- Provides an information session for parents
- Provide each student with a supervisor
- Organizes a showcase event to provide students with an opportunity to present their projects to teachers, peers and parents.

# STUDENTS WILL RECEIVE INFORMATION AND GUIDANCE THAT INCLUDES:

- Guidelines about the Community Project
- A timetable with deadlines
- The assessment criteria for the project
- Advice on how to keep and use a process journal
- The importance of personal analysis and reflection
- Formative feedback
- Requirements for academic honesty

# HOW CAN PARENTS SUPPORT THE COMMUNITY PROJECT?

- Realize that it is important to the program, school and student
- Ask your child about their project—it is a project that is meaningful to them
- Let them talk it through with you, ask them questions, ask to view their work.
- Ask about their plan, process, progress, etc.
- Remind them of major deadlines.
- Drive them to any meetings or interviews necessary to accomplish their goal.
- Attend the Community Project Showcase
- Ensure that they attend school daily
- DO NOT DO THE PROJECT FOR THEM



# DO STUDENTS GET GRADED FOR THE COMMUNITY PROJECT?

- **YES!** Students are assessed on the Community Project.
- Students submit the Process Journal and Report.
- Assigned grade will be on the IB report card
- Assessment is based on 4 criteria:
  1. Criterion A: Investigating
  2. Criterion B: Planning
  3. Criterion C: Taking action
  4. Criterion D: Reflecting







Thank  
you!!!

