



Student Handbook
MYP 3 Community Project
2018-2019



Welcome!

The MYP Community Project is an important part of the third year of the Middle Years Programme at BIS. This Handbook will help you to start the Community Project, guide you through it, and give you tips on how to complete it on time. The information contained in this Handbook is based on *MYP Project Guide*, 2014.

The Community Project focuses on serving the community in which you live and gives you an opportunity to develop an awareness of the community's needs and address them through service learning.

At BIS, the Community Project should be completed in groups of 2 or 3 students. Each group will have a supervisor, who will be a teacher at the school. Your choice of topic must be discussed with and approved by your supervisor. You should meet your supervisor 3 times over the course of your project and make sure they sign the relevant documents for each compulsory meeting. You will keep these documents in your Process Journal. Remember that it is your responsibility, not your supervisor's, to meet all the deadlines you have been set.



Requirements

- ★ You are expected to spend at least 15 hours on your Community Project.
- ★ It must be completed in groups of 2-3 students.
- ★ The Community Project does not form a part of the curriculum for any subject group, although a specific subject may support the completion of the project.
- ★ The Community Project is assessed by supervisors in the school according to the criteria published in *MYP Projects Guide*.

Your Community Project should :	Your Community Project must not :
<ul style="list-style-type: none">● Deal with a topic or area in which you are interested and to which you are committed.● Reflect your dedication towards helping the community.● Allow you to express a truly personal message.● Challenge your knowledge and skills in an appropriate way.● Be the result of your initiative, creativity and ability to organize and plan.● Be focused on one Global Context.● Have a clear and achievable goal.● Be entirely your work.	<ul style="list-style-type: none">● Be a part of any assessed coursework or classwork.● Form part of the curriculum of any your subject.● Take over your whole personal and social life, nor should it interfere with your studies.

The Process Journal

When working on your Community Project, you should document the process in a Process Journal. In this way, you will demonstrate the development of your project and your academic honesty.

Your Process Journal can be written, visual, audio or a combination of these. There is no specific format for a Process Journal - it is up to you to develop your own format and design. Your Process Journal is personal to you, even though you will be working with others in carrying out your project.

In your Process Journal you should record your initial thoughts about the project, developments and brainstorming, interactions with sources, your research, your exploration of ideas and solutions, your reflections as the project develops and an evaluation of the work you have completed.

Service learning in Community Project

You will need to identify one of the four types of service to focus on in your project. They are:

- ❖ **Direct service:** interaction that involves people, the environment or animals.
Example: one-to-one tutoring, helping at a charity that takes care of abandoned animals
- ❖ **Indirect service:** even if you do not see the recipients during indirect service, you can prove that your actions will benefit the community or environment.
Example: writing original picture books to teach a language, planting flowers and plants to develop a community garden
- ❖ **Advocacy:** speaking or writing on behalf of a cause or concern to promote action on an issue of public interest
Example: leading an awareness campaign on hunger in the community, creating a video on sustainable water solutions.
- ❖ **Research:** collecting information through varied sources, analysing data and reporting on a topic of importance to influence policy or practice
Example: conducting environmental surveys to influence the school, compiling a report about effective ways to reduce traffic.

Your project should be carried out in four steps, each of which will be assessed through your presentation at the end of the project.

The four steps are as follows:

Step 1. Investigating

Defining your goal, the need and your community



- to raise awareness
- to participate actively
- to research
- to inform others
- to create/innovate
- to change behaviours
- to advocate

Key vocabulary:

- **Need** is a condition or situation in which something is required or wanted or a lack of something desirable or useful.
- **Community** is a small or large social group of people who have the same needs, interests or those living in one area, sharing particular beliefs/values, etc. It can be local, national or global.



Identifying prior learning and subject-specific knowledge relevant to the project

What we know	What we need to learn	What we need to do

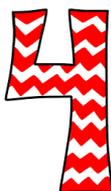


Identifying ONE Global Context for your project (see 'Global contexts in community projects'):

- Personal and cultural expression
- Identities and relationships
- Orientation in space and time
- Fairness and development
- Scientific and technical innovation
- Globalization and sustainability

Consider the following questions as you choose a Global Context:

- What do we want to achieve through our Community Project?
- What do we want others to understand through our project?
- What impact do we want our project to have?
- How can a specific context give greater purpose to our project?



Conducting initial research and meeting your supervisor

- Choose reliable sources and gather information, document them
- Remember to record the information and developments in a Process Journal.
- Meet your supervisor

Global contexts in community projects

The following table may give you some ideas for community projects and how they link to one of the **six** global contexts:

Global Context	Examples of community projects
<p><i>Identities and relationships</i> (psychology, sociology, theology, cultural anthropology)</p> <p><u>Explore</u>: identities; beliefs and values; personal, physical, mental, social and spiritual health; relationships including families, friends, communities and cultures; what it means to be human.</p>	<ul style="list-style-type: none"> ● Conduct an awareness campaign about digital citizenship and cyber-bullying ● Keeping culinary traditions (a video following family recipes with historical relevance) ● Reading support (English or mother tongue) for primary school students ● Record an audiobook to help blind people enjoy reading ● Research the health effects of eating fast food and developing a campaign to promote healthy lifestyles
<p><i>Orientation in space and time</i> (history, cultural anthropology, archaeology)</p> <p><u>Explore</u>: personal histories; historical events/turning points; discoveries; explorations and migrations of humans; interactions of people with civilizations from local, regional and global perspectives</p>	<ul style="list-style-type: none"> ● Investigate facilities for young people in the local community and suggest possible improvements (write an article or letter) ● Make a plan for improving wheelchair accessibility in your local area ● Plan a walking tour of your city to visit important sites and historic places ● Research the impact of an important scientific discovery (research essay, presentation or poster) ● Refugee crisis (awareness campaign, fundraising activities)
<p><i>Personal and cultural expression</i> (art, dance, music, graphic design, interior decoration, architecture, fashion design, tattoo artistry, cosmetology)</p> <p><u>Explore</u>: 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 'beauty'</p>	<ul style="list-style-type: none"> ● Improve the environment in a local orphanage by working with the children to create artwork for the walls ● Perform a play to raise awareness of bullying ● Organise and participate in a concert or dance performance in the community ● Organise a charity fashion show ● Design and decorate an area of the pre-school playground
<p><i>Scientific and technical innovation</i> (engineering, aviation, construction, genetics, environmental conservation, physical anthropology, physics, biology, astronomy)</p> <p><u>Explore</u>: the natural world and its laws; the interaction between people and the natural world; impact of science and technology on communities and environments; impact of environments on humans; human adaptations and</p>	<ul style="list-style-type: none"> ● Campaign in school or the local community to reduce paper waste and promote recycling ● Research a current scientific issue to present to students ● Invent and design a prototype of an object or gadget that could help people in your community ● Organise a 'Carbon Footprint Fair' to educate primary students about how they can reduce their carbon footprint and help the environment

<p>innovation; how humans use their understanding of the natural world</p>	
<p><i>Globalisation and sustainability</i> (politics, environmental conservation, economics, foreign relations)</p> <p><u>Explore</u>: interconnectedness of human-made systems and communities; relationship between local and global economies; opportunities and tension created by globalization; impact of globalization on the environment and communities</p>	<ul style="list-style-type: none"> ● Campaign to raise awareness and reduce the use of plastic bags ● Organise a school event to celebrate cultural diversity in the community ● Create a school or community garden ● Conduct an environmental audit of the school and propose suggestions for improvements ● Investigate the levels of pollution in Bishkek and prepare a report with proposals for change
<p><i>Fairness and development</i> (counselling, law, politics, economics, education, environmental science)</p> <p><u>Explore</u>: rights and responsibilities; sharing finite resources; access to opportunities; privilege; peace and conflict resolution</p>	<ul style="list-style-type: none"> ● Volunteer to help at an orphanage (read to children, organise games and activities) ● Create an awareness campaign about a cause you are passionate about ● Organise a fundraising event to raise money for a local charity or organisation ● Join a local organisation to protect animal welfare ● Organise a collection of books/food/clothes etc. to donate to a local orphanage or charity

Step 2. Planning

Finalise your Proposal for Action (see the next page) and complete the work plan below.

When you have a clear idea of what you want to do for your project, you will need to propose an action plan. What specific tasks or activities can you do to develop your project? Proposals should be achievable based on the time and resources available. Do not create a proposal that takes too much time, costs too much money to implement or is too difficult to follow. On the other hand, you should not choose a project that is too easy and will not challenge you. Please note, fundraising alone is not a sufficient Community Project; you must clearly demonstrate how you used the money raised to provide a service for the community in question.

Continue your research

Now it's to begin your specific research. You need to have 5 or more sources to make your project credible. Remember to look for reliable online sources (Wikipedia does not count as a reliable source). As you work on your research, make sure to keep track of all your sources. Add them to your Process Journal and document the information that you feel will help you plan your project.

Example sources include: newspaper articles, journals, video/audio recordings, images, websites, surveys, published media interviews.

Project Work Plan¹

What needs to be done?	Who will do this part?	By when?	Done (✓)

¹ A separate editable document will be shared.

Proposal for Action²

Team members:

Supervisor:

Student: _____

Student: _____

Student: _____

Project Title: _____

Type of Service: _____

Goal (underline the defined goal)	Need (identify the need in the community)	Community (identify the community)
<ul style="list-style-type: none"> - to raise awareness - to participate actively - to research - to inform others - to create/innovate - to change behaviors - to advocate - other: _____ 		
<p>Goal Statement (explain how the goal will be achieved)</p>		
<p>Global Context (underline the one Global Context your action is linked to)</p>	<ul style="list-style-type: none"> - Identities and relationships - Fairness and development - Orientation in space and time - Scientific and technical innovation - Personal and cultural expression - Globalization and sustainability 	

² A separate editable document will be shared.

<p>Explain how the Global Context connects to your project's goal</p>	
<p>Prior knowledge (list any prior knowledge you have that will help you in completing this project)</p>	

Team Agreements

<p>Managing Conflict How will you manage disagreements that may arise in the group?</p>	
<p>Absences How will you deal with a group member's absence during the project?</p>	
<p>IB Learner Profile What are the group's strengths/challenges?</p>	

Documents required:

1. Proposal for Action (to be submitted by each student)
2. Process Journal (to be submitted by each student)
3. Academic Honesty Form (to be submitted by each student)
4. Bibliography/Sources (to be submitted by the group)
5. Final Presentation (to be submitted by the group)

Step 3. Taking Action

1

Carry out the action

Once you have finished your plan, it is time to put it into action!

2

Record information and developments in your Process Journal

This can include brainstorming, reflections, images, video, audio, notes, sketches, etc.

Remember to record the process and reflect on the impact of your project. You should have **at least 15** Process Journal entries.

Use these questions to help you with your Process Journal entries:

- What did you do? How did you do it?
- What were your results? Did you have to make any changes along the way?
- Did you interact with anyone in your community? Describe your interactions.
- If you had the chance to do your project again, what would you change and why?

Step 4. Reflecting

1

Evaluate the quality of service as action against the Proposal for Action. Reflect on what you have learnt.

The last entry in your Process Journal should be a final reflection of the overall project. Think of what have you learn from the project as a whole.

2

Select extracts from the Process Journal to submit for assessment.

You will need to choose **15** entries from your Process Journal to submit. They will serve as evidence of the process. **They should demonstrate your ability to address each of the 4 assessment criteria - investigating, planning, taking action and reflecting.**

3

Complete the Academic Honesty form

Make sure to have a signature from your supervisor on the Academic Honesty form for each of the three supervisor meetings. Read and sign the form to confirm that your project is original and all sources have been cited.

4

Prepare for the oral presentation

At the end of the Community Project, you will need to give a presentation about what you did to your classmates and parents. This will be assessed by the supervisor and project coordinator using the 4 criteria. Each group should present for 10-14 minutes. Each member of the group must speak during the presentation.

At the time of the presentation, you should submit to your supervisor:

- A completed Academic Honesty form for each student in the group
- The Proposal for Action
- Process Journal extracts

Academic Honesty Form³

Team members:

Supervisor:

Student: _____

Student: _____

Student: _____

Project Title: _____

	Points discussed	Signatures
Meeting 1 Date:		Supervisor: Student:
Meeting 2 Date:		Supervisor: Student:
Meeting 3 Date:		Supervisor: Student:
Supervisor's Comment:		

³ A separate editable document will be shared.

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/or electronic materials).

Supervisor declaration

I confirm that, to the best of my knowledge, the materials submitted are the authentic work of the student.

Student: _____

Date: _____

Supervisor: _____

Date: _____

Community Project Assessment Criteria⁴

Criterion A: Investigating

Maximum: 8 marks

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.

Level	Level descriptor	What I can do to achieve these levels	Tick ✓
0	Students do not achieve a standard described by any of the descriptors below.		
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.		

⁴ A separate editable document will be shared.

7–8	<p>Students:</p> <ul style="list-style-type: none"> 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. 		
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Criterion B: Planning

Maximum: 8 marks

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.

Level	Level descriptor	What I can do to achieve these levels	Tick ✓
0	Students do not achieve a standard described by any of the descriptors below.		
1–2	<p>Students:</p> <ul style="list-style-type: none"> 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	<p>Students:</p> <ul style="list-style-type: none"> 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	<p>Students:</p> <ul style="list-style-type: none"> 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 substantial self-management skills.		
7–8	Students: 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 C: Taking action

Maximum: 8 marks

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.

Level	Level descriptor	What I can do to achieve these levels	Tick ✓
0	Students do not achieve a standard described by any of the descriptors below.		
1–2	Students: 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	Students: 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	Students: 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	Students: 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 D: Reflecting

Maximum: 8 marks

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.

Level	Level descriptor	What I can do to achieve these levels	Tick ✓
0	Students do not achieve a standard described by any of the descriptors below.		
1-2	Students: 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.		

<p>3–4</p>	<p>Students:</p> <ul style="list-style-type: none"> 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. 		
<p>5–6</p>	<p>Students:</p> <ul style="list-style-type: none"> 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. 		
<p>7–8</p>	<p>Students:</p> <ul style="list-style-type: none"> 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. 		

2018-19 Community Project Timeline

Month	Date	Activity/Deadline	Covering
September	14	Introduction to the Community Project	What is the Community Project, explanation of the stages, how to complete a Process Journal, beginning investigation, sharing of experiences by IGCSE1.
September	25	Information evening for parents	What is the Community Project and what does it involve?
	27	Ideas for suitable action	Discuss ideas, groups, identify possible supervisors.
October	5	Complete Investigation stage	Identify the community and the need, define the goal, conduct initial research, find a supervisor, keep records of the start of the process.
	12	First meeting with a supervisor, complete the Proposal Form.	Develop plan, finalize proposal with supervisor, record the meeting in the Academic Honesty Form.
	29	Start of the action	Begin the 'taking action' stage of the Project. Keep records of action in the Process Journal.
November	2	Reflecting	Purpose of reflection, how to reflect, what a good reflection looks like.
December	7	Second meeting with the supervisor	Meet to discuss the ongoing action, problems and solutions. Discuss the effectiveness of the action and areas for improvement. Give examples of Process Journal. Record the meeting in the Academic Honesty Form.
January	18	End of the action	Complete the taking action stage of the Project. Continue reflecting and maintaining the Process Journal.
January	11	Presentation expectations	Presentation expectations, suggestions of information to include, tips on presenting, reminder of documents to submit.
February	8	Third meeting with the supervisor	Meet to discuss the conclusion of the project, to finish signing all documents and to practice presentation content. Record the meeting in the Academic Honesty Form.
February	15	Presentation day	Project groups deliver presentations to audience. Presentations are assessed by supervisor and coordinators.

Checklist

You will need to provide the following documents at least 3 days before the presentation day:

- Completed and signed Academic Honesty Form.
- Completed proposal Form.
- A list of all sources used.
- A copy of any PowerPoint slides or videos used in the presentation.
- Completed Process Journal.
- Any additional evidence of your Project action.
- Other _____
- Other _____

Sources

International Baccalaureate Organisation (2014) *Middle Years Programme Projects Guide (2017 Update)*, Cardiff: IBO.

Matija Gubec International School (n.d.) *Student Handbook Community Project*, http://www.os-mgubec.hr/documents_db/Community%20Project%20Student%20Handbook.pdf [Accessed 08.01.18].

Pixabay (n.d.). *Banner Wave Line Swing 1071797*. [image] Available at: <https://pixabay.com/en/banner-header-wave-line-swing-1071797/> [Accessed 21.01.18].