Hutchinson Middle School Community Project Handbook

2020-2021

All Projects will be entered into ManageBac

MYP Community Project Expectations

The Community Project is a significant part of your Year 3 IB Middle Years Programme experience. During your time in the MYP at Hutchinson, you have developed many academic skills and positive attributes that have led to great inquiry skills and high-level learning. You have also learned a lot about your role as a part of a larger global community. The Community Project provides an opportunity to showcase these skills.

Through this project, you will be able to make a difference in a community of your choosing and to evaluate the personal impact of being involved in service. You will have a limited amount of time during your Spanish class to brainstorm, plan, and meet with your mentor teacher – **MOST** of the project will require time and commitment outside of school.

MANAGEBAC – Complete the Community Project Worksheet

MYP Community Project Proposal

Your proposal should be in ManageBac

Developing a proposal for action for the project

When students are clear on what they want to achieve and the service as action of their project, they will be in a position to determine the proposal. They will need to plan specific tasks or activities to complete their project. Students can use checklists, rubrics, timelines, flow charts or other strategies to prepare their proposal.

The project should follow a proposal for action and involve students in designing, problem-solving, decision-making or investigative activities. Proposals should be achievable based on the time and resources available. Some projects may require too much time or overly complex procedures. Other projects may be too simplistic and present no challenge to the student. Deciding whether a project is realistic or unrealistic for a student will be based on discussions between the students and the supervisors. Students document the proposal in their process journals and use this to evaluate the final service as action.

Academic Honesty

Throughout the project, remember to follow Hutchinson's Academic Honesty Policy (located on the Hutch website). Remember to note your resources in this handbook so that you can easily create a bibliography at the end.

Aims of the MYP Community Project Process

Completing the Community Project encourages and enables you to accomplish the following:

- o Participate in a sustained, self-directed inquiry within a global context
- o Generate creative new insights and develop deeper understandings through in-depth investigation
- o Demonstrate the skills, attitudes, and knowledge required to complete a project over an extended period of time
- o Communicate effectively in a variety of situations
- o Demonstrate responsible action through, or as a result of, learning
- o Appreciate the process of learning and take pride in your accomplishments

Requirements of the Community Project

All of our guidelines are transferred directly from the IB *Projects Guide*, which was published in May, 2014. All students in Year 3 (8th grade) are required to complete a Community Project. Students are expected to spend approximately **15 hours** on their project. This includes the time spending time in class, working with mentors, and writing and presenting the reflections.

Students will record progress in ManageBac – an online platform - and will enter all journal entries online for their mentor to approve. Students working alone must have 10 journal entries and those working in groups must include up to 15 journal excerpts to use in their presentations. Journals range from written entries, pictures, interviews, examples, etc.

The students will each have a mentor teacher. While they may use this person and any other adult as a resource, the students must complete the project independently (or with their student group). **__This is not meant to be a project that becomes the responsibility of any parent or other adult__**.   The learning occurs when *students* develop an awareness of needs and address them through service.

Objectives of the Community Project

The objectives of the Community Project with the categories of Approaches to Learning (ATL) *(in parentheses)*.

A. **Investigating** *(Collaboration, Critical Thinking, Creative Thinking, Information Literacy, Media Literacy, and Transfer)*
   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.
B. **Planning** *(Collaboration, Organization, Critical Thinking, Creative Thinking, and Reflection)*
   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.
C. **Taking Action** *(Organization, Critical Thinking, Creative Thinking, Communication, Collaboration, and Transfer)*
   i. Demonstrate service as action as a result of the project.
   ii. Demonstrate thinking skills.
   iii. Demonstrate communication and social skills.
D. **Reflecting** *(Communication and Reflection)*
   i. Evaluate the quality of the service as actions 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.

Students will use their final presentation and reflection paper to demonstrate how they have addressed the objectives. The model below shows the cyclical nature of the objectives.
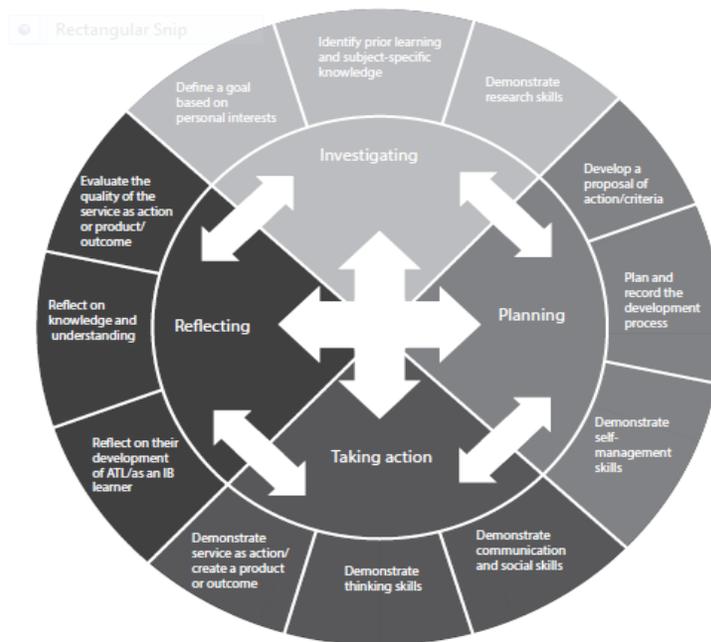
Timeline for the Community Project

March 26, 2021: Introduce the Community Project to students

March 29, 2021: Introduce Community Project during a VIRTUAL IB Parent Information Night

April 9, 2021: Students will write proposals for approval - 1st meeting with mentors

April 16, 2021: Finalized proposals, all mentors assigned in ManageBac

April 30, May 7: Meet with Mentors

May 14, 2021: Last Mentor Meeting – Presentation finalization

May 19, 2021: Community Project Due Date

May 20 and 21: Presentations during Spanish classes.

Mentors will begin to meet with students on **April 9th** to ensure that students have support as they develop ideas and formulate plans.

Mentors will meet with students throughout the process. If you need assistance between those meetings and are unable to readily access your mentor, you may come to Mrs. Klameth, the IB Coordinator, for direction.

Discuss the timeline above with your parents to determine the best times to structure your work and your service learning during the 10-week window.

Action and Service

You may choose to engage in one or more types of action. The following provides types of action and examples of each. You are **NOT** limited to the suggestions below. These examples are meant to help you formulate a plan. More examples will be given later in the handbook. Your service might have one of the following goals: to raise awareness, to participate actively, to research, to inform others, to create, to innovate, to change behaviors, or to advocate.

 Talk to your family and your mentor to determine which type or types of service in which you would like to engage for your Community Project.

Types of Service	Examples
Direct Service: students have interaction that involves people, the environment, or animals	1-on-1 tutoring, developing a garden alongside homeless people, teaching dogs behaviors to prepare them for adopters
Indirect Service: though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment	Redesigning an organization's website, writing original picture books to teach a language, raising fish to restore a lake
Advocacy: students speak on behalf of a cause or concern to promote action on an issue of public interest	Initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, 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	Conducting environmental surveys to influence the school, contributing to a study of animal migration patterns, compiling the most effective means to reduce litter in public spaces

Global Context for the Community Project

Why?

Choose 1 global context for their project in order to establish relevance of your inquiry (why it matters). The box located below and on the following page indicates the 6 Global Contexts, how they are explored in the classroom, and some possible example Community Projects in each category.

Global Contexts	Classroom Explorations	Community Project Ideas
Identity and relationships-<u>Who am I? Who are we?</u> Students explore identity, beliefs, values; personal, physical, social, spiritual health; human relationships including families, friends, communities and cultures, what it means to be human	-competition and cooperation; teams and leadership -identity formation; self-esteem, statues, roles and role models -personal attitudes, motivation, independence, happiness -physical, psychological, social development, lifestyles, choices -human nature, moral reasoning	-Examine the question, "Why does poetry speak to me?" -Research the last 3 Super bowl champions and the motivational techniques of their coaches -Work with a group of younger children and help them plan healthy snacks and an easy exercise program -Perform for a retirement home or children's hospital
Orientation in space and time-<u>What is the meaning of "where" and "when"?</u> Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; relationship between and interconnectedness of individuals and civilizations	-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 resources -evolution, adaptation	-Explore the development of rap as a style of music across the world -Create a currency exchange manual that kids can understand -Write a book for children that explains how animals adapt to their environment -Research the major turning points in South African history -Create a brochure about Lubbock that details the phases and reasons for the increase in new home construction
Personal and cultural expression-<u>What is the nature and purpose of creative expression?</u> 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 -abstract thinking -entrepreneurship, practice and competency	-Perform a song for peers and have a Q & A session -Design the costuming for a play or musical -Research the types of games and entertainment among children in other countries -Map out plans for your own business; be specific about sales techniques -Teach peers how to draw -Draw artwork for a local daycare
Scientific and technical innovation-<u>How do we understand the world in which we live?</u> Students will explore the natural worlds 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, responsibility -modernization, industrialization, and engineering -digital life, virtual environment -The Information Age -the biological revolution -mathematical puzzles, principles, and discoveries	-Design a 3D model of a solar device with instructions for construction -Organize a campaign for providing clean water for impoverished villages in India -Create a digital explanation of the advances in technological distribution of information -Design a process for getting low cost computers (Chromebooks, for example) to countries with no resources -Map out a how-to-solve a Rubik's Cube manual for young children -Create child-friendly puzzle toys for a daycare

		-Research the effects that drinking cokes has on the digestive system & create an awareness campaign
Globalization and sustainability-<u>How is everything connected?</u> 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	-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	-Debate Herve Kempf's ideas about "how the rich are destroying the Earth" -Formulate a campaign for conserving resources within our school -Create a how-to book for teaching kids how to play the stock market -Research the infrastructure of several major cities across the world; note similarities and differences -Create a community garden
Fairness and development-<u>What are the consequences of our common humanity?</u> 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	-Create a voting campaign aimed at teenagers to instill the importance of voting -Research the academic success of students who come from poverty versus privilege. Provide practical solutions for schools to use to bridge the gap. -Design a conflict management/ peer mediation group for our school or for homes of teens -Volunteer for an organization that provides meals for the poor

When deciding which global context to use, think about what you want to achieve through your project. What do you want others to understand? What impact do you want the project to have?

Global Context recorded in ManageBac

Document the Process

A process journal is a **requirement** of the Community Project. You will keep all of your journal entries in <u>ManageBac</u>!

Your reflections will indicate your progress toward meeting all 4 objectives of the project (Investigating, Planning, Taking Action, and Reflecting). At the end of your project, you will choose extractions from your journal to submit with your reflection paper. These extractions will demonstrate your progress throughout the project. Students will choose up to 10 journal excerpts to include with their final reflection paper if working alone. Those working in groups may include up to 15 journal extractions to use. You may choose to keep or record some of your information digitally, and those pictures/charts/videos may be used as some of your chosen excerpts.

An extract may include the following:

- ✓ Visual thinking diagrams
- ✓ Bulleted lists
- ✓ Charts
- ✓ Short paragraphs
- ✓ Notes
- ✓ Timelines/Action Plans
- ✓ Annotates illustrations
- ✓ Annotated research
- ✓ Artifacts from visits to museums, performances, galleries
- ✓ Pictures, photograph, sketches
- ✓ Up to 30 seconds of visual or audio material
- ✓ Screenshots of a blog or website
- ✓ Self and peer assessment feedback

ManageBac Entries

The IB Projects Guide provides helpful information regarding what a process journal IS and IS NOT.

The process journal is:	The process journal is not:
• used throughout the project to document its development • an evolving record of intents, processes, accomplishments • a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised • a place for recording interactions with sources, for example teachers, supervisors, external contributors • a place to record selected, annotated and/or edited research and to maintain a bibliography • a place for storing useful information, for example quotations, pictures, ideas, photographs • a means of exploring ideas and solutions • a place for evaluating work completed • a place for reflecting on learning • devised by the student in a format that suits his or her needs • a record of reflections and formative feedback received.	• used on a daily basis (unless this is useful for the student) • written up after the process has been completed • additional work on top of the project; it is part of and supports the project • a diary with detailed writing about what was done • a static document with only one format.

Components of the Community Project

There are 4 main components that will be assessed for the project:

1) Your service as action (this will be evidenced in your presentation)
2) Your process journal (a selection of extracts will be provided in the appendices of your reflection report)
3) Your reflection report that will cover all 4 objectives and what you learned throughout the project (you will have the opportunity to work on this report at school)
4) Your presentation (you will describe your service and your reflection to your classmates and adults)

Assessment of the Community Project

The Community Project will be assessed according to 4 main equally-weighted criteria (which align with the 4 objectives of the project). The grading rubric is shown below and on the following pages.

Criterion A: Investigating

In the community project, students should complete the following:
   i.   Define a goal to address a need within a community, based on personal interests.
   ii.   Identify prior learning and subject-specific knowledge relevant to the project.
   iii. Demonstrate research skills.

Achievement Level	Level Descriptor
0	Students do not achieve a standard described by any of the descriptors below
1-2	Students are able to 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 are able to 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 are able to i. **define** a **clear and challenging** goal to address a need within a community, based on personal interests. ii. identify prior learning and subject-specific knowledge **generally relevant** to the project. iii. demonstrate **substantial** research skills.
7-8	Students are able to i. **define** a **clear and highly challenging** goal to address a need within a community, based on personal interests. ii. identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project. iii. demonstrate **excellent** research skills.

Criterion B: Planning

In the community project, students should achieve the following:

i.   Develop a proposal for action to serve the need in the community.
ii.   Plan and record the development process of the project.
iii.   Demonstrate self-management skills.

Achievement Level	Level Descriptor
0	Students do not achieve a standard described by any of the descriptors below
1-2	Students are able to 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	Students are able to 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	Students are able to 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 are able to 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

In the community project, students should demonstrate the following:

    i.   Service as action as a result of the project.
    ii.   Thinking skills.
    iii.   Communication and social skills.

Achievement Level	Level Descriptor
0	Students do not achieve a standard described by any of the descriptors below
1-2	Students are able to 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 are able to 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 are able to 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 are able to 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

In the community project, students should complete the following:

    i.   Evaluate the quality of the service as actions against the proposal.

    ii.   Reflect on how completing the project has extended their knowledge and understanding of service learning.

    iii.   Reflect on their development of ATL skills.

Achievement Level	Level Descriptor
0	Students do not achieve a standard described by any of the descriptors below
1-2	Students are able to 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	Students are able to 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	Students are able to 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	Students are able to 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.

Reflections Related to Objective A

Remember to include dates next to your observations/reflections so that you and your supervisor can view progress and thought development over the course of the project.

You may want to start with sentences like, "Today I" or "My thoughts and ideas are" or "My problems and concerns are" or "What's next?" Upon completion of the project, place a star next to the extracts you would like to highlight for assessment purposes.

    A. Investigating *(Collaboration, Critical Thinking, Creative Thinking, Information Literacy, Media Literacy, and Transfer)*

    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

Record in MANAGEBAC

Reflections Related to Objective B

Remember to include dates next to your observations/reflections so that you and your supervisor can view progress and thought development over the course of the project.

You may want to start with sentences like, "Today I" or "My thoughts and ideas are" or "My problems and concerns are" or "What's next?" Upon completion of the project, place a star next to the extracts you would like to highlight for assessment purposes.

    B. Planning *(Collaboration, Organization, Critical Thinking, Creative Thinking, and Reflection)*

    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

Record in MANAGEBAC

Reflections Related to Objective C

Remember to include dates next to your observations/reflections so that you and your supervisor can view progress and thought development over the course of the project.

You may want to start with sentences like, "Today I" or "My thoughts and ideas are" or "My problems and concerns are" or "What's next?" Upon completion of the project, place a star next to the extracts you would like to highlight for assessment purposes.

    C. Taking Action *(Organization, Critical Thinking, Creative Thinking, Communication, Collaboration, and Transfer)*

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

Record in MANAGEBAC

Reflections Related to Objective D

Remember to include dates next to your observations/reflections so that you and your supervisor can view progress and thought development over the course of the project.

You *may* want to start with sentences like, "Today I" or "My thoughts and ideas are" or "My problems and concerns are" or "What's next?" Upon completion of the project, place a star next to the extracts you would like to highlight for assessment purposes.

> D. **Reflecting** *(Communication and Reflection)*
> i. Evaluate the quality of the service as actions 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

Record in MANAGEBAC

Final Reflection Paper

Remember to summarize important aspects of your service and your reflection regarding the experience. Think back to all 4 Objectives on the previous pages, and include as much information as possible in the space provided.

Record in MANAGEBAC

Bibliography

Include the sources you researched while preparing for your service and writing your reflections. Keep in mind that conversations with experts or interested parties also generate information; be sure to include names of people or groups who provided information in your bibliography.

You can also use NOODLE TOOLS and print them out before presentation day.

Service Hour Recording Page

The easiest way to record your service hours is in ManageBac and even use the App!