Year 3 MYP Community Project
Expectations

The Community Project is a significant part of your Middle School experience. During this time you have developed in many ways and learned about your role as part of a larger global community. This project will give you the opportunity to share with others something that is of great interest to you. It is an opportunity to make a difference in a community of your choosing and evaluate the personal impact of being involved in such a project. **This project will require time and commitment outside of school. The MYP Community Project consists of four components:**

- **Service Learning action**
- **Process Journal**
- **Presentation**
- **Reflection on Project as learning experience**

Service Learning includes one or more of the following:

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

- *Indirect service*: Even though you do not see the recipients during indirect service, you have verified that your 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, organizing a fundraising campaign.

- *Advocacy*: Speaking 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*: Collecting 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 energy usage patterns, or compiling the most effective means to reduce litter in public spaces.

Your Community Project must identify one of the **Global Contexts** of IB to establish the relevance of your Project (why it matters). Global contexts direct learning towards inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

You may consider the following questions as you choose a global context through which to focus your Project:

- What do I want to achieve through my project?
- What do I want others to understand through my work?
- What impact do I want my project to have?

You are expected to document your progress on this Project through the **Process Journal**. The Process Journal is personal, in the sense that it is a way of recording your progress on this experience. You will use the Process Journal to

show your research and the development of your Project from beginning to end. It will also be a record of reflections and formative feedback received on your Project.

You will:
• define a **goal**
• identify a **community** that could benefit from your project; it should be based on your personal interests.
• identify the **global context** that relates to your Project.
• develop a **proposal for action** for your Project.

Some examples of goals are:
   • to raise awareness
   • to participate actively
   • to research
   • to inform others
   • to create/innovate
   • to change behaviors
   • to advocate.

Your presentation at the end of the Community Project will be an **oral presentation** delivered to an audience, probably of teachers and former students. For the individual student presentation, the time allocated is 3 - 5 minutes.   You must acknowledge all sources used in the development of your presentation.

After the time of the presentation, you will submit to your IB Time mentor (teacher):
   ● Process Journal which should include any supporting visual aids used during the presentation, pictures/videos of experience, and a bibliography/list of sources
   ● Reflection on your project as a learning experience

The rubric/**assessment criteria** that will be used to evaluate your Community Project are provided to you on a separate page. It involves four areas:
   ● **Investigation,**
   ● **Planning,**
   ● **Taking Action, and**
   ● **Reflection**.
Review them carefully as you prepare each part of your Project.
Your IB Time mentor (teacher) will evaluate your Investigation, Planning, and Reflection.
Your Presentation will be evaluated using the Taking Action rubric.