

Parkway Middle School



Community Project Guide 2017-2018



Student Name: _____

Group Members: _____

Faculty Supervisor: _____

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What is the MYP Community Project?

The **Grade 8 Community Project** is a major activity for students to complete in year three of the MYP program at Parkway Middle School. Since Parkway Middle School offers a three-year Middle Years Programme, the IBO requires a community project for 8th graders.

The **community project** focuses on the concept of community and service. It gives students an opportunity to develop an awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project is completed individually or in groups of a maximum of three students. The choice of the topic for the project is made in consultation with a faculty supervisor. The faculty supervisor has the responsibility for supervising the development of the project according to the assessment criteria (included in attached guide) based on International Baccalaureate Organization guidelines.

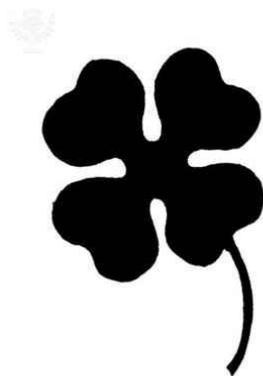
The aims of MYP projects are to encourage and enable students to:

- 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

A Community Project tab has been added to assist you on your project journey. It can be found on the PWMS website.

While this project may seem like quite a bit of work, we are confident the rewards will be even greater, both for you as a student and the community.

Good luck.



Community Project Timeline

August	September	October, November, December	January
<p style="text-align: center;">Investigating</p> <ul style="list-style-type: none"> • Decide on the need within the local or global community • Identify prior learning • Define a goal to address the need with the local or global community • Initial research period – select relevant resources and gather information • Record information and developments in a process journal 	<p style="text-align: center;">Planning</p> <ul style="list-style-type: none"> • Develop a proposal for action – this must be completed near the start of this phase. • Continue research – select, evaluate and acknowledge information. • Work on the preparation for the service as action. • Record information and developments in process journals. • Attend a work in progress session with supervisor. 	<p style="text-align: center;">Taking Action</p> <ul style="list-style-type: none"> • Carry out the service as action • Record information and developments in process journals 	<p style="text-align: center;">Reflecting</p> <ul style="list-style-type: none"> • Evaluate the quality of service as action against the proposal • Reflect on learning • Prepare, then complete oral presentation • Select the extracts from the process journal to submit (10 for individuals, 15 for groups) • Complete the bibliography • Complete the academic honesty form

INVESTIGATIVE PHASE

The MYP community project consists of three components.

(source: International Baccalaureate Organization)

Community Project component	How it is assessed
Focus on service as action	Evident in the presentation
Process journal	A selection of extracts in appendices of the report
Presentation	The content of the report assessed using all four criteria

How: Me, Me+ Partner, Me+ 2 Partners

Do:

- Define a **goal** to address a **need** in the **community**, based on your personal interests.
- Identify the **global context** for the community project
- Develop a **proposal for action** for the community project.

A **need** may be defined as a condition or situation in which something is required or wanted; a duty or obligation; or a lack of something requisite, desirable or useful.

The **community** may be local, national, virtual or global.

What is the goal to address the need you decided on?

Some examples of goals are:

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

Identify the Global Context your project is related to.

Source: "Projects guide" International Baccalaureate 2014 (pg. 20)

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

Approaches to Learning Skills

Source: "Projects guide" International Baccalaureate 2014 (pg. 22)

The Community Project is the MYP culminating activity which will allow you the student, to showcase the development of your ATL skills. The ATL skills are the skills you use to “learn how to learn.” You are already using many of the skills, but didn’t know what they were called. In **Appendix IV**, you will find a table demonstrating the possible links between your project objectives and the ATL skills. You will demonstrate how you met the project objectives through your presentation or report at the end of the project. You will be expected to communicate clearly, accurately and appropriately, utilizing communication, organization and reflection as ATL skills. Be sure to think about how you are using the skills as you go through your project and include them in your process journal.



Community Project Outline (One per project)

Share with your faculty supervisor. The actual form to use is found under the Community Projects tab on the school website.

Project Title:	School:
Name: (List all group members, but highlight YOUR name)	Faculty Supervisor:
GOAL/NEED: Identify a goal to address a need in the community, based on your personal interests. Which (segment of the) community will you focus your inquiry and research on? What is lacking/needing improvement in the community?	
Goal/Need: Targeted Community:	
ACTION: What is the purpose of your Community Project? What action will you take? How will you make a contribution towards addressing the problem in the community that you have stated in your goal? What do you hope to achieve? Awareness? Actively participate? Innovate/change? Research? Inform others? Is it challenging or highly challenging?	
GLOBAL CONTEXT: Identify one global context. (See the “Identify the Global Context your project is related to” section in your handbook on page 8)	
How is this Global Context relevant? Why?	
PRODUCT/OUTCOME: How will you present your project? For example, a How-To video, brochure, website, photo-story, a 3D map/model, etc. When you present your Community Project it must demonstrate all 4 Assessment Criteria: Investigating, Planning, Taking Action, and Reflection.	
Product: How will it demonstrate all 4 Assessment Criteria? <i>Investigating:</i> <i>Planning:</i> <i>Taking Action:</i> <i>Reflection:</i>	
What materials and resources are needed to achieve your outcome?	
RESEARCH: What do you need to research? Be specific and list how you will collect all necessary information including interviews, etc. Keep track of all resources used here in your Process Journal as you must submit a Works Cited page with your presentation.	
Internet:	
Books/Newspapers/Magazine articles:	
Surveys:	
Interviews:	
Observations and Experiences:	
Other:	
Process Journal: How will you record the significant findings from beginning to end to show the development of your community project?	

PLANNING PHASE

Develop a proposal for action for the project

When you are clear on what you want to achieve and the service as action of their project, you will need to propose an action plan, or as we will call it, a **proposal for action**. What are some specific tasks or activities you can do to develop your project? You can use checklists, rubrics, timelines, flow charts or other strategies to prepare the proposal.

Your proposal should include designing, problem-solving, decision-making or investigative activities. Proposals should be achievable based on the time and resources available. Do not come up with a proposal that takes too much time, is difficult to follow through, or costs too much money to implement. On the other hand, do not choose projects that are too simplistic. See the chart on the next page to assist with planning of the proposal.

Research

Source: "Projects guide" International Baccalaureate 2014 (pg. 22)

Now it's time to begin your research. You should select relevant and reliable information from a variety of sources to develop your project. The number and type of resources will vary depending upon the nature of the project. However, you must have a wide range of sources and a variety of source types. Remember to look for reliable, authoritative online sources and evaluate each source. Don't forget interviews with individuals involved in whatever your project is related to can offer valuable information and insight. Other sources may include primary and secondary sources such as: subject-area content, survey data, published media, internet resources (providing a variety of resources), video or audio recordings, and images. You may include prior knowledge as a source, however this may only be used as a small portion of your research.

You will select your sources during the initial investigative phase of your project, but your research and evaluation of sources will continue during the process of completing the project. You should record information collected from these sources in your process journal, along with citations and possible uses.

You are applying information throughout the project as you decide what actions to take and when, and as you keep records in your process journal. You need to be aware of recording your decision-making which has been based on information from sources. You will identify solutions based on making connections with prior knowledge and new knowledge in various situations.

On the following page is the Community Project Planning chart with an explanation of each element needed in the proposal. A clean version will be found under the Community Projects tab. **You will turn in this completed chart as your Project Proposal.**

Topic	Goal of MYP Project	Global Context	Criteria / Proposal	Process	Outcome or Product
<p>The topic should be broad.</p>	<p>(The heart of the project) The aim of a good goal statement is to be precise and to state something that can be achieved and verified by others.</p>	<p>The Global Context which most closely fits the project.</p>	<p>Elements which the student will use to assess the quality of the product/outcome of the project. These should be measurable and achievable. This is the list the faculty supervisor and the student will use to judge the project.</p>	<p>These are the steps the student will follow to reach his/her goal.</p>	<p>List of items the student will actually create or produce during the project.</p>
<p>Example of completed Planning Chart</p>					
<p>How plastic bags pollute the environment</p>	<p>Create a multi-media presentation to teach grade 6 students at the neighboring elementary school about the polluting effects of plastic bags.</p>	<p>Globalization and sustainability</p>	<ol style="list-style-type: none"> 1. The presentation is age appropriate in content and format and length 2. The content of the presentation is factually correct 3. A post presentation questionnaire shows that students can list at least three dangers to the environment posed by plastic bags 	<ol style="list-style-type: none"> 1. Use ATL research skills to find the dangers and benefits of plastic bags. 2. Use ATL multi-media presentation skills to balance sound, image, and text. 3. Use ATL research skills to appeal to a target audience of youngsters. 4. Communicate with the elementary school to get permission for the presentation. 5. Select a date. 6. Confirm that the necessary equipment is available. 	<ol style="list-style-type: none"> 1. multi-media presentation produced and presented 2. the questionnaire is distributed, and completed by students
<p>from the IB Personal project/Project workbook pg. 51-52</p>					

TAKING ACTION PHASE

Once you have determined the need, your goal, completed your research and have planned what you are going to do, it is time to put it into action.

- Is it a one-day event? Will it take a few weeks?
- Where will the event take place? Where will the drop-off location be?
- How will you get the word out? Do you need posters made?
- What supplies do you need?

During the whole process, you will keep a record of your decisions in your process journals and you should use your journal as a resource to help you produce the project presentation or report.

REFLECTING PHASE

Congratulations! You made it. This is the final stage of your project. This is where you will actually present your project to an audience and wrap up everything you have done. This step includes the following:

- Evaluate the quality of service as action against the proposal
- Reflect on learning by submitting a Reflection paper documenting the process for the project. The paper must be 1-2 pages in length. See the Community Project website for “Tips for writing the Reflection”
- Prepare, then complete oral presentation
- Select the extracts from the process journal to submit
- Complete the Works Cited Page
- Complete the academic honesty form



PRESENTATION

At the end of the community project, you will present your project in front of an audience. Please include the following items in your presentation.

- For an individual student presentation, the time allocated is 6–10 minutes. For a group presentation, the time allocated is 10-14 minutes.
- Include images and/or videos
- May choose an electronic format such as Prezi, iMovie, etc.; although a poster board with images is acceptable as well.
- Include the main points from your Reflection Paper (inspiration, proposal, challenges & successes, changes, action, and lessons learned)
- Your presentation should be engaging! The audience should be so moved by your Community Project that they are eager to get involved too!

Students choosing to complete the project in groups will present the project as a group, but each group member should have the opportunity to speak during the course of the presentation.

You should plan, draft, rehearse and prepare materials necessary for the presentation. You will be required to have your faculty supervisor review one rehearsal presentation per student or group before the final presentation.

Presentation Checklist:

At the time of the presentation, students must submit the following items to the community project supervisor:

- }] a completed academic honesty form for each student
- }] the proposal for action
- }] Process Journal extracts (maximum of 10 extracts for individual projects and 15 for group projects)
- }] Works Cited Page documenting all research (including interviews, e-mail correspondence, etc.)
- }] Reflection Paper: one to two pages detailing your process
- }] Presentation of the Community Project: The presentation must address the 4 criteria for the project: investigation, planning, taking action, and reflection. Visual elements are strongly encouraged.

ASSESSMENT

Criterion A: Investigating

Maximum: 8

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.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol 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.

Criterion B: Planning

Maximum: 8

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.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none">i. develop a limited proposal for action to serve the need in the communityii. present a limited or partial plan and record of the development process of the project demonstrate limited self-management skills.iii. demonstrate limited self-management skills.
3–4	Students: <ol style="list-style-type: none">i. develop an adequate proposal for action to serve the need in the communityii. present an adequate plan and record of the development process of the projectiii. demonstrate adequate self-management skills.
5–6	Students: <ol style="list-style-type: none">i. develop a suitable proposal for action to serve the need in the communityii. present a substantial plan and record of the development process of the projectiii. demonstrate substantial self-management skills.
7–8	Students: <ol style="list-style-type: none">i. develop a detailed, appropriate and thoughtful proposal for action to serve the need in the communityii. present a detailed and accurate plan and record of the development process of the projectiii. demonstrate excellent self-management skills.

Criterion C: Taking action

Maximum: 8

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.

Achievement level	Level descriptor
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

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.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none">i. present a limited evaluation of the quality of the service as action against the proposalii. present limited reflections on how completing the project has extended their knowledge and understanding of service learningiii. present limited reflections on their development of ATL skills.
3–4	Students: <ol style="list-style-type: none">i. present an adequate evaluation of the quality of the service as action against the proposalii. present adequate reflections on how completing the project has extended their knowledge and understanding of service learningiii. present adequate reflections on their development of ATL skills.
5–6	Students: <ol style="list-style-type: none">i. present a substantial evaluation of the quality of the service as action against the proposalii. present substantial reflections on how completing the project has extended their knowledge and understanding of service learningiii. present substantial reflections on their development of ATL skills.
7–8	Students: <ol style="list-style-type: none">i. present an excellent evaluation of the quality of the service as action against the proposalii. present excellent reflections on how completing the project has extended their knowledge and understanding of service learningiii. present detailed and accurate reflections on their development of ATL skills.

Process Journal

The process journal is a generic term used to refer to the record of progress maintained by the student throughout the project. However, it is your choice as to how you will maintain that record. It can be written, visual, audio or a combination of these, and it may include both paper and electronic formats. In the use of electronic/digital media, you are strongly advised to make digital copies of your journals or to transmit copies of your journals to an online storage site.

You are not restricted to any single model of recording your process journals but are responsible for producing evidence of addressing the four objectives to demonstrate achievement at the highest levels of the criteria. **An example of a Process Journal entry is shown in Appendix V.**

The process journal is:	The process journal is not:
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

You should carefully select evidence from your process journals to demonstrate development in all criteria. You will need to submit these as part of your report at the conclusion of the project.

If you are working individually you will need maximum of 10 individual extracts to represent the key developments of the project. If you are working in a group, you will submit a maximum of 15 process journal extracts. These will show how you have addressed each of the objectives.

An extract may include:

- visual thinking diagrams
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website
- self and peer assessment feedback.

If you have any materials directly relevant to the achievement of the project like questionnaires or surveys, you should include them as well.



ACADEMIC HONESTY FORM

Student name			
Student number			
School name			
Faculty Supervisor			
<p>Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least four times: at the start of the process to discuss your initial ideas, then twice once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.</p> <p>Faculty Supervisor: You are asked to have at least four supervision sessions with students, one at the start of the process, two interim meetings, and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.</p>			
	Date	Main points discussed & steps to take after meeting	Signature/initials
Meeting 1			Student: Faculty Supervisor:
Meeting 2			Student: Faculty Supervisor:

Meeting 3			Student: Faculty Supervisor:
Meeting 4			Student: Faculty Supervisor:
Faculty Supervisor comments			
<p>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 and/or electronic materials).</p> <p>Faculty Supervisor declaration I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.</p>			
Student's signature		Date	
Faculty Supervisor's signature		Date	

Project Checklist

Investigating

- ┆ Determine a need within the community
- ┆ Define a goal to address the need
- ┆ Conduct initial research and gather information
- ┆ Record information in a process journal
- ┆ Meet with your faculty supervisor

Planning

- ┆ Develop a plan for the action you will be doing
- ┆ Continue research
- ┆ Work on the preparation for the service
- ┆ Record information in a process journal
- ┆ Meet with your faculty supervisor

Taking Action

- ┆ Carry out the service project
- ┆ Record information in a process journal
- ┆ Meet with your faculty supervisor

Reflecting

- ┆ Evaluate your project against your proposal
- ┆ Reflect on your learning
- ┆ Present your project at the IB Awards Celebration
- ┆ Complete project board or digital presentation for display
- ┆ Select extracts from the process journal
- ┆ Complete the Works Cited Page
- ┆ Complete the academic honesty form
- ┆ Turn in all materials to your faculty supervisor

Appendix I

Source: "Projects guide" International Baccalaureate 2014 (pg. 18)

Community project: Service learning

In the community project, action involves a participation in *service learning* (service as action). As students evolve through the service learning process, they may engage in one or more types of action.

- **Direct service:** Students have interaction that involves people, the environment or animals. Examples include one-on-one tutoring, developing a garden alongside refugees, or teaching dogs behaviors to prepare them for adoption.
- **Indirect service:** Though students do not see the recipients during indirect service, they have verified that their 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.
- **Advocacy:** Students speak 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:** Students collect 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 animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

Appendix II

Source: "Projects guide" International Baccalaureate 2014 (pg. 30)

This table illustrates some examples of challenging and highly challenging community project goals.

Challenging goal	Highly challenging goal
Students recognize an issue of cyber-bullying among the school community and raise awareness through an information campaign.	Students instigate a change in the disciplinary procedures taken against cyber-bullying among school peers, through negotiations with various school stakeholders.
A student hears the local children's hospital is understaffed and volunteers his or her services for a set period of time.	A student creates a puppet show to entertain children and to tour several schools and hospitals.
Students think their school needs to support a local autism society next door to the campus, so they design and create a children's story to educate students on what autism is.	Students work with the autism society members to write and publish a children's story together, which is then showcased at the school's open day, hosted by students and society members.
Students raise awareness of the need for blood donation at a local hospital or clinic.	Students organize a blood drive to be held at their school during student-led conferences.

Appendix III

Sample Global Contexts

Source: "Projects guide" *International Baccalaureate 2014* (pg. 31-32)

Global context	Examples of community projects
<p>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.</p>	<ul style="list-style-type: none"> • 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
<p>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.</p>	<ul style="list-style-type: none"> • Joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history • Making a plan for wheelchair accessibility • Inspired by lack of facilities in the local community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions
<p>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.</p>	<ul style="list-style-type: none"> • 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
<p>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.</p>	<ul style="list-style-type: none"> • Helping a local community make an efficient, low-cost use of energy-powered devices • Developing a programme 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
<p>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.</p>	<ul style="list-style-type: none"> • 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
<p>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.</p>	<ul style="list-style-type: none"> • 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

Appendix IV

Approaches to Learning

(Source: "Projects guide" International Baccalaureate 2014 (pg. 23))

Community project objectives		MYP ATL skill clusters	
Objective A: Investigating			Affective skills: Mindfulness, perseverance, emotional management, self-motivation and resilience
i. Define a goal to address a need within a community, based on personal interests		Collaboration Critical thinking Creative thinking	
i. Identify prior learning and subject-specific knowledge relevant to the project ii. Demonstrate research skills		Information literacy Media literacy Transfer	
Objective B: Planning			
i. Develop a proposal for action to serve the need in the community		Collaboration Organization Critical thinking Creative thinking	
i. Plan and record the development process of the project ii. Demonstrate self-management skills		Collaboration Organization Reflection	
Objective C: Taking action			
i. Demonstrate service as action as a result of the project		Organization Critical thinking Creative thinking	
i. Demonstrate thinking skills ii. Demonstrate communication and social skills		Communication Collaboration Critical thinking Creative thinking Transfer	
Objective D: Reflecting			
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		Communication Reflection	

APPENDIX V

Process Journal - Sample

This is a sample of what your process journal could look like. You may come up with your own format, in online or print version, but below shows you the five details you MUST include.

Process Journal

Date:

1. *ATL skill categories addressed in planning*

___Thinking ___Social ___Communication
___Self-Management Research

2. **Research, Interview or General Notes:**

Today I met with XX a well-recognized Architect in XX. He has 30 years' experience in the industry and specializes in Eco-friendly homes. He has been helpful by providing me with a list of authors and websites of architects who build and design eco-friendly homes. (see attached list)

XX viewed my first designs and made the observation that I need to research a little more about the materials available in WA and to make decisions as to the rules of Eco-building that I am going to follow. He mentioned that every design project requires compromise and that I need to be clear on what aspects of Eco-design are most important to me.

I am going to do a literature review on the sources he has given me and make modifications to my design based on my findings.

3. **Explain why this reflects the ATL skill category you identified:**

Research: I have identified Primary and Secondary resources; I have accessed information.

Communication: I have received feedback on my designs and practiced active listening while meeting with XX.

Self-Management: From my meeting I have made a plan to move forward with my project.

Here you record your Journal Entry. This can be as long or as short as you wish, but remember it must **show your research, your reflections and thinking** as you progress with your project. It is good to attach photos, tables, graphs, research notes, etc., anything that represents your learning journey.

Here you can indicate the ATL skill categories that this particular journal entry addresses.

4. List the sources of information you based your research on here.

http://www.gowelding.org/Basic_Welding.html

Welding for Dummies by Steven Robert—pages 15-18

Highlight the sources that provided the most useful information and evaluate only these sources.

5. Evaluation of Key Sources

- http://www.gowelding.org/Basic_Welding.html:

This site is a credible source. It contained a lot of information from the history of welding to the skills required to weld and from my broader reading the information appeared accurate. The site linked to Australian TAFE courses, which gave me confidence in its authority and authenticity.