IB MYP Freshmen Community Project

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IB MYP FRESHMEN COMMUNITY PROJECT

As part of our study of American Government the students will be engaged in the idea of **Civic Participation**. As a social activist said some 40 years ago "Democracy is not something you believe in or a place to hang your hat, but it's something you do. You participate. If you stop doing it, democracy crumbles."

In order to encourage young citizens to take an active role in civic life, a requirement of the class is for all students to participate in that civic life. To do that students are required to engage in community service for the Middle Years Program.

Students must complete **ONE** community service project as part of their 9th Grade Middle Years' experience. The community and service requirement has been a part of the IBMYP program for years, but for too long it felt as if it was something the students simply did without really knowing why they were doing the service.

The theme for the year is **Community and Service: Planning and Doing.** We are encouraging students to be thoughtful in how they ***plan and complete*** their community service project. It may be something that you do with your parents, with a friend, on your own, outside of school or as a member of one of the many clubs at Palmer High School. You will have to plan your project, decide why this is important to you, you must act to complete the project AND you must be able to give a short (3-5 minute) presentation that describes why and how you chose and completed your project.

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 a 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

Students can choose to work on the community project independently or in groups of up to **three** students. In cases where students work together, they work collaboratively to address the objectives of the project, develop their service learning together, and give their presentation at the end as a group.

The objective of investigating requires students to make choices in the focus of their project. Students should follow a series of procedures to identify the focus. They will need to:

- define a goal to address a need in the community, based on their personal interests
- identify the global context for the community project
- develop a proposal for action for the community project.

In situations where students choose to work in groups, the goal is defined collaboratively.

Defining a goal to address a need in the community

Some examples of goals are:

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

A need can 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. There are a wide range of definitions of community.

Documenting Process throughout the Community Project

As you begin working on your **Community Project**, be sure to capture your ideas, research, successes and problems in a central place called a **"process journal."**

You can use one of a variety of forms for your process journal:

- A paper notebook
- An electronic folder
- A series of videos or pictures
- A series of sound recordings

Your process journal doesn't have to look pretty, but it does have to hold evidence of:

- ✓ Everything you investigate and research about your project
- ✓ Any changes you make to your project goal
- ✓ Your plans for action and timeline for completion
- ✓ Evidence of you working on your project (reflections, pictures etc.)
- ✓ Reflections of what you learn about your project and yourself

You can use lots of different types of entries as you work through your project. Some of these include:

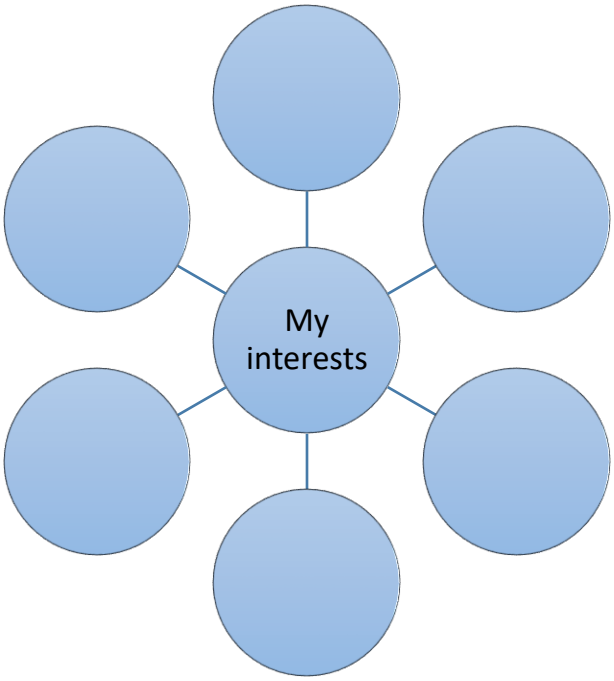
- ○ Visual thinking diagrams
- ○ Bulleted lists
- ○ Short paragraphs
- ○ Notes
- ○ Timelines
- ○ Action plans
- ○ Annotated illustrations
- ○ Artifacts from visits
- ○ Pictures/sketches
- ○ Visual/audio materials
- ○ Self and peer feedback
- ○ Bibliography entries

You'll use this evidence to share your Community Project story with others!

STAGE 1: INVESTIGATING & DEVELOPING A GOAL FOR YOUR COMMUNITY PROJECT

a. Consider your personal interests

What are your "interests"? What do you want to know more about, or what do you do in your spare time (yes IBMYP students have spare time!)



Rank these interests in order from the one that **most** interests you to the one that least interests you.

Pick your TOP THREE interests above and make a list of how you engage in those interests.

Interest #1 _____ Interest #2 _____ Interest #3 _____

Explore your top interests

- List your top interests in column 1 of the chart titled “Your Interests”.
- Write the interest in a way that shows what you would want to learn or to do.

Your Interests

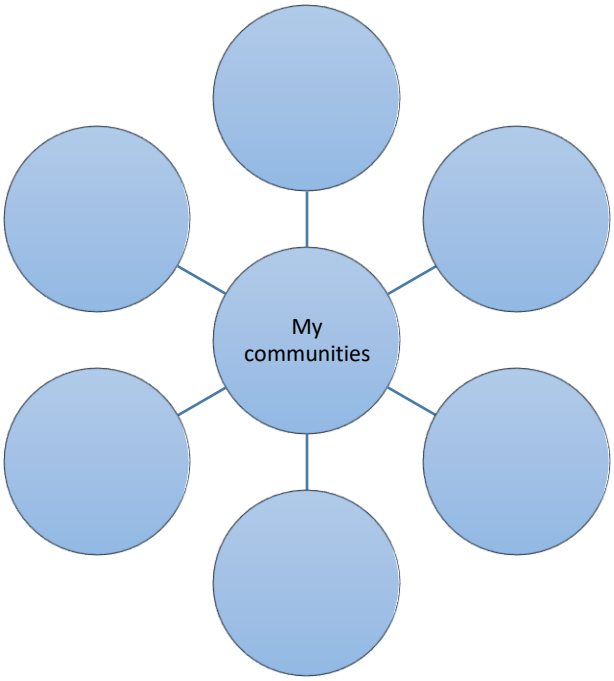
Interests that *could* become my Community Project Goal	**Why is this interesting to me?**

Examples of other students' interests

Interests that could become my Community Project Goal	Why is this interesting to me?
"I like working with nurses and medical people."	*I admire people who work with those who are suffering. I think that I would like working in a hospital or a doctor's office.*
"I like being around animals – especially cats."	*I have two cats at home and I just like cats. I think that we could do something to help the homeless cats in our city.*
"I think that the park near my house is too dirty."	*I walk and play with my baby brother there all the time. It really is a mess with too much garbage and newspapers and it makes me sad to see the park a mess.*

b. Consider your communities

What "communities" are you a member of and take part? Are they at school? Are they at your place of worship? Do you already volunteer on a regular basis? Do you belong to a club or organization?



Rank these communities in order from the one that **most** important to you to the one that least important to you.

Pick your TOP THREE communities above and make a list what you think the needs of those communities are? (A need can 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.)

Community#1 _____ Community#2 _____Community#3 _____

c. Decide on a goal

Use this page to research what the "community" (could be local, state, national, virtual or global) needs in order to better address your interest or cause. (What is lacking? What is required? What is wanted/needed?)

Research requires you to investigate and find out as much information as you can about:[1]

1) What will you need to research in order to accomplish this goal?

What I will research	**Where I will look for information (list of possible sources)**

<u>Community/Interest/Cause</u>

2) Turn that interest into a goal by answering the question:

*What do you want to **know** or be able to **do** related to this interest?*

Now you have a Community Project goal!

[1] Research may include, but is NOT limited to using websites, making phone calls, personal contact with individuals, reading about, visiting, joining a club or other activities that allows the students to gain valuable information about community needs, clubs, non-profits, houses of worship, political parties, or other opportunities to complete the community service

Is your goal realistic (something you have the time and resources to accomplish)?

Do you believe you will stay interested in this goal until January? Why do you think that?

What additional research do you need to do to accomplish this goal?

d. Determine which Global Context applies to your Community Project

Global contexts are like "themes" that help us direct our learning toward our common humanity and shared guardianship of the planet.

To determine which Global Context applies to your project, ask yourself the following questions:

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

Choose **<u>one</u>** global context to focus your action…

Global Context	Description	Examples of Action
Identities and relationships	*Who am I? Who are we?* Students will explore identity, beliefs, values, personal health, relationships, communities and culture, being human	• Helping to coach a sports team for younger athletes • Starting a club at school that helps others fit in
Orientation in time and space	*What is the meaning of "where" and "when"?* Students will explore personal histories, homes & journeys, turning points, discoveries, explorations and migrations, interconnectedness of individuals and civilizations, from personal, local and global perspectives	• Developing a scrapbook of family heritage, customs, big events • Researching a specific historic event and writing a proposal to inform the community
Personal and cultural expressions	*What is the nature and purpose of creative expression?* Students will explore ways in which we express ideas, feelings, nature, culture, beliefs and values; creativity; appreciation of beauty	• Improving your skills with an instrument or composing a piece • Expressing your ideas etc. through original art
Scientific and technical innovation	*How do we understand the world in which we live?* Students will explore the natural world and its laws, the interaction people & environments, scientific advances & impacts; the impact of scientific and technological advances on communities and environments; how humans adapt environments to their needs	• Completing an original scientific investigation • Developing an original app for the computer
Globalization and sustainability	*How is everything connected?* Students will explore the interconnectedness of human-made systems & communities, local/global processes; world interconnectedness, the impact of decision making on humankind and the environment	• Creating a school or community garden • Advocating for change/fundraising for a local/global cause
Fairness and development	*What are the consequences of our common humanity?* Students will explore rights & responsibilities; relationships between communities; sharing finite resources; conflict resolution	• Volunteering on Teen Court • Influencing a change in policy that helps others

PROCESS JOURNAL

Use this journal to capture the process you use to investigate, plan, act and reflect on your service learning project.

Notes, reflections, revisions, frustrations…you need to complete a minimum of **six (6**) entries – you may need to do more based on the project – you may simply write your entries here – you can keep track of your entries electronically (One Note, word processed document, short videos, any type of appropriate 'app' on your mobile phone, pictures…lots and lots of pictures of you engaged in the service [please check if you are volunteering at an organization that may have limits on the use of pictures], as well as your bibliography).

STAGE 1: INVESTIGATING & DEVELOPING A GOAL FOR YOUR COMMUNITY PROJECT

Entry #1: (should complete while doing the investigation process – who did you contact? What are you going to do? What are the constraints?)

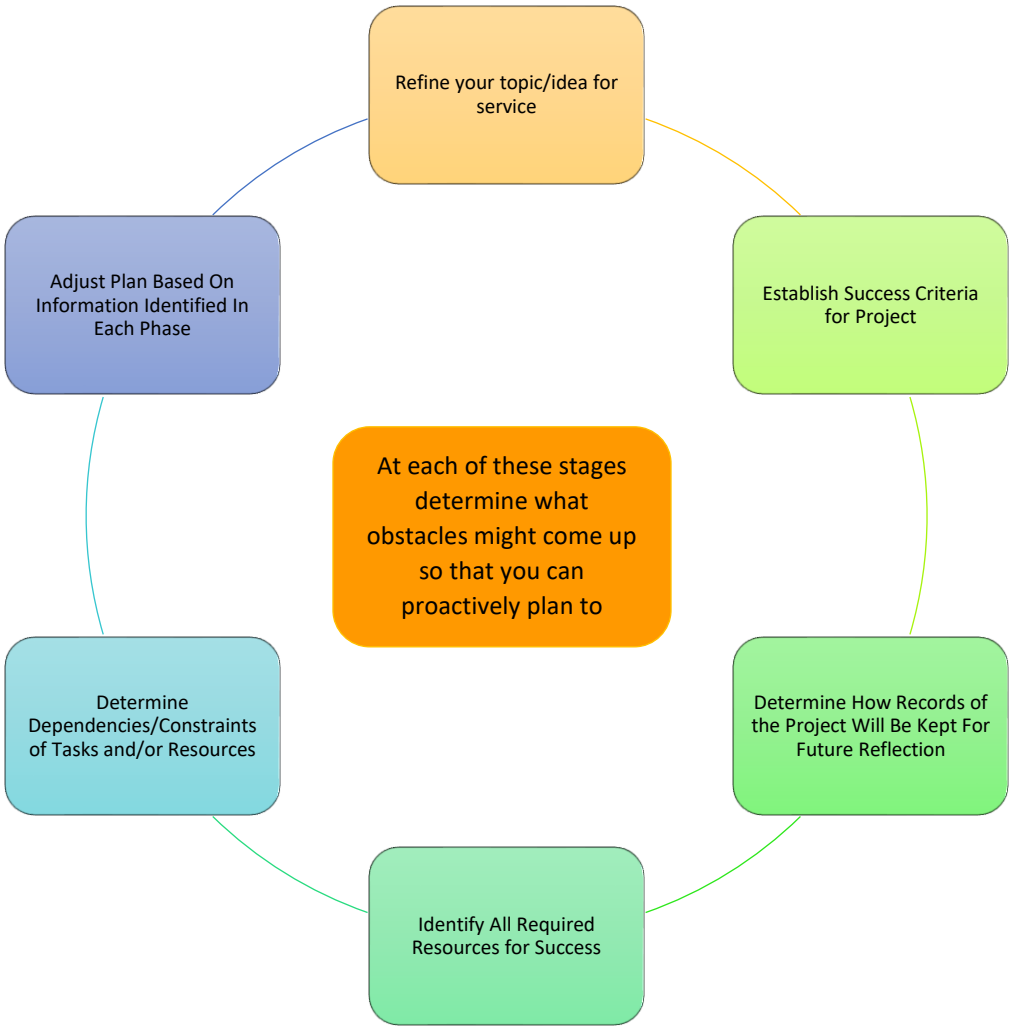
Entry #2: Notes, reflections, revisions, frustrations…

Reflect on Stage 1: Investigating

+ What was positive?	△ What could be improved?
What did you do to successfully **develop a goal** for your Community Project?	What will you change or avoid in the future when you're **developing a goal**?
What successes and strengths did you discover about yourself as a **student**?	What did you discover you could improve upon as a **student**?
What successes and strengths did you discover about yourself as a **person**?	What did you discover you could improve upon as a **person**?

Stage 2: Planning your Community Project

Planning is a process and all the parts are interconnected. An example of what this process might look is included below:



Step 1: Refine your topic

In this step you want to make sure that based on your research you have a topic that is an appropriate scale.

Step 2: Establish what success looks like

Your success criteria should be **s**pecific, **m**easurable, **a**ttainable, **r**ealistic, and have a **t**imeframe for completion (SMART).

Step 3 Determine how you will document your process

How are you going to use this process journal? How will you record your process? Remember to take pictures if possible! (You have a presentation to give later!!)

Step 4: Identify all resources you will need

This includes all physical resources, but it also includes resources like time and the information for the people you will need to communicate with.

Step 5: Determine the order of tasks you need to complete and if they are dependent on one another.

Step 6: Adjust the plan if needed.

At every stage you need to plan for obstacles that might get in the way. Examples: What will you do if you can't find a resource? What will you do if a task takes longer than you planned? What will you do if you realize your criteria for success is not realistic?

One of the first things you need to do is to come up with a list of success criteria: How will you know when you project is successful? What sub tasks and goals will demonstrate progress towards that success? How will you document your journey?

- How will I judge my success? Be specific! You need to be **very specific, and realistic, in your success criteria** (how many times did I plan on doing my service vs. how many times did I actually show up; said I was going to volunteer at a place – but I need to be 17 years old or with a parent to do the service – did my parent help me out?).
- Are there any steps along the way you need to complete? How will you judge that success?

Dependencies/Constraints:

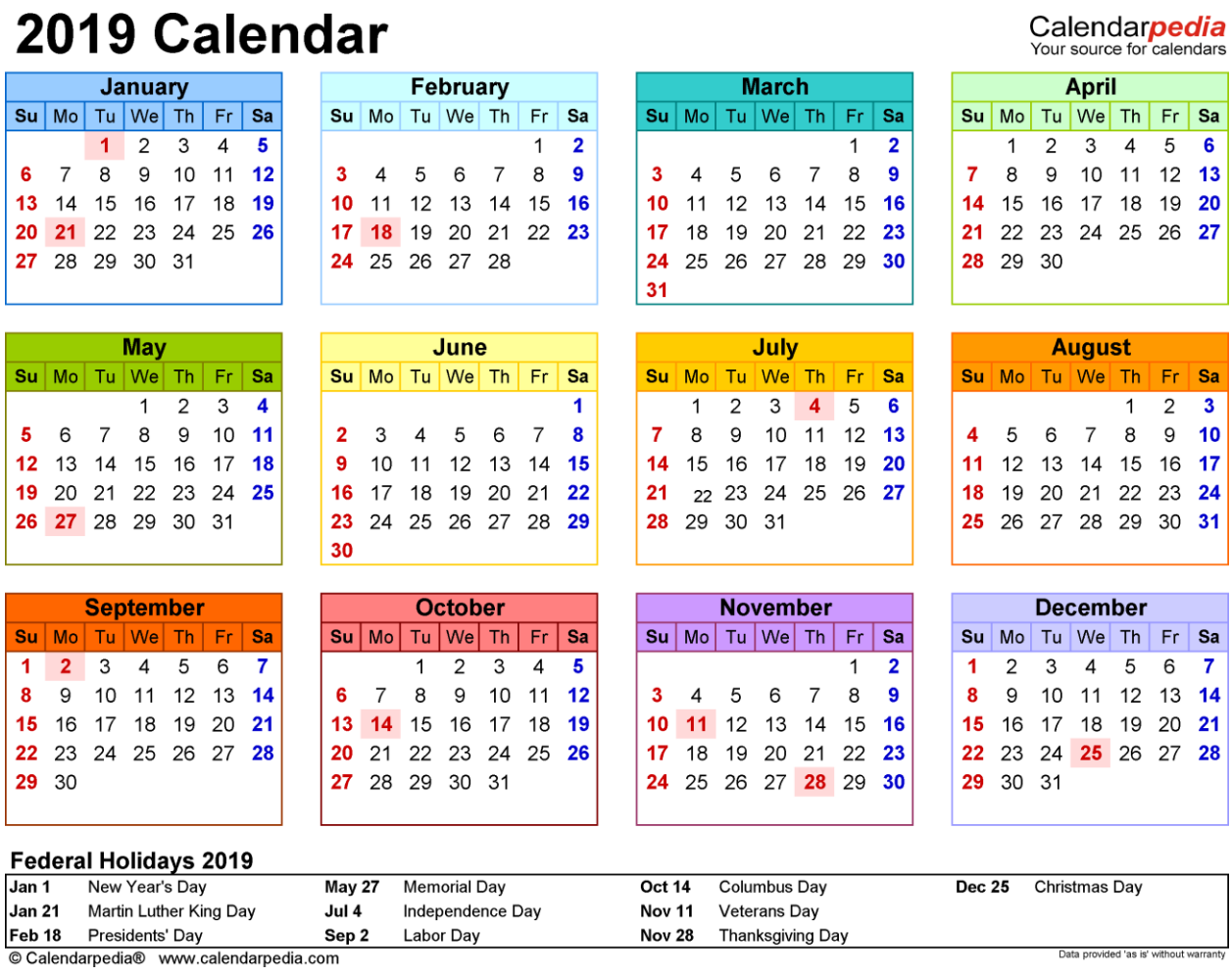
Now that you have a list of resources and tasks look to see if you have any dependencies or constraints. These can be defined as:

Dependency: The relationship that defines the order in which tasks are carried out. Task B is dependent on Task A if the start or finish date of Task A must be reached before Task B can be started.

Constraint: Something that limits your options.

Some tasks cannot be completed until others have been but sometimes tasks are independent of one another. For example, if you need to call someone and you need to cook dinner these tasks are not dependent on one another, but if you are making a pasta dinner adding the noodles to boiling water is dependent on the water being at a boil. For your project sort your tasks into those that are dependent on one another and those that are not. The following resources can help you to do this.

Using the calendars below identify all dates where you know you have dependency or constraint that will NOT allow to work on the project. Highlight or X out those dates – be realistic and honest about the days you plan on working – don't over commit.



2019 Calendar

Calendarpedia
Your source for calendars

January

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February

Su	Mo	Tu	We	Th	Fr	Sa
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17	18	19	20	21	22	23
24	25	26	27	28		

March

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24	25	26	27	28	29	30
31						

April

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28	29	30				

May

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June

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23	24	25	26	27	28	29
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July

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21	22	23	24	25	26	27
28	29	30	31			

August

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

September

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October

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		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November

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					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

December

Su	Mo	Tu	We	Th	Fr	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Federal Holidays 2019

Jan 1	New Year's Day	**May 27**	Memorial Day	**Oct 14**	Columbus Day	**Dec 25**	Christmas Day
Jan 21	Martin Luther King Day	**Jul 4**	Independence Day	**Nov 11**	Veterans Day		
Feb 18	Presidents' Day	**Sep 2**	Labor Day	**Nov 28**	Thanksgiving Day		

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Stage 2: Planning your Community Project

Entry #3: (should complete after planning process – who did you contact? What are you going to do? What are the constraints?) Notes, reflections, revisions, frustrations…if completed then - Notes, reflections, revisions, frustrations…

Entry #4: Notes, reflections, revisions, frustrations…

Reflect on Stage 2: Planning

+ What was positive?	△ What could be improved?
What did you do successfully while **planning** the steps to meet a goal?	What will you change in the future when you're **planning** how to meet a goal?
What successes and strengths did you discover about yourself as a **student**?	What did you discover you could improve upon as a **student**?
What successes and strengths did you discover about yourself as a **person**?	What did you discover you could improve upon as a **person**?

Stage 3: Taking Action

1. **Go do a community project (volunteer, advocate, raise awareness, participate actively)**
   - Evidence of the project outcome (photos, copies of the product, description of the outcome)
2. **Demonstrate thinking skills**
   - Collect evidence of you problem-solving or thinking creatively as you work towards your goal
3. **Demonstrate communication and social skills**
   - Be prepared to engage with the public and be ready to present what you did for your community project

Stage 3: Taking Action

4. **Go do a community project (volunteer, advocate, raise awareness, participate actively)**
   - Evidence of the project outcome (photos, copies of the product, description of the outcome)

Entry #5: Notes, reflections, revisions, frustrations…

Entry #6: Notes, reflections, revisions, frustrations…

Entry #7: Notes, reflections, revisions, frustrations…

Entry #8: Notes, reflections, revisions, frustrations…

Entry #9: Notes, reflections, revisions, frustrations…

Entry #10: Notes, reflections, revisions, frustrations…

Reflect on Stage 3: Taking Action

+ What was positive?	△ What could be improved?
What did you do successfully while **completing** the steps to meet a goal?	What will you change in the future when you're **completing** steps to meet a goal?
What successes and strengths did you discover about yourself as a **student**?	What did you discover you could improve upon as a **student**?
What successes and strengths did you discover about yourself as a **person**?	What did you discover you could improve upon as a **person**?

Stage 4: Reflecting

Reflect on the process, outcome, and personal growth

Reflecting

i. Evaluate the quality of your product/outcome against the criteria
ii. Reflect on how completing the product/outcome has extended your knowledge and understanding of the topic and global context
iii. Reflect on your development as a learner through the project

Stage 4: Reflecting on the Process, outcome and personal growth

+ What was positive?	△ What could be improved?
Did you achieve what you set out to achieve?	In what ways was your product/outcome different than what you planned?
What skills did you learn or improve that you will use again in life?	What skills do you want to work on to make you more successful in reaching goals?
Will you take something of importance away from this experience? If so, what?	How might the Community Project experience be improved in the future?