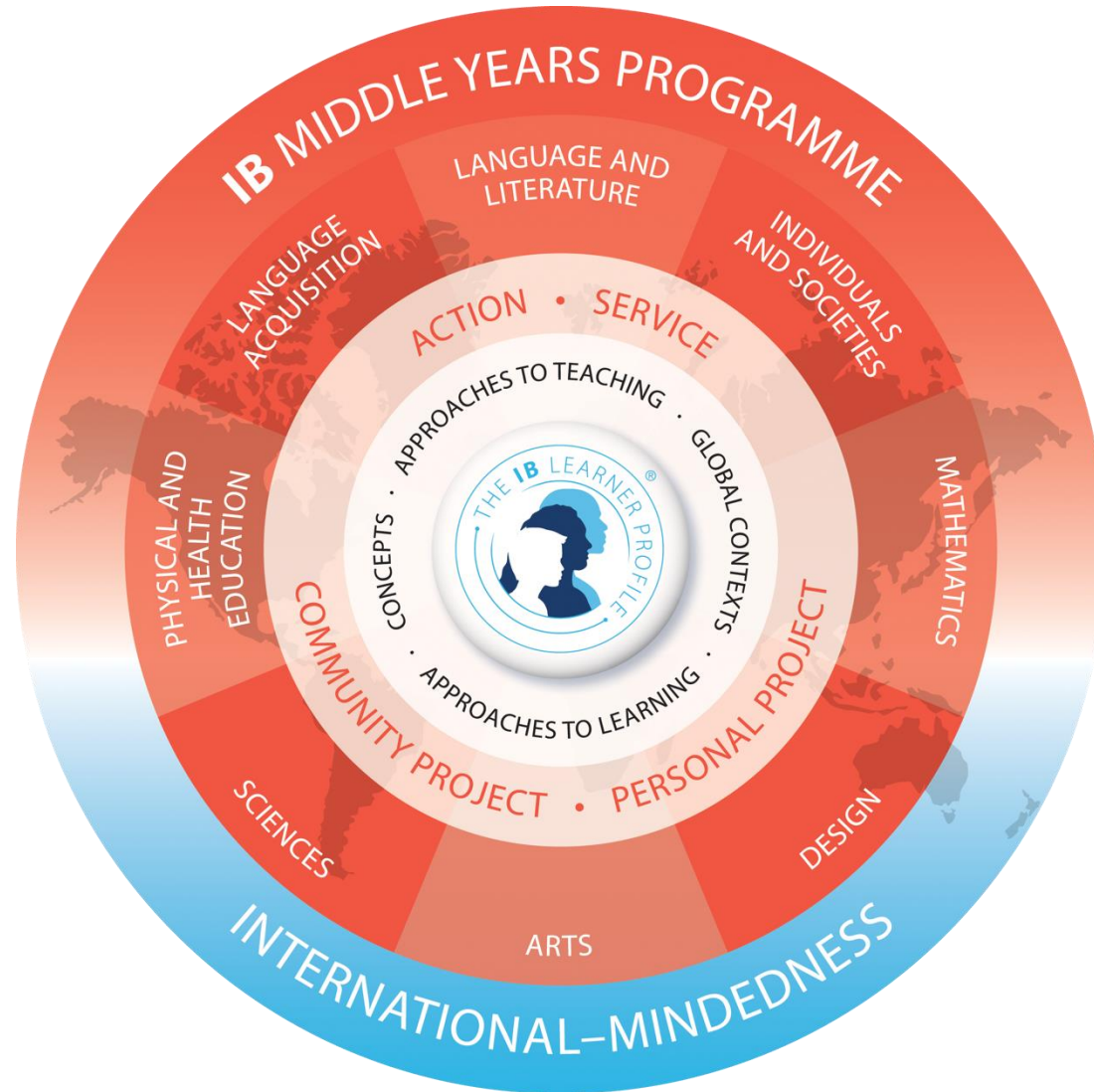# IB Basics Parent Session
Year 3 Community Project

We are all members of the IB World Community

IB MYP Curriculum Framework

Year 3 Community Project

- This is an IB MYP requirement for all Year 3 students

- The Year 3 Design teacher will introduce the project at the beginning of your semester "CAB 4" Design Course.

  - Students are expected to spend approximately 15 hours on their MYP community project. This time includes: • meeting with supervisors • independent learning through research, planning, development and completion of the project • reporting of the project

  Classroom Introduction: https://www.youtube.com/watch?v=K3s8d0RRXaI
  Student Presentations: https://www.youtube.com/watch?v=GoO7riF4J18

Community Project in MYP

The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. It gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. The community project may be completed individually or by groups of a maximum of three students.

MYP projects are student-centered and age-appropriate, and they enable students to engage in practical explorations through a cycle of **inquiry**, **action** and **reflection**. MYP projects help students to develop the attributes of the **IB learner profile**; provide students with an essential opportunity to demonstrate **ATL skills** developed through the MYP; and foster the development of independent, lifelong learners

Through the Community Project, students experience the responsibility of completing a significant piece of work over an extended period of time, as well as the need to reflect on their learning and the outcomes of their work—key skills that prepare students for success in further study, the workplace and the community. Through their community projects, students participate in a sustained, self-directed inquiry within a **global context**.

Communicator

Balanced

Principled

Risk-Taker

Open-Minded

Inquirer

Reflective

Caring

Knowledgeable

Thinker

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Approaches To Learning
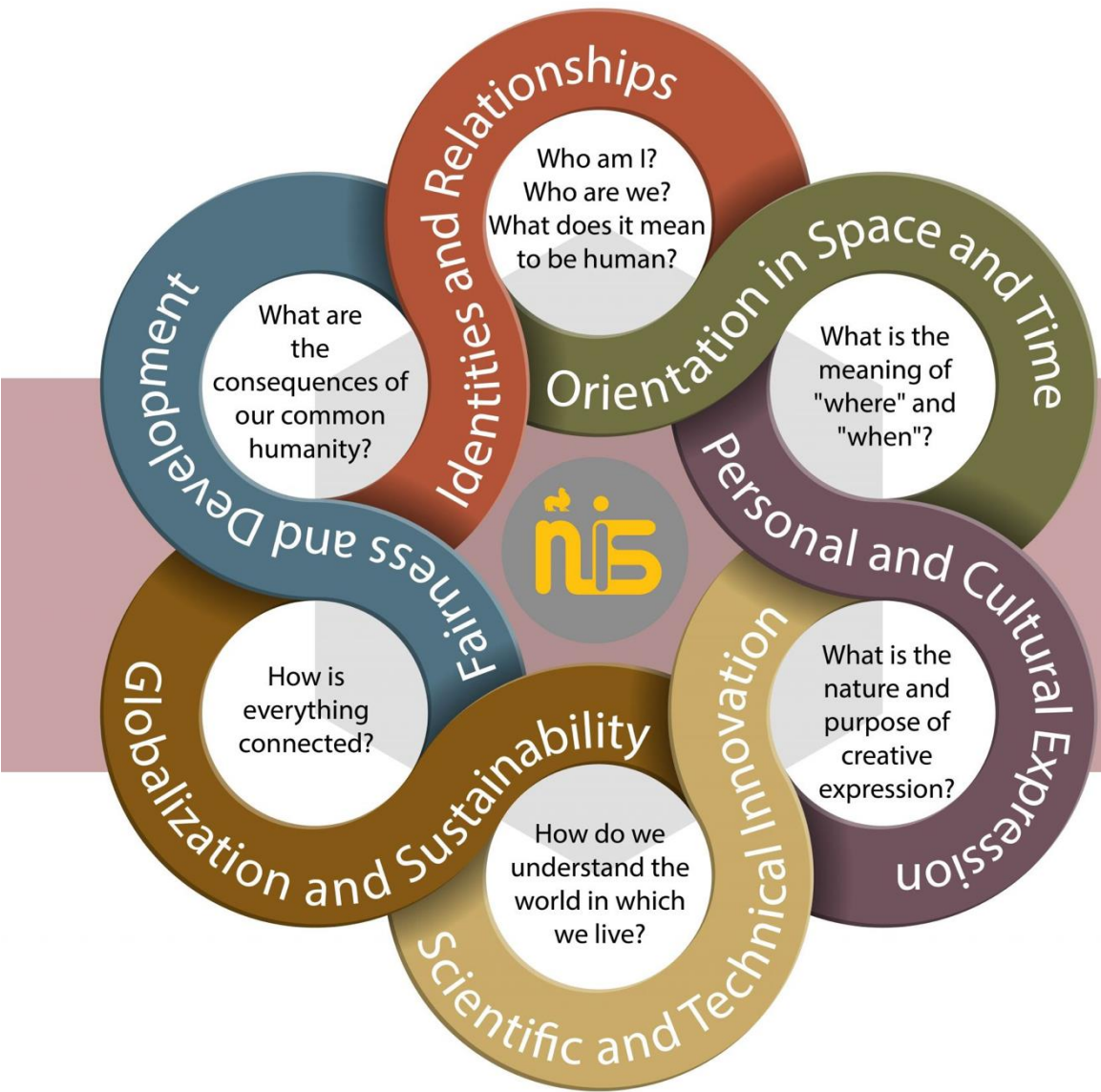
ATL Skills

- Communication
- Self-Management
- Social
- Research
- Thinking

Issues to Care About

SDGs

THE 17 GOALS | Sustainable Development (un.org)

Objectives of the Community Project

- Investigating
- Planning
- Taking Action
- Reflecting

A cyclical and interactive approach to inquiry.

The objectives will be demonstrated holistically in the process, the product and the report or presentation of the project.

Visualizing the project objectives

Investigating
- Define a goal based on personal interests
- Identify prior learning and subject-specific knowledge
- Demonstrate research skills

Planning
- Develop a proposal of action/criteria
- Plan and record the development process
- Demonstrate self management skills

Taking Action
- Demonstrate service as action/create a product or outcome
- Demonstrate thinking skills
- Demonstrate communication and social skills

Reflecting
- Evaluate the quality of the service as action or product/outcome
- Reflect on knowledge and under-standing
- Reflect on their development of ATL/as an IB learner

Comparing IB MYP Requirements:

Service As Action

- Volunteering at a school or community planned event
- Student created service event

Community Project

- Student designing & completing a service project for a community of their choice:
  - School/Club
  - Neighborhood
  - Extra Curricular Group (sport, dance)
- Must include:
  - Process Journal
    - Minimum of 15 hours of work
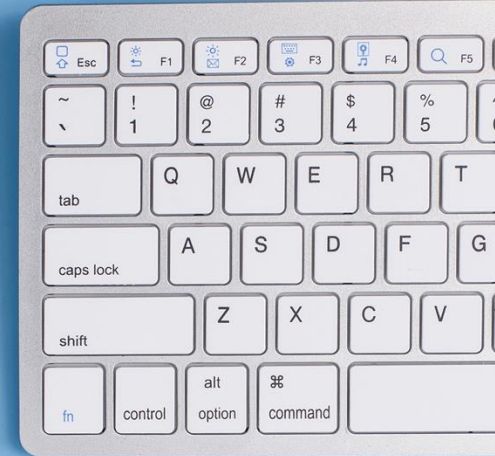 - Teacher Advisor Meetings (3-4)
  - Presentation

Process Journal

The process journal is a generic term used to refer to the record of progress maintained by the student throughout the project. The process journal is personal to the student, in the sense that he or she is also exploring ways of recording his or her process. Students are not restricted to any single model of recording their process journals.

The student is responsible, through his or her use of the process journal, for producing evidence of addressing the four objectives to demonstrate achievement at the highest levels of the criteria. Must show evidence of a minimum of 15 hours of work.

Teacher Advisor

- Students are responsible for selecting a teacher advisor to meet with 3-4 times in the semester.

- Teachers will guide the students through the Community Project process by offering advise as they hear updates, help troubleshoot as problems arise and provide general support for the successful completion of the project.
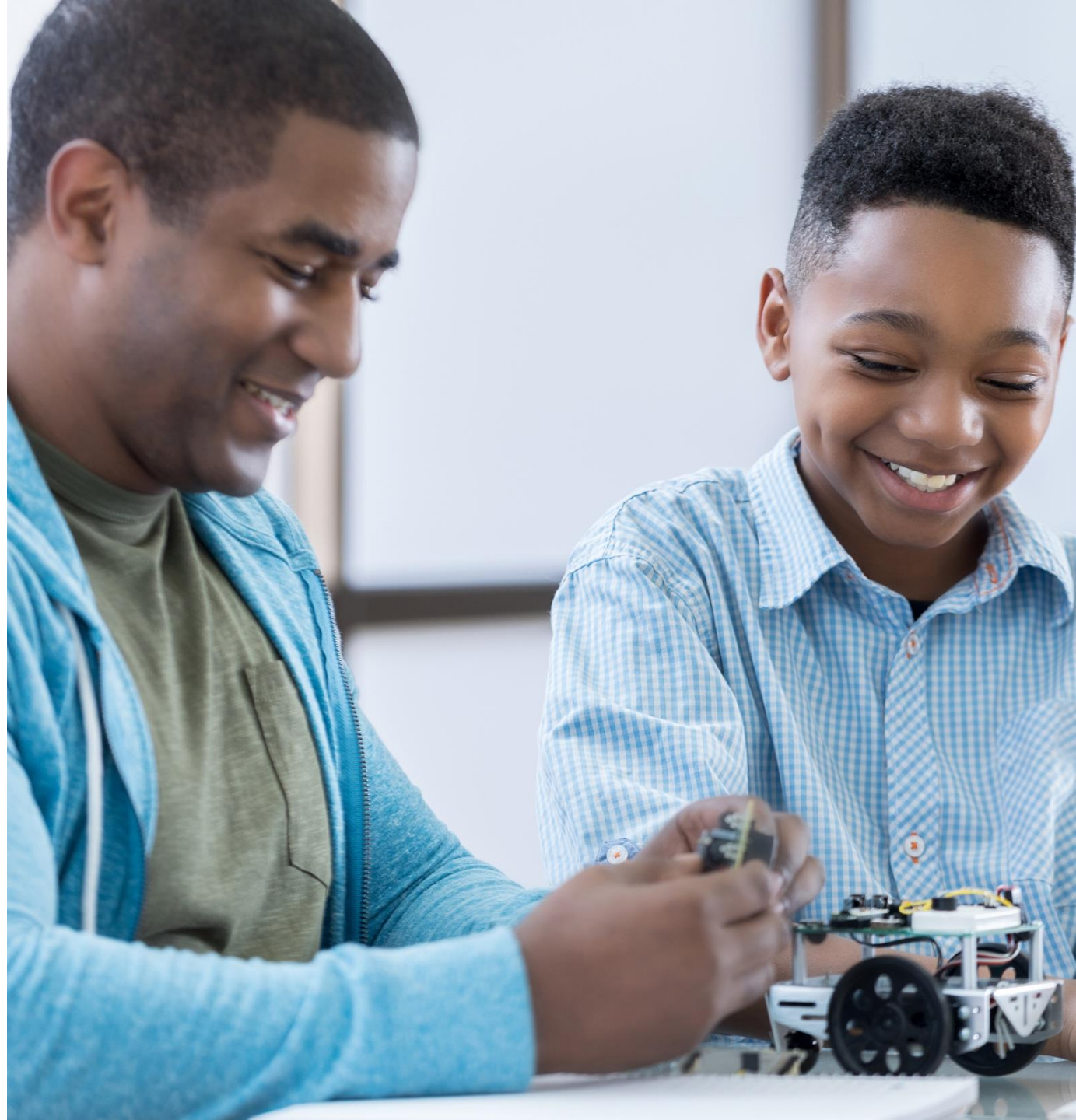
Presentation of Community Project

Semester 1

Winter Festival

Semester 2

Welcome to Walker Ice Cream Social

Inquiry in the Community Project

This student-planned learning activity includes:

• deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project

• creating proposals or criteria for their project, planning their time and materials, and recording developments of the project

• making decisions, developing understandings and solving problems, communicating with their supervisor and others, and creating a product or developing an outcome

• evaluating the product/outcome and reflecting on their project and their learning.

As students become involved in the self-initiated and self-directed learning process, they will find it easier to construct in-depth knowledge on their topic as well as to develop an understanding of themselves as learners.

Action in the Community Project
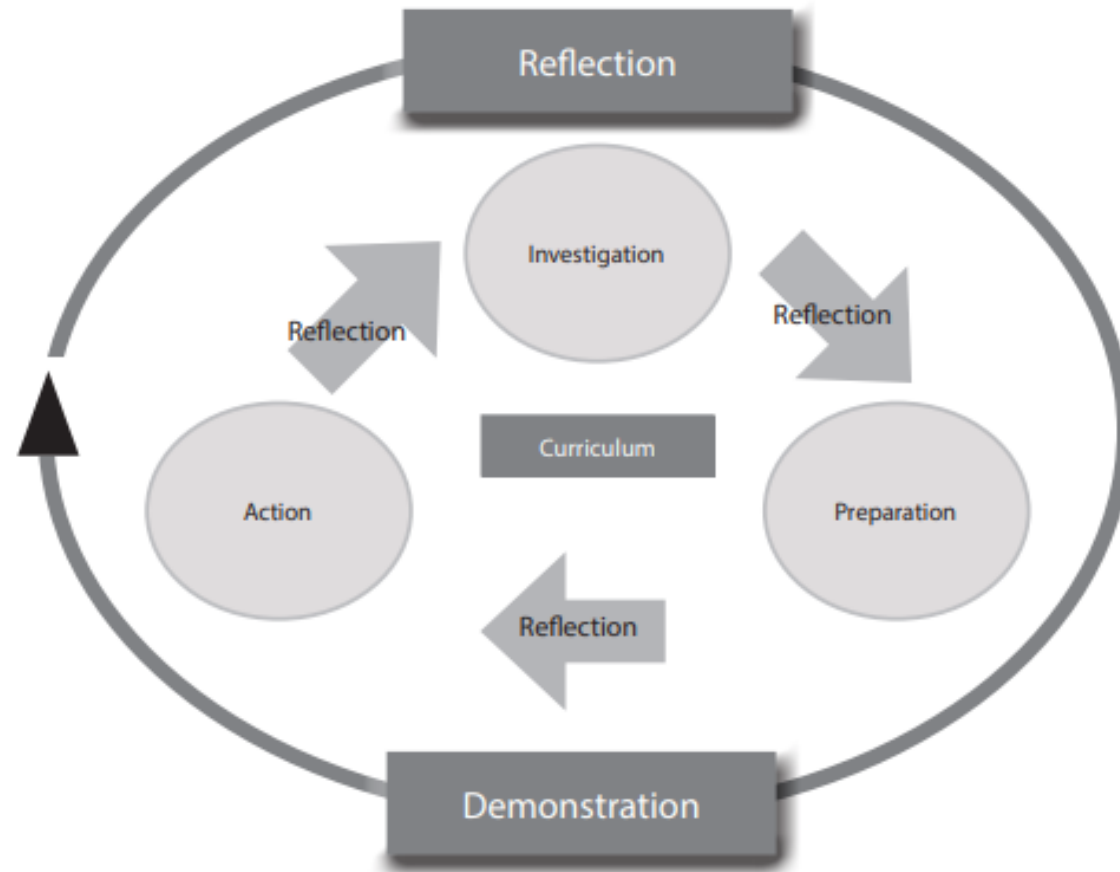
Service Learning in the Community Project

Direct Service
- You interact directly with people, animals or the environment you want to help

Indirect Service
- Your actions will benefit people, animals or the environment, but you do not interact with them directly

Advocacy
- You promote awareness and understanding of a cause or concern to promote action on an issue of public interest

Research
- You collect information through varied sources, analyze data and report on a topic of importance in order to influence policy or practice

Learning Outcomes for Service

Become more aware of their own strengths and areas of growth

Undertake challenges that develop new skills

Discuss, evaluate and plan student-initiated activities

Persevere in action

Work collaboratively with others

Develop international-mindedness through global engagement, multilingualism and intercultural understanding

Consider the ethical implications of your actions

Students will focus on strengthening at least 1 of these learning outcomes!

Community Project?

A student chose to volunteer for a beach cleanup with a local organization. She signed up online and went on a Saturday to help pick up trash on St. Pete Beach for 2 hours. NO

VS.

A student who researched water/beach pollution online. She emailed several local organizations to get information on hosting a beach cleanup event. She discussed what materials would be needed and went shopping with her family to buy supplies. She created a flyer to advertise the beach cleanup and distributed it in her neighborhood and among her friend groups. Her family got to the designated beach pavilion to set up materials and organize the volunteers on the chosen date. She created an emergency safety plan, got a first aid kit, and ensured a parent chaperone would be in attendance for the duration of the day. Her group worked on site for about 2 hours. She followed up with thank you notes for all volunteers and included some statistics related to beach pollution to spread awareness on the issue. Her reflection on the process is underway and she will make a presentation to recap her semester's worth of work. YES!

Community Project?

A student is interested in helping animals. He goes to the Humane Society one weekend a month for the semester to play with the cats. He uses these hours to fulfill his community project. NO

VS.

A student contacts the Human Society to see what critical needs they are currently facing. He reaches out to his pastor to see if they can do a special collection for the Humane Society. He creates a flyer for collections taking place over the next several weekends. Collection bins are made and used. He is on site for several hours each weekend to assist with the collections and sorting of materials. He sets up a time to deliver his collection goods to the Humane Society. His reflection on the process is underway and he will make a presentation to recap his semester's worth of work. YES!

Community Project?

A student is extremely interested in researching about the effects of bullying on teenagers, specifically online and social media impacts. She works with a partner to research the topic. The group schedules time to meet with guidance counselors and discuss the issue further. Feeling prepared, the students draft several flyers to raise awareness regarding the impacts of social media and bullying. Students get permission (thru an approved WARF) to hang flyers around school. The next steps will be a school survey related to how students feel about bullying on campus vs social media platforms and a potential friendship club. Students have scheduled a meeting with administration to see if they can do the next steps this semester or stay focused on raising awareness with another round of flyers or presentation to a specific group of students. **YES!**

VS

A student and his friend have volunteered with the Best Buddies organization for the last 5 years. They have learned a lot about being a good friend to students with disabilities so they feel they can count this as their community project and type up a presentation teaching about the Best Buddies group and their experiences. **NO**

Why Service Matters

When we engage in service learning experiences, **our brains respond in ways that make us feel happy and connected** to others. Taking part in service learning increases our wellbeing and activates different parts of the brain.

The social cognition region of the brain **increases activity when we are in reciprocal relationships** with others. This dynamic enhances emotional empathy and understanding others' perspectives.

When we participate in selfless acts, stand up for causes, or take action to bring about positive change, **our brain's fear and stress centre becomes less active**.

Our brain's decision-making area, the prefrontal cortex, becomes more active **when we engage in service by evaluating the positive impact of our actions** which fosters intrinsic motivation.

Acts of service release oxytocin, also known as the 'love hormone.' Oxytocin enhances feelings of connection, reinforce positive social interactions, social bonding and trust.

COMING SOON: Community Project "School News" on Walker Website