Lawton Chiles Middle Academy

Community Project Guide
2015 - 2016

Student Name: _____

Group Members: _____

Faculty Advisor: _____

Lawton Chiles Middle Academy IB Mission Statement
Our mission at Lawton Chiles Middle Academy is to guide each student to attain extraordinary achievement
and a continuous desire to learn in an ever-changing global environment.

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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 Lawton Chiles Middle Academy. Since Lawton Chiles 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 advisor. The faculty advisor 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 website has been designed to assist you on your project journey. It will be found on the LCMA Knights Online website and on the Learning Commons 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, whose need you choose to address.

Good luck.

Community Project Timeline

Three Weeks	Six Weeks	Eight Weeks	One to Two Weeks
_____	_____	_____	_____
Investigating	**Planning**	**Taking Action**	**Reflecting**
• 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	• 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.	• Carry out the service as action • Record information and developments in process journals	• 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 • Complete the bibliography • Complete the academic honesty form

Investigating

During this phase, you will need to identify the need within the community. First, you will need to know what the term "community" means. The best way to do this is to brainstorm each "community."

- Use this chart to help. Each column represents a different "community." Use the space provided to brainstorm the needs in each of those areas. Some needs may fit in several categories.
- Once you have completed the chart, narrow your choices down to two or three ideas.
- Ask yourself: Which one do I feel most passionate about? How can I help address the need?
- Complete the Community Project Plan sheet (see page 6).

School	Local Neighborhood County	State	National	Global
Ex. Bullying, poverty	Ex. Hunger, crime, domestic violence	Ex. Environment	Ex: homelessness, child abuse	Ex. Lack of clean water

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

You may work independently on the community project or in groups of up to three students. In cases where students work together, you must work collaboratively to address the objectives of the project, develop your service learning together, and give your presentation at the end as a group.

As you begin the investigative phase, you will need to make choices regarding the focus of your project. You should follow a series of procedures to help identify your focus. You will need to:

- 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. The MYP key concept of community is defined as follows: *Communities* are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.

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

To see specific community examples of challenging and highly challenging community project goals please see **Appendix II**.

Identify the Global Context your project is related to.
Source: "Projects guide" International Baccalaureate 2014 (pg. 20)

Global contexts direct learning towards independent and shared 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.

Please note: you must identify one of these global contexts for your MYP project, to establish the relevance of your inquiry (why it matters).

Consider the following questions as you choose a global context through which to focus their project.

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

When organizing fundraising campaigns or events for an organization, you will explore the challenges that the organization address, such as pollution, climate change, endangered species, health, education, housing, food, human rights, minority rights, immigration, culture, arts, communication. Therefore, the global context for the project will often be determined by the organization's cause.

Please read the sample projects based on the various global contexts in **Appendix III** of this handbook.

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

Share with your faculty advisor. The actual form to use is found on the Community Project website.

Project Title:	School:
Name: (List all group members, but highlight YOUR name)	**Faculty Advisor:**

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?**   *Investigating:*   *Planning:*   *Taking Action:*   *Reflection:*
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 on the Community Project website. **You will turn in this completed chart as your Project Proposal.**

Topic	Goal of MYP Project	Global Context	Criteria / Proposal	Process	Outcome or Product
The topic should be broad.	(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.	The Global Context which most closely fits the project.	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 advisor and the student will use to judge the project.	These are the steps the student will follow to reach his/her goal.	List of items the student will actually create or produce during the project.
Example of completed Planning Chart					
How plastic bags pollute the environment	Create a multi-media presentation to teach grade 6 students at the neighboring elementary school about the polluting effects of plastic bags.	Globalization and sustainability	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	1. Use ATL research skills to find the dangers and benefits of plastic bags. 2. Use ATL mult-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.	1. multi-media presentation produced and presented 2. the questionnaire is distributed, and completed by students
		from the IB Personal project/Project workbook pg. 51-52			

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 advisor review one rehearsal presentation per student or group before the final presentation.

Presentation Check List:
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:
	  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:
	  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:
	  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:
	  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: 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 demonstrate **limited** self-management skills. iii. demonstrate **limited** self-management skills.
3–4	Students: 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: 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: 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
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: 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: 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: 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: 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.

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:
• 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.

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 Advisor name	

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.

Faculty Advisor: 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.

	Date	Main points discussed & steps to take after meeting	Signature/initials
Meeting 1			Student: Faculty Advisor:
Meeting 2			Student: Faculty Advisor:

Meeting 3			Student: Faculty Advisor:
Meeting 4			Student: Faculty Advisor:

Faculty Advisor comments

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).

Faculty Advisor declaration
I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.

Student's signature	Date
Faculty Advisor'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 advisor

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 advisor

Taking Action

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

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 advisor

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
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.	• 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
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.	• 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
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.	• 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
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.	• 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
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.	• 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
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.	• 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			
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	

Affective skills: Mindfulness, perseverance, emotional management, self-motivation and resilience

APPENDIX V

Process Journal   Date:

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

1. *ATL skill categories addressed in planning*

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

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.

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.

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.