

MYP Candidate School



Al Sahwa Schools

Community Project Handbook



Table of Contents

Al Sahwa Mission Statement	3
IB Learner Profile	4
Nature of the MYP Community Project	6
Aims	7
What are the Community Project Objectives and Criteria for success?	8
Visualising the Project Criteria	9
Where do I start?	10
Stage 1: Getting Ready	11
Step 1: Create your group	11
Step 2: Decide on a Global Context	12
Identifying the Global Context for the Project	13
Step 3: Prepare your Process Journal	15
Dos and don'ts of the Process Journal	16
Step 4: Meet with your Supervisor	17
Responsibilities of the Supervisor	17
The Role of a Specialist / Mentor in the Community	17
What to discuss in your first meeting?	18
Academic Honesty Form	18
Stage 2: Investigating	19
Step 5: Start your investigation	19
Step 6: Meet with your supervisor.	19

Stage 3: Planning	21
Step 7: Plan your proposal	21
Creating your own Criteria for Success	21
Step 8: Meet with your supervisor	23
Stage 4: Taking Action	24
Step 9: Actually do your service	24
Step 10: Meet with your supervisor.	25
Stage 5: Reflecting	26
Step 11: Reflect on your project and create your presentation	26
Step 12: Present your project for assessment	28
Step 13: Present your project at the Community Project Exhibition	29
Al Sahwa Community Project Timeline	30
References	31
Appendix A: Selecting Process Journal Extracts	32
Appendix B: ATL Skills by Category	32
Appendix C: Assessment Criteria	37
Criterion A: Investigating	37
Criterion B: Planning	38
Criterion C: Taking Action	39
Criterion D: Reflecting	40
Appendix D: Command Terms	41

Al Sahwa Mission Statement

School Mission:

We are a learning community committed to our core values (respect, gratitude and proactivity) and Oman's rich cultural heritage while embodying high quality international education.

School Vision:

Educate students to become the leaders of the future.

Al Sahwa Schools aims to achieve the School Mission and Vision through four strategic themes:

Teaching & Learning

We are committed to high-quality teaching and learning supported by first class international curricula, ensuring our students fulfill their potential and study at the world's leading universities.

Ethics and Values

Our students display phenomenal personal and ethical characteristics reflecting the core values of Oman and of our school, building their vision for the future on an immovable moral foundation.

Leadership & Entrepreneurship

Our students are exceptional leaders and have the entrepreneurial skills required to have meaningful careers, start their own business and contribute to the development of Oman.

Citizenship & Community

We are a collaborative community that maintains excellent relationships with all stakeholders and has outstanding global partnerships enabling our students to be global citizens.

Al Sahwa Schools is a Candidate School for the IB Middle Years Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Al Sahwa Schools believes is important for our students.*

**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit <http://www.ibo.org>*

IB Learner Profile

As IB Learners, we strive to be:

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate arrange of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



Nature of the MYP Community Project

- The Community Project in MYP Year 2 is an unique opportunity for students to identify an area of interest, set goals, and act for the betterment of a community through community service.
- Community service is as an aspect of service in action, also known as service learning where students learn about a community through investigation in order to help make the community better.
- Students engage with a community to identify the needs of the community and define a proposal of action to support the community or alleviate these needs.
- Service learning is encouraged to be taken outside school walls to engage with the community.
- Through the CP students apply all the learning strategies and Approaches to Learning (ATL) skills they have acquired throughout their studies.

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.

Ultimately, CP will assist you to experience the responsibility of completing a significant piece of work over an extended period of time and develop key skills which will prepare you for success in the Personal Project in Grade 10 as well as all further study.

It will also give you a sense of completion and contentment that you have addressed a real concern in a community and achieved a meaningful outcome.



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.”

MYP: Principles into Practice (2014)

Aims

The aims of the MYP Community Project 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; and
- appreciate the process of learning and take pride in their accomplishments.

What are the Community Project Objectives and Criteria for success?

Your Community Project has four major Objectives; each of these Objectives are directly related to an assessment Criterion that will be used to judge whether you have successfully achieved the Objective.



Your process journal, proposal, and presentation / exhibition must demonstrate the following:

Objective A: Investigating

- 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

Objective B: Planning

- 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

Objective C: Taking action

- i. Demonstrate service as action as a result of the project
- ii. Demonstrate thinking skills
- iii. Demonstrate communication and social skills

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

Visualising the Project Criteria

Investigating

This involves making a list of all of the student’s interests, skills and talents to be used in considering opportunities for community service. Students will gather information about the needs of a community through action research that includes use of varied approaches: media, interviews of experts, survey of varied populations, and direct observation/personal experiences.

Planning

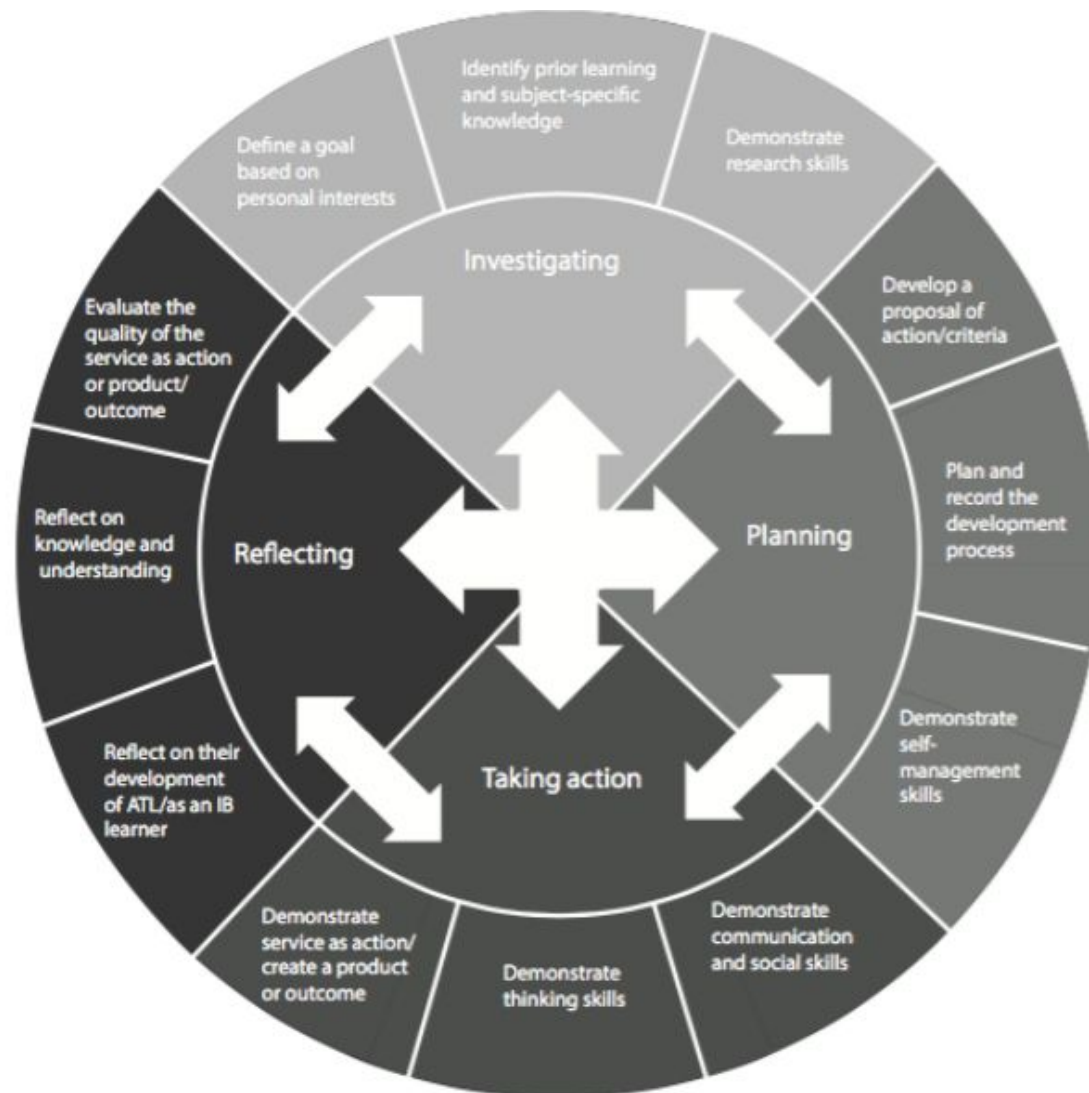
Planning involves the student/s creating a proposal for the service experience with clarification of roles, responsibilities, actions to be taken, resources required and timelines, while acquiring any skills needed to successfully carry the plan to completion.

Taking Action

Taking action involves implementing the plan. Students may work individually or in groups of maximum 3 students.

Reflecting

Reflection occurs throughout the project, not only at the end and involves students describing what happened, expressing feelings, generating ideas and asking questions.



MYP: Principles into Practice (2014)

Where do I start?

<p>Stage 1 GETTING READY</p>	<p>Step 1: Create your group or decide to go it alone. Step 2: Decide on a Global Context that you will relate to or frame your community service around. Step 3: Prepare your Process Journal Step 4: <i>Meet with your supervisor.</i></p> <ul style="list-style-type: none"> • Document your discussions and fill in the Academic Honesty Form
<p>Stage 2 INVESTIGATING</p>	<p>Step 5: Start your investigation.</p> <ul style="list-style-type: none"> • Gather as much information about yourself, the needs of the community etc. • Document everything in your process journal <p>Step 6: <i>Meet with your supervisor.</i></p>
<p>Stage 3 PLANNING</p>	<p>Step 7: Plan your proposal</p> <ul style="list-style-type: none"> • Once you have identified a need within a community you need to plan a proposal for how to service that need <p>Step 8: <i>Meet with your supervisor.</i></p>
<p>Stage 4 TAKING ACTION</p>	<p>Step 9: Actually do your service Step 10: <i>Meet with your supervisor.</i></p>
<p>Stage 5 REFLECTING</p>	<p>Step 11: Reflect on your project and create your presentation</p> <ul style="list-style-type: none"> • How did you develop your ATL skills? <p>Step 12: Present your project for assessment Step 13: Present your project at the Community Project Exhibition</p>

Stage 1: Getting Ready

Step 1: Create your group

The Community Project can be achieved by an individual or a group of 2 or maximum of 3. Members cannot be more than 3 so as to avoid difficulties when providing evidence from all your contributions, at the end of the project.

A student completing the project individually will be awarded achievement levels for his or her individual work. Where students have chosen to work in groups, supervisors will award the same achievement levels for each student, regardless of how much each student has contributed, so **CHOOSE YOUR GROUP MEMBERS WISELY!**

Step 2: Decide on a Global Context

The 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; and
- ❖ fairness and development.



Al Sahwa students must identify one of these global contexts for their Community Project to establish the relevance of their inquiry. Students may consider the following questions as they choose a global context through which to focus their project.

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

The choice of the global context will significantly shift the perspective of the Community Project. The table below demonstrates the impact global contexts have on a topic or issue in the Community Project.

Identifying the Global Context for the Project

The global context chosen by the student provides a context for inquiry and research for the project. Students **choose only one global context** to define their goal. In most cases other global contexts may inform the project or offer other perspectives, but the focus on one context will present opportunities that emerge through (self-imposed) limitations and give a specific focus to the project. The table below shows some examples of the use of each global context for an MYP Community Project.

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"> • Two sides of social networking; an awareness campaign about digital citizenship and cyber-bullying (<i>student community</i>) • How online identities impact offline relationships (<i>online community</i>) • Welcoming tourism to Oman; how to encourage foreign visitors without compromising traditional values (<i>local and expatriate communities</i>)
<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"> • Supporting immigrant assimilation into Omani culture (<i>immigrant community</i>) • The history of slave trading between Oman and Tanzania carrying over and affecting current relationships (<i>racial communities</i>) • Creating family archives to preserve family histories in Oman (<i>local family communities</i>)
<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"> • Video games as a form of cultural expression and relationship building (<i>online gaming community</i>) • Culture and self-expression through dance at Al Sahwa Schools during school events like National Day or International Week. (<i>Al Sahwa school community</i>)

Global Context (continued)	Examples of Community Projects (continued)
<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"> • Geological research into fossils found at Jebel Akhdar (<i>scientific community</i>) • Getting solar panels into rural communities (<i>rural communities</i>) • An awareness campaign about genetically inherited disorders (<i>local community</i>)
<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"> • The struggle for water in developing countries; an awareness campaign (<i>global community</i>) • Helping construct aquaponic gardens to support local producers (<i>agricultural community</i>) • Improving the recycling strategies used in Al Sahwa or the general community (<i>local consumer community</i>)
<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"> • Supporting fair trade: local farming in Oman; an awareness campaign for our school restaurant/cafeteria to promote fair trade (<i>local trade community</i>) • Exploring the intersections of race and inequality; campaigning for more equitable wages for different ethnicities. (<i>laborer community</i>)

Step 3: Prepare your Process Journal

Two words at the forefront for beginning any community project are “Visible Thinking”. How can I make my thinking and ideas visible?

What is a process journal? The process journal shows a record of your involvement in the Community Project process. It should record all your ideas, your planning, your discussions, the notes you make from your research, the links you find to the global context, evidence of ATL skills, meetings scheduled with your supervisor and outcomes, photographs – whatever you do that is part of the process should be kept in this document. You choose the format of your journal.

Students May Develop Their Own Format and Design.

The process journal is personal to the individual student or student group, in the sense that he, she or they can explore ways of recording their processes. The student/s are responsible, through the use of their process journal, for producing evidence of addressing the four objectives (A, B, C and D) to demonstrate achievement at their highest levels of the criteria.



Students must show their Process Journal at every meeting with their supervisor.
The Process Journal should include all information as relevant to the project topic:

- Research materials.
- Photos (explained and dated).
- Plans, designs, patterns.
- Interviews, questionnaires, surveys.
- Letters, emails.
- Materials, fabrics, colour samples.
- Actual costs/invoices/receipts.
- Video, CD, DVD, Power Point.

Dos and don'ts of the Process Journal

The Process Journal is:	The Process Journal is NOT:
<ul style="list-style-type: none"> ● used throughout the project to document its development. ● to be kept up to date - record dates and times of action. ● 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 eg, teachers, supervisors, external contributors. ● a place to record selected, annotated and/or edited research and to maintain a bibliography (see student diary or appendices in this handbook) ● a place for storing useful information eg, 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 eg, display folder, book, digital format. ● 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.

Step 4: Meet with your Supervisor

Students will be allocated a supervisor with whom they will meet on a regular depending on a semi-regular basis. The supervisor may not necessarily be an expert in your chosen subject areas, but his or her role is to advise rather than be a resource.

Responsibilities of the Supervisor

- The purpose of the supervisor is to support the student/s during the project.
- Ensure the chosen project topic satisfies appropriate legal and ethical standards with regard to health and safety. Confidentiality, human rights, animal welfare and environmental issues.
- Provide guidance and support to students in the process and completion of the project but not take over the project from the student/s.
- Discuss options with the student, maintaining objectivity, ensuring the students take notes and are organised.
- Confirm the authenticity of the work submitted.
- Contact the Community Project Coordinator or MYP Coordinator for support or guidance as necessary.
- Assess the MYP project in the first instance using the criteria in this guide before standardization by an assessment panel.

The Role of a Specialist / Mentor in the Community

Students may decide to seek out and use specialists or mentors within the community who facilitate access to research and evidence, provide information to extend skills and knowledge and model good practice. In these cases, the community member guides and supports the students throughout the process. It is important that students still receive guidance from their supervisor at school, relating to the project objectives and assessment. Parents, supervisors and the Al Sahwa Community should be aware of any legal requirements and school policies when using an external specialist in the interest of student safety.

What to discuss in your first meeting?

- It is important that you have a discussion with your supervisor about your choice of Global Context and community service ideas to see whether or not your intentions are realistic.
- The first meeting is an opportunity for you to demonstrate such things as the approach you are taking, the methods you are using, and your ability to describe and justify your choice of context through which to focus your inquiry.
- You will discuss the Academic Honesty Form (see below for more details).



It is very important that you attend ALL meetings that you arrange with your supervisor and that you respect him or her by arriving at meetings on time and with all necessary materials. YOU need to keep a record of these meetings with your supervisor, what was discussed, and important decisions made. All evidence of meetings should be kept in your process journal since this is an important part of your assessment for Criterion C: Taking action.

Academic Honesty Form

Students are required to fill in the Academic Honesty Form with their supervisors at each meeting to ensure truthfulness and authentic work.

Here is the link to the Academic Honesty Form:

<https://docs.google.com/document/d/1EgwLZvUDML0VYKZq6ldX789qL0w3-8dFjruH5XPxytQ/edit?usp=sharing>

Stage 2: Investigating

Step 5: Start your investigation

Your aim at this stage is to:

- Define a clear and highly challenging goal to address a need within a community, based on personal interest.
- Identify the community that you wish to serve through your Community Project and explain why you wish to serve them.
- Identify and explain the need within this community.
 - Use surveys, interviews, email conversations, interactions, online research and other preferred media to understand the core needs and details of the community you want to serve.
- Use the 5W1H model (shown on the next page) to structure your investigation and create inquiry questions.

NOTE - You do not need to come up with a solution at this stage, that comes next in the Stage 3: Planning. Right now your focus is to really define the need first. The more focused the need; the easier it will be to create a service to fulfill that need.



Track your investigation by documenting everything in your **Process Journal**.

Step 6: Meet with your supervisor.

After you have completed your investigation you will schedule another meeting with your supervisor.

In this second meeting with your supervisor you should:

- Discuss what you have found during your investigation
- Discuss what you will need to do in the next stage (Stage 3: Planning)
- Check through the Process Journal to make sure it is up to date with relevant information

The 5W1H model by Laura England



Source: <https://misslauraengland.blog>

Stage 3: Planning

Step 7: Plan your proposal

Once you have identified a need within a community you need to develop a detailed, meaningful appropriate and thoughtful proposal for action to serve the need in the community.

Your proposal should include:

- The process for how the service will be done
- Materials to be used
- Time frame or period needed to carry out the service action
- Criteria for success (*you will need to create this criteria, see below*)

Creating a pledge will drive your focus in achieving your goal throughout the planning process and ensures commitment. Create a commitment pledge using the following starters:

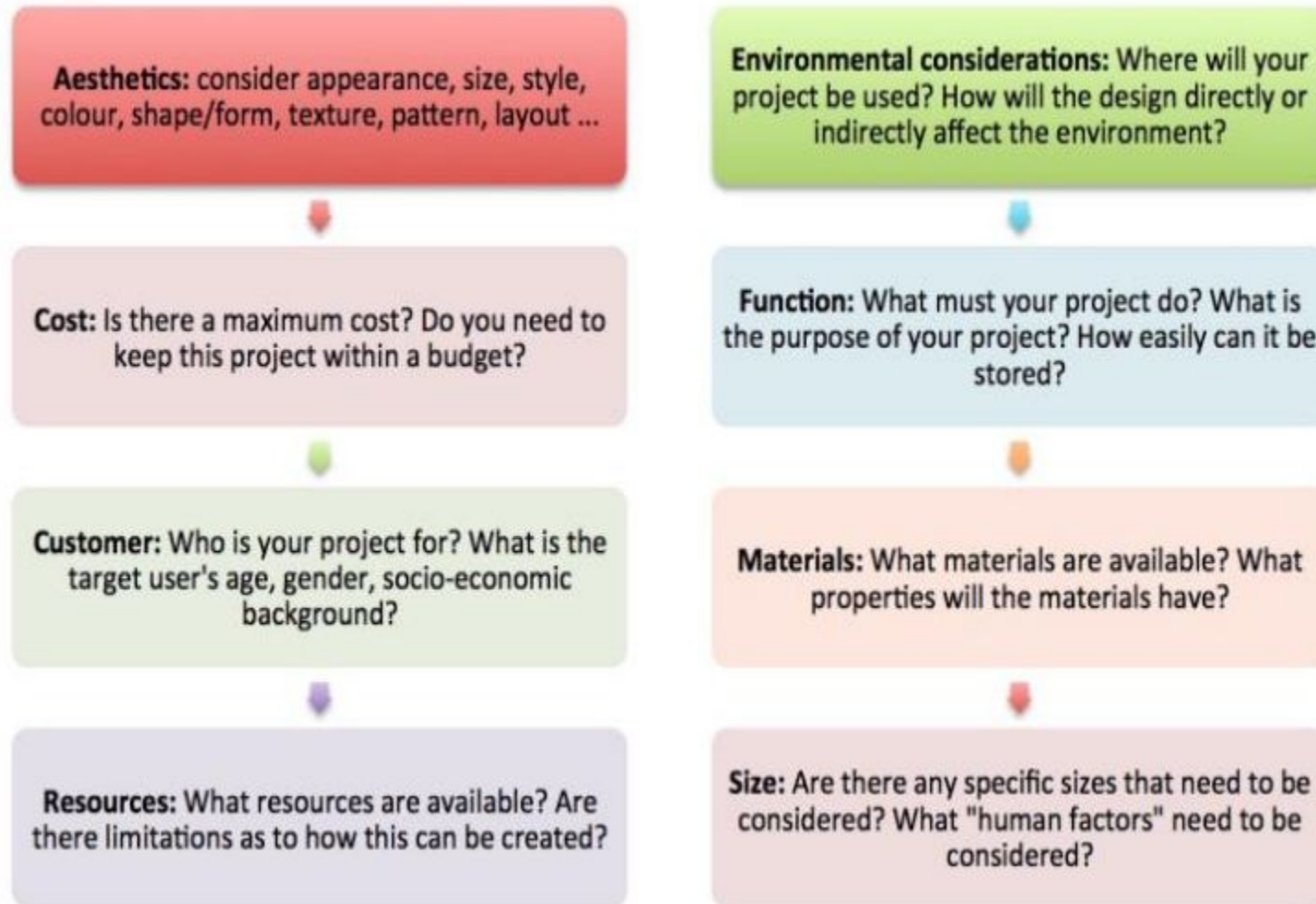
“We are / My name is from” “I/We strongly believe”
“Because I/we strongly believe, I/we plan to” “My/Our hope is that”

Creating your own Criteria for Success

This stage also requires a specified criteria and how to carry out the desired outcome or product for the Community. You need to create a minimum of **five rigorous specifications** for your criteria. The criteria should direct you in how to achieve your outcomes for your project. When creating your specifications ask yourself the following questions and consider the options in the diagram on the next page.

How will I know when I have achieved my goal?
How can I judge the quality of my product/outcome?

When creating your specifications you can consider the following options:



Source: <https://misslauraengland.blog>

Step 8: Meet with your supervisor

After you have completed your **proposal** you will schedule another meeting with your supervisor.

In this third meeting with your supervisor you will:

- Present your proposal and discuss opportunities and limitations
- Discuss whether the Criteria for Success is appropriate and challenging enough.
- Discuss what you will need to do in the next stage (Stage 4: Taking Action)
- Check through the Process Journal to make sure it is up to date with relevant information

Stage 4: Taking Action

Step 9: Actually do your service

This is the fun part of the Community Project. Taking Action is drawing together your Investigation and Planning into action in order to respond to your proposal for action by actually implementing or creating your Community Project product and/or outcome and solving the need you identified during your investigation period. Your Journal should be full by now with pictures, information, screenshots etc. This stage also means that your proposed action has been chosen amidst your various ideas during your planning, to serve the community.

This stage merges together the need, the goal, and the plans of what you are going to do and put it into action.

The Goal + The Need + The Plan = Action

Example: To raise awareness (**The Goal**) about the dangers of driving when you are really tired (**The Need**) I plan to collaborate with ROP to organize a drivers workshop at the Muscat Taxi Station (**The Plan**). **The Action** for my Community Project; I will raise awareness about the effect of driving whilst tired at the Muscat Taxi station by organizing a driver's workshop in collaboration with the Royal Omani Police (ROP).

It is important that you discuss with your supervisor the best fit time frame to carry out action. Always involve your supervisor as he/she will guide you and help you to consult with organizational bodies you wish to work with.

this

**TAKE
ACTION!**

Step 10: Meet with your supervisor.

After you have completed your **action** you will schedule another meeting with your supervisor.

In this fourth meeting with your supervisor you will:

- Discuss how the action went and compare with your Criteria for Success.
- Check through the Process Journal to make sure it is up to date with relevant information

You may consider the following questions as guidelines to examine the taking action stage:

- What did you do? How did it go?
- What were your results?
- Did you have to make any changes along the way?
- Did you interact with anyone in your community? Describe any interactions.
- What would you do differently and why?

Stage 5: Reflecting

Step 11: Reflect on your project and create your presentation

Congratulations! You made it!

This is the final stage of your project, where you will actually present your project to an audience and wrap up everything you have done. The final stage is organizing your documentation and the thinking you have made visible in your Process Journal to share in the form of a presentation to an audience. This can be created through different mediums or visual aids, e.g. PowerPoint, Prezi, a short video footage, a Tri-fold poster etc.

This final stage requires the following steps to gradually draw your community project to a final stop before your presentation to an audience.

- First... write your reflection.
- Then... prepare and complete the oral presentation
- Then... select the process journal extracts you want to submit
- Then... complete your bibliography
- Lastly... complete your Academic Honesty Form

Use the following guiding questions to write your reflection:

- Did you achieve your goal?
- How well did you address the need?
- Did you help the community? In what way?
- Compare the quality of the project's final product/outcome against the proposal.
- What advice would you give others about doing a service project?
- What attributes of the IB learner profile did you develop?
- What worked well with your project?
- What does service mean to you after completing the project?
- Would you do another service project and what would it be?
- How was your project received by others?
- What ATL skills did you develop?

- Reflect on the use of ATL skills to determine how you have developed through the process.

ATL skills are the skills you use to “learn how to learn”.

Community Project Objectives	MYP ATL Skill Cluster
Objective A: Investigation	
<ul style="list-style-type: none"> ● Define a clear and highly challenging goal to address a need within a community, based on personal interest. 	Collaboration Critical Thinking
<ul style="list-style-type: none"> ● Identify the community that you wish to serve through your Community Project ● Identify and explain the need within this community using our 5W1H model 	Collaboration Transfer Creative-Thinking Information Literacy Skills
Objective B: Planning	
<ul style="list-style-type: none"> ● Develop a detailed, meaningful appropriate and thoughtful proposal for action 	Organization
<ul style="list-style-type: none"> ● Designing mission statement to serve as a commitment pledge towards the achievement of the goal. 	Media Literacy
<ul style="list-style-type: none"> ● Plan and record the developmental process into a process journal ● Create a minimum of five rigorous specifications for your criteria 	Critical Thinking Transfer Reflection
Objective C: Taking Action	
<ul style="list-style-type: none"> ● Respond to your proposal for action by actually implementing or creating your Community Project product and/or outcome ● Demonstrate Service as Action as a result of your project 	Collaboration Communication Creative thinking Transfer
<ul style="list-style-type: none"> ● Solving the need you identified during your investigation period 	Reflection Creative Thinking
Objective D: Reflection and Presentation	
<ul style="list-style-type: none"> ● Communicate information and ideas effectively to multiple audiences using a variety of media formats 	Media Literacy skills Communication
<ul style="list-style-type: none"> ● Reflection on the development using the ATL Skills and 	Reflection

- | | |
|--|--|
| <ul style="list-style-type: none">• Evaluation of the service as action against the proposal | |
|--|--|

Step 12: Present your project for assessment

The presentation at the end of the community project is an oral presentation delivered to an audience. This may be an audience of teachers, peers, family and friends, or the larger community.

- For an individual student presentation, the time allocated is 6–10 minutes.
- For a group presentation, the time allocated is 10–14 minutes



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

1. a completed **academic honesty form** for each student
2. the **proposal** for action
3. **process journal** extracts
 - For groups, a maximum of 15 process journal extracts is permitted (a selection from each student is recommended).
 - For individuals, a maximum of 10 process journal extracts is allowed.
4. any supporting visual aids used during the **presentation**
5. **bibliography / reference** list (must adhere to the APA style of referencing)

IMPORTANT DETAILS TO CONSIDER:

Question-and-answer sessions after your presentation will not be used to further assess students' presentations or adjust achievement levels met by the presentation itself. In other words, the presentation should speak for itself, so do not leave any information out that you might need to fulfill criteria A, B, C or D.

Step 13: Present your project at the Community Project Exhibition

Sometime during semester 2, a date will be confirmed for the Community Project Exhibition. You will present your work there as well for the whole school and parent community to see.

Al Sahwa Community Project Timeline

End of Grade 7 May 2019	1st & 2nd month of Grade 8 August / September	3rd & 4th month of Grade 8 October / November	5th & 6th Month of Grade 8 December / January	7th & 8th Month of Grade 8 February / March 2020
Introduction	Investigating	Planning	Taking Action	Reflection
<ul style="list-style-type: none"> • Students are introduced to the CP and are shown examples of other schools • Explain use of process journal • Brainstorm and generate ideas • Introduce CP to parents and staff • Set research for the holiday 	<ul style="list-style-type: none"> • Projects are confirmed • Supervisors are assigned and trained <p>Have students complete the following</p> <ul style="list-style-type: none"> • Identify a community need based on personal interests • Select a global context and define a goal for the project • Start research period; identify prior learning, select relevant resources and gather information about how to address the problem. • Decide on a service action and begin developing proposal to implement the service action 	<p>Have students complete the following</p> <ul style="list-style-type: none"> • Finalise the proposal for service in action. This should be completed near the start of this phase • Continue the research-select, evaluate and acknowledge information • Work on service in action • Keep a process journal <p>Organize a “work in progress session” for all students to show and share their progress by the end of October</p>	<p>Have students complete the following:</p> <ul style="list-style-type: none"> • Continue working on, and complete service action • Continue using the process journal <p>On completion of the service supervisors need to:</p> <ul style="list-style-type: none"> • Meet with students to agree the evaluation of the quality of the service • Standardize the evaluation of the quality of the service with other supervisors 	<p>Have students complete the following</p> <ul style="list-style-type: none"> • Evaluate the quality of the project against their proposal • Reflect on the learning • Complete presentation <p>On completion of the product supervisors need to:</p> <ul style="list-style-type: none"> • Assess the presentation • Standardize the assessment of the reports • Feedback to students
<----- Review Research ----->				Celebrate the Community Project outcomes at the CP Exhibition
<----- Review Process Journal----->				

<----- Communicate and collaborate with student ----->

References

- I. IB Project Guide for use from September, 2014/ January, 2015.
(<https://resources.ibo.org/myp/subject-group/MYP-Projects/resource/11162-32955/?c=22c71dee>)
- II. Personal Project Guide: International school ISUtrecht.
(<https://www.isutrecht.nl/wp-content/uploads/2016/05/Personal-Project-Guide-ISUtrecht.pdf>)
- III. TIS MYP Community Project Handbook
(<https://drive.google.com/open?id=1zhnQqiJoc3LYWARG96vE83v6OnmHeah>)

Appendix A: Selecting Process Journal Extracts

For the Personal Project, students should carefully select evidence from their process journals to demonstrate development in all criteria. These extracts are submitted as appendices of the report or presentation at the conclusion of the project. The student should take responsibility for making the appropriate extracts available to the supervisor.

Students working individually should select a maximum of 10 individual extracts to represent the key developments of the project. The student should select extracts that demonstrate how he or she has addressed each of the objectives, or annotate extracts to highlight this information.

An extract may include:

- Visual thinking diagrams;
- Bullet point lists;
- Charts;
- Short paragraphs;
- Artifacts from inspirational visits to museums, performances, galleries;
- Notes;
- Timelines, action plans;
- Annotated illustrations;
- Annotated research;
- Pictures, photographs, sketches;
- Up to 30 seconds of visual or audio material;
- Screenshots of a blog or website; and
- Self and peer assessment feedback.

Materials directly relevant to the achievement of the project should also be included in the extracts as appropriate. For example, if the student has produced a questionnaire or survey that has been described and analyzed in the presentation, he or she could include a segment of that completed survey.

An individual extract may include any of the formats that the student used to document the process. Extracts should simply be supporting evidence of the process and will not be individually assessed.

Appendix B: ATL Skills by Category

The following four pages list all ATL skills by category for students to search through and pick out relevant skills associated with their project.

RESEARCH SKILLS	
<p><i>I. Information Literacy skills; finding, interpreting, judging and creating information</i></p> <ul style="list-style-type: none"> ● Collect, record and verify data ● Access information to be informed and inform others ● Make connections between various sources of information ● Collect and analyze data to identify solutions and make informed decisions ● Process data and report results ● Evaluate and select information sources and digital tools based on their appropriateness to specific tasks ● Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions 	<p><i>II. Media Literacy skills; interacting with media to use and create ideas and information</i></p> <ul style="list-style-type: none"> ● Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media ● Demonstrate awareness of media interpretations of events and ideas (including digital social media) ● Make informed choices about personal viewing experiences. ● Understand the impact of media representations and modes of presentation ● Seek a range of perspectives from multiple and varied sources ● Communicate information and ideas effectively to multiple audiences ● Compare, contrast and draw connections among (multi)media resources

SELF-MANAGEMENT SKILLS		
<p>III. <i>Organization skills; manage time and tasks effectively</i></p> <ul style="list-style-type: none"> ● Plan short and long term assignments; ● Meet deadlines ● Create plans to prepare for summative assessments (examinations and performances) ● Keep and use a weekly planner for assignments ● Set goals that are challenging and realistic 	<p>IV. <i>Affective skills: mindfulness; resilience</i></p> <ul style="list-style-type: none"> ● Practise focus and concentration ● Practise strategies to develop mental focus Practise strategies to overcome distractions perseverance ● Demonstrate persistence and perseverance emotional management ● Practise strategies to reduce stress and anxiety self-motivation ● Practise analyzing and attributing causes for failure ● Practise managing self-talk ● Practise positive thinking ● Practise “bouncing back” after adversity, mistakes and failures ● Practise “failing well” ● Practise dealing with disappointment and unmet expectations ● Practice dealing with change 	<p>V. <i>Reflection Skills; (Re) considering the process of learning; choosing and using ATL skills</i></p> <ul style="list-style-type: none"> ● Develop new skills, techniques and strategies for effective learning ● Identify strengths and weaknesses of personal learning strategies (self-assessment) ● Demonstrate flexibility in the selection and use of learning strategies ● Try new ATL skills and evaluate their effectiveness ● Consider Content “What did I learn about today? What don’t I yet understand? What questions do I have now?” ● Consider ATL skills development “What can I do already? How can I share my skills with others? What will I work on next?” ● Consider personal learning strategies “What can I do to be a more efficient and effective learner? How can I become more flexible in my choice of learning strategies? What factors are important for helping me learn well?” ● Focus on the process of creating by imitating the work of others ● Consider ethical, cultural and environmental implications Keep a journal to record reflections

THINKING SKILLS		
<p><i>VI. Critical Thinking skills; analyzing and evaluating issues and ideas</i></p> <ul style="list-style-type: none"> ● Practise observing carefully in order to recognize problems ● Recognize unstated assumptions and bias ● Interpret data ● Recognize and evaluate propositions ● Draw reasonable conclusions and generalizations ● Revise understanding based on new information and evidence ● Evaluate and manage risk ● Formulate factual, topical, conceptual and debatable questions ● Consider ideas from multiple perspectives ● Develop contrary or opposing arguments ● Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding ● Propose and evaluate a variety of solutions Identify obstacles and challenges ● Use models and simulation to explore complex systems and issues Identify trends and forecast possibilities ● Troubleshoot systems and applications 	<p><i>VII. Creative Thinking skills; generating novel ideas and considering new perspectives</i></p> <ul style="list-style-type: none"> ● Use brainstorming and visual diagrams to generate new ideas and inquiries ● Create novel solutions to authentic problems ● Make unexpected or unusual connections between objects and/or ideas ● Design improvements to existing machines, media and technologies ● Make guesses, ask “What if . . .” questions and generate testable hypotheses ● Apply existing knowledge to generate new ideas, products or processes ● Create original works and ideas; use existing works and ideas in new ways ● Practice flexible thinking – develop multiple opposing, contradicting and complementary arguments 	<p><i>VIII. Transfer skills; using skills and knowledge in multiple contexts</i></p> <ul style="list-style-type: none"> ● Use effective learning strategies in subject groups and disciplines ● Apply skills and knowledge in unfamiliar situations ● Inquire in different contexts to gain a different perspective ● Compare conceptual understanding across multiple subject groups and disciplines ● Make connections between subject groups and disciplines ● Combine knowledge, understanding and skills to create products or solutions ● Change the context of an inquiry to gain different perspectives.

SOCIAL SKILLS

IX. Collaboration skills; working effectively with others

- Manage and resolve conflict and work collaboratively in teams
- Listen actively to other perspectives and ideas
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback Advocate for one's own rights and needs

COMMUNICATION SKILLS

X. Communication skills; students can exchange thoughts, messages and information effectively through interaction

- Give and receive meaningful feedback
- Use appropriate forms of writing for different purposes and audiences
- Consider the target audience
- Reading, writing and using language to gather and communicate information
- Read a variety of sources for information and for pleasure
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Organize and depict information logically

Appendix C: Assessment Criteria

Criterion A: Investigating

Maximum: 8

In the Community Project, students should be able to:

- i. Define a clear 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 with the appropriate referencing and bibliography

Achievement Levels	Level Descriptors
0	The student does not achieve a standard described by any of the descriptors below.
	The student:
1 - 2	<ol style="list-style-type: none"> i. states a goal to address a need within a community, based on personal interests, but is limited in depth or accessibility ii. identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance. iii. demonstrates limited research skills
3 - 4	<ol style="list-style-type: none"> i. outlines an adequate goal to address a need within a community, based on personal interests ii. identifies basic prior learning and subject-specific knowledge relevant to some areas of the project. iii. demonstrates adequate research skills.
5 - 6	<ol style="list-style-type: none"> i. defines a clear and challenging goal to address a need within a community, based on personal interests. ii. identifies prior learning and subject-specific knowledge generally relevant to the project. iii. demonstrates substantial research skills.
7 - 8	<ol style="list-style-type: none"> i. defines a clear and highly challenging goal to address a need within a community, based on personal interests. ii. identifies prior learning and subject-specific knowledge that is consistently highly relevant to the project. iii. demonstrates 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
(a timeline or detailed plan and well-documented Process Journal is essential).
- iii. Demonstrate self-management skills.

Achievement Levels	Level Descriptors
0	The student does not achieve a standard described by any of the descriptors below.
	The student:
1 - 2	<ul style="list-style-type: none"> i. develops a limited proposal for action to serve the need in the community. ii. presents a limited or partial plan and record of the development process of the project. iii. demonstrates limited self-management skills.
3 - 4	<ul style="list-style-type: none"> i. develops an adequate proposal for action to serve the need in the community ii. presents an adequate plan and record of the development process of the project. iii. demonstrates adequate self-management skills.
5 - 6	<ul style="list-style-type: none"> i. develops a suitable proposal for action to serve the need in the community ii. presents a substantial plan and record of the development process of the project. iii. demonstrates substantial self-management skills.
7 - 8	<ul style="list-style-type: none"> i. develops a detailed, appropriate and thoughtful proposal for action to serve the need in the community ii. presents a detailed and accurate plan and record of the development process of the project. iii. demonstrates 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 Levels	Level Descriptors
0	The student does not achieve a standard described by any of the descriptors below.
	The student:
1 - 2	<ol style="list-style-type: none"> i. demonstrates limited service as action as a result of the project ii. demonstrates limited thinking skills. iii. demonstrates limited communication and social skills.
3 - 4	<ol style="list-style-type: none"> i. demonstrates adequate service as action as a result of the project ii. demonstrates adequate thinking skills. iii. demonstrates adequate communication and social skills.
5 - 6	<ol style="list-style-type: none"> i. demonstrates substantial service as action as a result of the project ii. demonstrates substantial thinking skills. iii. demonstrates substantial communication and social skills.
7 - 8	<ol style="list-style-type: none"> i. demonstrates excellent service as action as a result of the project ii. demonstrates excellent thinking skills. iii. demonstrates 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 Levels	Level Descriptors
0	The student does not achieve a standard described by any of the descriptors below.
	The student:
1 - 2	<ol style="list-style-type: none"> i. presents a limited evaluation of the quality of the service as action against the proposal. ii. presents limited reflections on how completing the project has extended his or her knowledge and understanding of service learning. iii. presents limited reflections on their development of ATL skills.
3 - 4	<ol style="list-style-type: none"> i. presents an adequate evaluation of the quality of the service as action against the proposal. ii. presents adequate reflections on how completing the project has extended his or her knowledge and understanding of service learning. iii. presents adequate reflections on their development of ATL skills.
5 - 6	<ol style="list-style-type: none"> i. presents a substantial evaluation of the quality of the service as action against the proposal. ii. presents substantial reflections on how completing the project has extended his or her knowledge and understanding of service learning. iii. presents substantial reflections on their development of ATL skills.
7 - 8	<ol style="list-style-type: none"> i. presents an excellent evaluation of the quality of the service as action against the proposal. ii. presents excellent reflections on how completing the project has extended his or her knowledge and understanding of service learning. iii. presents detailed and accurate reflections on their development of ATL skills.

Appendix D: Command Terms

Command Term	MYP Definition
Create	To evolve from one's own thought or imagination, as a work or an invention
Define	Give the precise meaning of a word, phrase, concept or physical quantity
Demonstrate	Prove or make clear by reasoning or evidence, illustrating with examples or practical application
Develop	To improve incrementally, elaborate or expand in detail; evolve to a more advanced or effective state
Formulate	Express precisely and systematically the relevant concept(s) or argument(s)
Identify	Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature
Justify	Give valid reasons or evidence to support an answer or conclusion
Outline	Give a brief account
Present	Offer for display, observation, examination or consideration
State	Give a specific name, value or other brief answer without explanation or calculation