LICEUM OGÓLNOKSZTAŁCĄCE IM. KSIĘŻNEJ ANNY Z SAPIEHÓW JABŁONOWSKIEJ W BIAŁYMSTOKU

SZKOŁA PODSTAWOWA NR 53 Z ODDZIAŁAMI DWUJĘZYCZNYMI W BIAŁYSTOKU

# COMMUNITY PROJECT GUIDE



**September 2021**

# LEARNER PROFILE

**THE AIM OF THE IB PROGRAMMES IS TO DEVELOP INTERNATIONALLY MINDED PEOPLE WHO, RECOGNIZING THEIRCOMMON HUMANITY AND SHARED GUARDIANSHIP OF THE PLANET, HELP TO CREATE A BETTER AND MORE PEACEFUL WORLD.**

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 a range 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.
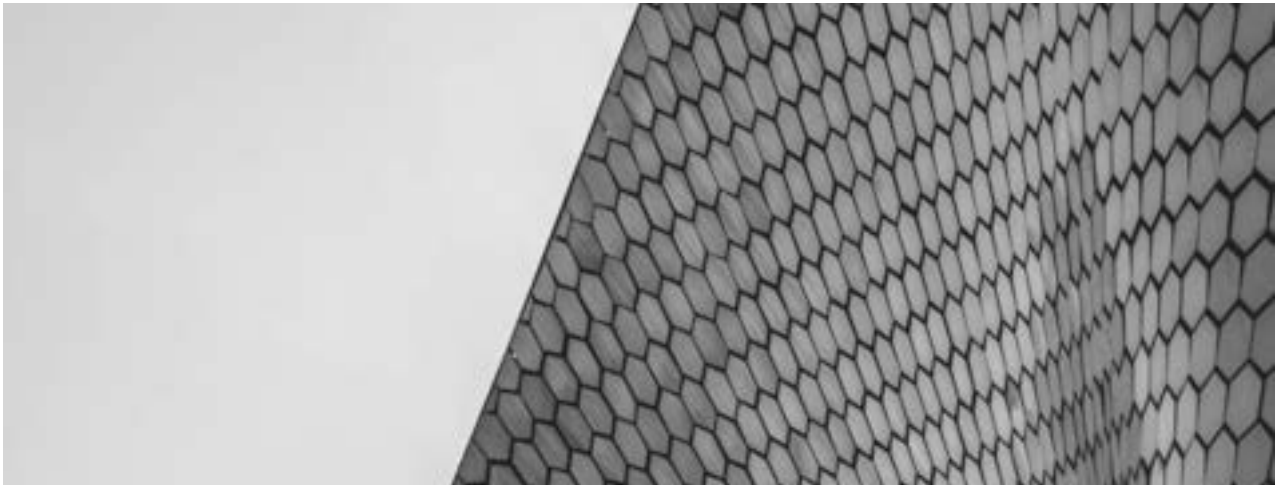
# IB MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

# SCHOOL'S MISSION STATEMENT

The major educational objective within the scope of the school's actions is the pursuit of versatile students' development achieved through a harmonious realization of teachers' tasks concerning the curriculum, skills training and pedagogical activity. Striving for universal growth of the students, the school undertakes many educational and pedagogical programs which:

1. strengthen open-mindedness and tolerance but at the same time underline student's own identity based on the cultural heritage of their motherland;
2. develop general knowledge and practical skills as well as the capability of understanding and defining the changing reality;
3. foster the bold search for the new and unknown but also the loyalty to the ethical principles.

# CONTENTS

# WHAT IS COMMUNITY PROJECT?

Community Project is an activity undertaken by students individually or in groups of maximum 3 in their IB MYP year 4 (that is 1st grade of our high school section). The Community Project focuses on community and service encouraging students to explore the right and responsibility to implement service as action in the community. The community project gives student san opportunity to develop awareness of needs in various communities and address those needs through service learning.

The community project is student-centered and age-appropriate, and it enables students to engage in practical explorations through a cycle of enquiry, action and reflection. IB MYP project helps students to develop the attributes of the IB Learner Profile, provides students with an essential opportunity to demonstrate ATL skills developed through the IB MYP, and Foster the development of independent life-long learners.

# AIMS

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

· participate in a sustained, self-directed inquiry withina global context
· generate creativenew insights anddevelop deeper | understandings through in-depth investigation
· demonstrate the skills, attitudesand knowledge requiredto complete a project overan extended period of time
· communicate effectively in a varietyof situations
· demonstrate responsible action through, or as a result of, learning
· appreciate theprocess of learningand take pridein their accomplishments.

# TIME FRAMES

The community project should fit into the 15 hours

- meeting with supervisors
- independent learning, research, planning, development and completion of the project
- presenting your actions to the school community

Supporting team:
You are not alone with the project – there is a team of people to support you.

IB MYP Projects Coordinator : Kamila Fidler

Your supervisor: ……………………………………….

School Librarian: Mrs. Sylwia Łapińska

School Psychologist: Mrs. Anna Czerniakiewicz and Mrs. Julia Wilczewska

# PROJECT OBJECTIVES

Theobjectivesofthecommunityprojectstatethespecifictargetsthataresetforlearning.Theydefinewhat studentsshouldbeabletoaccomplishasaresultofcompletingthecommunity project.

Students must address all strands of all four objectives in the MYP community project.

### A     **Investigating**

Students should be able to:
1. definea goal to address a need within a community, based on personal interests
2. identify prior learning and subject specific knowledge relevant to the project
3. demonstrate researchskills.

### B     **Planning**

Students should be able to:
1. develop a proposal for action to serve the need in the community
2. plan and record the development process of the project
3. demonstrate self-management skills.

### C     **Taking actions**

Students should be able to:
1. demonstrate service as action as a result of the project
2. demonstrate thinking skills
3. demonstrate communication and social skills.

### D     **Reflecting**

Students should be able to:
1. evaluate the quality of the service as action against the proposal
2. reflecton how completing the project has extended their knowledge and understanding of service learning
3. reflect on their development of ATL skills.

# PROCESS STAGES TO BE EVALUATED

Part 1 INVESTIGATING
- students investigate the areas of their interest within the context of Community Project, define the communities to be investigated
- based on their mutual interests students team up in teams of 3 and Begin investigating the chosen communities (up to 3 communities per team)
- open consultations with Community Project Team for support
- MYP coordinator assign student teams supervisor
- student teams define a goal to address within the chosen community
- students identify prior/subject – specific knowledge, ATL skills and global context to be addressed.

Part 2 PLANNING
- student teams develop a proposal for action to serv the need in the community in accordance with the goal, global context, prior/subject – specific knowledge and ATL skills
- student teams meet their supervisor regularly
- student teams document the development process in MB platform
- student teams research administrative procedures to be addressed

Part 3 TAKING ACTION
- student teams implement service as action as result of the planning and finalize their project
- student teams meet their supervisor
- student teams document their process in MB platform

Part 4 REFLECTING
- student teams self – evaluate the quality of the service against the proposal, including global context and ATL skills
- reflect on how completing the project has extended their knowledge and understanding of service learning
- student teams submit a draft of their presentation to their supervisor
- Community Project Presentation for the school community.

# TYPES OF ACTION

| | |
|---|---|
| **Direct service** | **interaction that involves people, the environment or animals (e.g. one – on – one tutoring, English lessons in a community organization, dog – training for adoption).** |
| **Indirect service** | **an action that benefits a community/ environment without direct contact with people (cleaning a park, designing a website, a book).** |
| **Advocacy** | **promoting an action/ awareness (e.g. awareness campaign, performing a play on replacing bullying with respect).** |
| **Research** | **collecting information on a topic of importance (e.g. conducting environmental surveys, compiling the most effective means to reduce liter in public spaces).** |

# TIMELINE

| Date: | Action: | |
|---|---|---|
| September – October | I. | Introduction |
| November - December | II. | Investigating |
| January – February | III. | Planning |
| March - April | IV. | Taking action |
| May | V. | Reflecting |

# THE ROLE OF THE SUPERVISOR

Each student team is assigned a supervisor by the IB MYP Coordinator. The purpose of the supervisor is to support the team during the project process.
The supervisors' responsibilities are to:
- ensure the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- provide guidance to students in the process and completion of the project
- confirm the authenticity of the work submitted
- assess the MYP project using the criteria in this guide
- participate in the standardization of assessment process established by the school.

Students should receive information and guidance that includes:
- guidelines about the MYP project
- a timetable with deadlines
- the assessment criteria for the project
- advice on how to keep and use a process journal
- the importance of personalan alysis and reflection
- formative feedback
- requirements for academic integrity.

The language of the community project, process journal and the final presentation can be Polish or English.

Academic Integrity for MYP projects, students and their supervisors must use the academic integrity form provided by the IB (Appendix 1) to note their meeting dates and the main points discussed and to declare the academic integrity of work.

Only three meeting dates need to be entered; in most cases, meetings selected for entry are at the start of the project, in the middle of the project and at completion of the project. The final declaration must be  signed by the student and the supervisor on submission of the final report or presentation.

# ATL AND GLOBAL CONTEXT

Collaboration - Critical thinking - Creative thinking - Information literacy - Media literacy – Transfer – Organization – Reflection – Communication

Global context
Identities and relationships
Who we are: an inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

Orientation in space and time
Where we are in place and time: an inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.

Personal and cultural expression
How we express ourselves: an inquiry into 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.

Scientific and technical innovation
How the world works: an inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Globalization and sustainability
How we organize ourselves: an inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Fairness and development
Sharing the planet: an inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

You must identify one of the above global context for your community project in order to establish the relevance of your inquire (Why it matters?).

# ASSESSMENT CRITERIA

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:<br><br>i. **state** a goal to address a need within a community, based on personal interests, but this may be **limited** in depth or accessibility<br><br>ii. identify prior learning and subject-specific knowledge, but this may be **limited** in occurrence or relevance<br><br>iii. demonstrate **limited** research skills. |
| 3–4 | Students:<br><br>i. **outline** an **adequate** goal to address a need within a community, based on personal interests<br><br>ii. identify **basic** prior learning and subject-specific knowledge relevant to **some areas** of the project<br><br>iii. demonstrate **adequate** research skills. |
| 5–6 | Students:<br><br>i. **define** a **clear and challenging** goal to address a need within a community, based on personal interests<br><br>ii. identify prior learning and subject-specific knowledge **generally relevant** to the project<br><br>iii. demonstrate **substantial** research skills. |
| 7–8 | Students:<br><br>i. **define** a **clear and highly challenging** goal to address a need within a community, based on personal interests<br><br>ii. identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project<br><br>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:<br><br>i. develop a **limited** proposal for action to serve the need in the community<br><br>ii. present a **limited or partial** plan and record of the development process of the project<br><br>iii. demonstrate **limited** self-management skills. |
| 3–4 | Students:<br><br>i. develop an **adequate** proposal for action to serve the need in the community<br><br>ii. present an **adequate** plan and record of the development process of the project<br><br>iii. demonstrate **adequate** self-management skills. |
| 5–6 | Students:<br><br>i. develop a **suitable** proposal for action to serve the need in the community<br><br>ii. present a **substantial** plan and record of the development process of the project<br><br>iii. demonstrate **substantial** self-management skills. |
| 7–8 | Students:<br><br>i. develop a **detailed, appropriate and thoughtful** proposal for action to serve the need in the community<br><br>ii. present a **detailed and accurate** plan and record of the development process of the project<br><br>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:<br><br>i.  demonstrate **limited** service as action as a result of the project<br><br>ii.  demonstrate **limited** thinking skills<br><br>iii.  demonstrate **limited** communication and social skills. |
| 3–4 | Students:<br><br>i.  demonstrate **adequate** service as action as a result of the project<br><br>ii.  demonstrate **adequate** thinking skills<br><br>iii.  demonstrate **adequate** communication and social skills. |
| 5–6 | Students:<br><br>i.  demonstrate **substantial** service as action as a result of the project<br><br>ii.  demonstrate **substantial** thinking skills<br><br>iii.  demonstrate **substantial** communication and social skills. |
| 7–8 | Students:<br><br>i.  demonstrate **excellent** service as action as a result of the project<br><br>ii.  demonstrate **excellent** thinking skills<br><br>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:<br><br>i. present a **limited** evaluation of the quality of the service as action against the proposal<br><br>ii. present **limited** reflections on how completing the project has extended their knowledge and understanding of service learning<br><br>iii. present **limited** reflections on their development of ATL skills. |
| 3–4 | Students:<br><br>i. present an **adequate** evaluation of the quality of the service as action against the proposal<br><br>ii. present **adequate** reflections on how completing the project has extended their knowledge and understanding of service learning<br><br>iii. present **adequate** reflections on their development of ATL skills. |
| 5–6 | Students:<br><br>i. present a **substantial** evaluation of the quality of the service as action against the proposal<br><br>ii. present **substantial** reflections on how completing the project has extended their knowledge and understanding of service learning<br><br>iii. present **substantial** reflections on their development of ATL skills. |
| 7–8 | Students:<br><br>i. present an **excellent** evaluation of the quality of the service as action against the proposal<br><br>ii. present **excellent** reflections on how completing the project has extended their knowledge and understanding of service learning<br><br>iii. present **detailed and accurate** reflections on their development of ATL skills. |

# RECORDING THE PROCESS AND DOCUMENTATION

All documents required for the community project process, that is the proposal, the journal and the proof for presentation are to be recorded on the ManageBac platform.

Each student is required to keep the process journal in ManageBac that will include his comments and reflections concerning the actions taken. The entries in the journal should be systematic and at least one in two weeks' time. The entries may take the form of written journal, photos, films or blog or websites. Extracts of your personal journal will become an integral part of your presentation for the school community (a maximum 15 extracts for group projects and 10 for individual).

# PRESENTATION

The presentation must be oral and delivered to the audience by all group members. The time allowance for the presentation is 10-14 minutes for groups / 6-10 minutes for individuals.

At the time of the presentation, students must submit to the community project supervisor a completed and full documentation on ManageBac that would include the Academic Honesty Form for each student, the proposal for action with the journal as well as any visual materials necessary for presenting the project to the audience.

Here are some **tips** which may be helpful to you:

1. Dress for success
2. Let your Supervisor/ Community Project Coordinator know if you need more than standard technology. Take USB stick or any material you need.
3. Bring or download a PDF version of your presentation to avoid a situation when your presentation can not be read on the school computer.
4. Present all stages of your service as action including the global context, ATL skills, your personal motivation/ prior knowledge and skills.
5. Impress your audience – give your presentation an interesting title, use a sense of humor.
6. Describe the proces. Avoid dull details.
7. Describe the change your project has made. Encourage viewers to look more closely.
8. Summarize your project – what you have learned, your strengths and weaknesses, anything you are particulary proud of and anything you would have done differently.
9. Rehearse with your supervisor if you need.
10. Make sure that your presentation in no longer than 15 minutes.

# PROJECT TERMS

| Terms | Definitions |
|---|---|
| Bibliography | An alphabetical list of every source used to research the project |
| Criteria | Specific elements the personal project product/outcome must meet to be a quality outcome, as defined by the student |
| List of references | An alphabetical list of only those sources that are cited in the project presentation or report |
| Outcome | The end result of the student's personal project, used particularly where the project has resulted in a non-tangible result or result that has various aspects to it, for example, an awareness-raising campaign |
| Process journal | A generic term to refer to the documentation that students develop during the process of completing the MYP project |
| Product | The end result of the student's personal project used particularly where the project has resulted in a tangible artifact such as a sculpture, film, story or model |
| Report | A spoken or written account of something that one has observed, heard, done or investigated, which aims to inform, as clearly and succinctly as possible |

# COMMAND TERMS

| Terms | Definitions |
|---|---|
| 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 | 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 or summary |
| Present | Offer for display, observation, examination or consideration |
| State | Give a specific name, value or other brief answer without explanation or calculation |

# APENDIX 1

## MYP projects academic integrity form

MYP Community project/MYP Personal project

| Student name | |
|---|---|
| Student number | |
| School name | |
| School number | |
| Supervisor 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 three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.

**Supervisor:** You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting 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 | Signature/initials |
|---|---|---|---|
| Meeting 1 | | | Student:<br><br>Supervisor: |
| Meeting 2 | | | Student:<br><br>Supervisor: |

| Meeting 3 | | | Student: |
|---|---|---|---|
| | | | |
| | | | Supervisor: |

**Supervisor comment**

 

**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).

**Supervisor declaration**

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

| Student's signature | Date |
|---|---|
| Supervisor's signature | Date |