



## 7th GRADE COMMUNITY PROJECT



### Kehoe-France Northshore MYP Year 2

The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning.

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.

The community project must be completed individually or by groups of a maximum of three students. Students are expected to spend approximately 15 hours on their community project.

### SERVICE LEARNING

In the community project, action involves a participation in service learning (service as action). Students 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.

## MYP PROJECT OBJECTIVES

Students will use the presentation of the community project to demonstrate how they have addressed each of the objectives.

### Objective A: Investigating

- 1) Define a 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 research skills

### Objective B: Planning

- 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

### Objective C: Taking Action

- 1) Demonstrate service as action as a result of the project
- 2) Demonstrate thinking skills
- 3) Demonstrate communication and social skills

### Objective D: Reflecting

- 1) Evaluate the quality of the service as action against the proposal
- 2) Reflect on how completing the project has extended their knowledge and understanding of service learning
- 3) Reflect on the development of ATL skills

#### Stages of Service Learning

- *Investigation*
- *Preparation*
- *Action*
- *Reflection*
- *Demonstration*

## PROCESS JOURNAL

The process journal is used to record progress maintained by the student throughout the project. However, the media for documenting the process can vary depending on the student's preference. It can be written, visual, audio, or a combination of these, and it may include both paper and electronic formats.

Students will select extracts from their process journal to demonstrate the development in all criteria. These extracts are submitted as appendices of the report or presentation at the conclusion of the project. Students working individually should select a maximum of 10 individual extracts to represent the key developments of the project. Students working in groups on the community project will submit a maximum of 15 process journal extracts.

## **MYP PROJECT SUPERVISORS**

The MYP Community Project is coordinated by a 7th grade teacher. Every student, or each group of students will have a faculty project supervisor. The purpose of the supervisor is to support the student or group of students during the project.

### **Supervisors' Responsibilities**

- 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 authenticity of the work submitted
- Assess the MYP project using the criteria in the project guide
- Ensure student or group of students meet all deadlines

**Kehoe-France helps all of us to be our best in every way.**