IB COMMUNITY PROJECT
2022-2023
Student Guide

Name of Group Member(s): _____

_____

_____

Name of Supervisor: _____

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.

TABLE OF CONTENTS

What is the IB MYP Community Project?

The 8th Grade Community Project is a year-long, independent project. It is a requirement of the International Baccalaureate Organization.

2

The purpose: Students will apply, and evaluate, the skills and knowledge they have acquired throughout their years at Wedgewood Park by engaging with their community to make it a better place. Students will generate new insights and develop deeper understandings of the world in which they live through an in-depth investigation, and communicate their findings to peers.

Participants: All 8th graders are expected to participate in the project. Students may work individually, or in groups of up to three.

Supervisor: All projects must be overseen by the student's homebase teacher.

Example projects:
- performance art (i.e.dance, music, acting)
- visual art (i.e. sculpture, mural, portraits, PSA)
- multimedia piece (i.e. PSA (Public Service Announcement), music video, animated movie)
- old-school writing (i.e. speech, letter to government official or newspaper, proposal to an organization)
- direct action (i.e. volunteer, start a business)
- scientific/technology innovation (design and create a model to solve a problem)

Process Journal

As you go through the process of the community project, you will need to maintain a record of your progress. It is your choice as to how you will do this. Every 8th grader must keep his/her own process journal, even if working with a group.
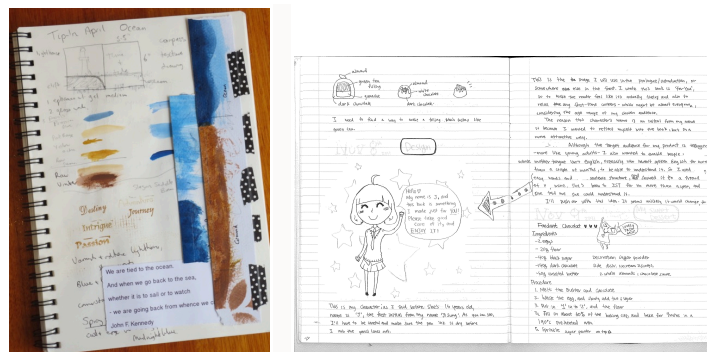
What is included in the process journal?
- Reflections of your understanding of the topic

- Reflections of your understanding of the global context through with you will work with the topic (connecting your topic/project to the global context)
- Reflections of your understanding of your ATL skills
- Drawings, diagrams, doodles, clippings, pictures
- Meeting notes: intentions, next steps, accomplishments, brainstorming, discussions, arguments (keep it civil!), reflections on your personal growth through these meetings
- Record of sources/notes from research
- Planning information: materials, contact names and numbers, dates, times, locations of meetings and events
- Musings on all of the above (the more humorous the better!)

You choose how you will maintain the process journal (but make sure you use it regularly as you go through the project):
- use space in this guidebook
- personal notebook/scrapbook
- video
- audio recordings
- google docs, word, other online record keeper

Understanding Global Contexts

Whichever topic you choose, you must also choose a Global Context through which to understand it. Global Contexts give background (explain the situation, people the topic impacts) to the topic.

Identities and Relationships (psychology, sociology, theology, cultural anthropology) Explore: identities; beliefs and values; personal, physical, mental, social and spiritual health; relationships including families, friends, communities and cultures; what it means to be human	TOPIC EXAMPLES - #BlackLivesMatter movement - cyberbullying - keeping traditions alive - gun culture/violence in communities - rape culture - benefits of exercise - lifestyle choices
Orientation in Space and Time (history, cultural anthropology, archaeology) Explore: personal histories; historical events/turning points; discoveries; explorations and migrations of humans; interactions of people with civilizations from local, regional and global perspectives	TOPIC EXAMPLES - immigration patterns - imperialist strategies - impact of scientific discoveries - one family's journey during the Great Migration - Syrian refugee crisis - oral history traditions
Personal and Cultural Expression (art, dance, music, graphic design, interior decoration, architecture, fashion design, tattoo artistry, cosmetology) Explore: the ways in which we discover and express ideas, feelings, nature, culture, beliefs	TOPIC EXAMPLES - visual art - architecture - performance art (dance, music) - multimedia - games - fashion

and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of 'beauty'	
Scientific and Technical Innovation (engineering, aviation, construction, genetics, environmental conservation, physical anthropology, physics, biology, astronomy) **Explore:** the natural world and its laws; the interaction between people and the natural world; impact of science and technology on communities and environments; impact of environments on humans; human adaptations and innovation; how humans use their understanding of the natural world	**TOPIC EXAMPLES** - materials for bicycles - simple machines in daily life - genetic engineering - industrialization - climate change - renewable fuels - city planning - using math to solve crimes (data/profiling) - light and sound energy - space travel/exploration
Globalization and Sustainability (politics, environmental conservation, economics, foreign relations) **Explore:** interconnectedness of human-made systems and communities; relationship between local and global economies; opportunities and tension created by globalization; impact of globalization on the environment and communities	**TOPIC EXAMPLES** - impact of climate change on developing countries - Greek austerity measures - education policies around the world - NAFTA - Opening relations with Cuba - Joint Comprehensive Plan of Action with Iran
Fairness and Development (counseling, law, politics, economics, education, environmental science) **Explore:** rights and responsibilities; sharing finite resources; access to opportunities; privilege; peace and conflict resolution	**TOPIC EXAMPLES** - fair trade - open-market economies - economic regulation - white flight - capitalism/socialism - free college tuition - ghettos - public v. private schools - Colorado EPA river contamination - Waukesha water diversion

Approaches to Learning

IB Approaches to Learning are skills that help you learn. You may hear them called "soft-skills". If you practice, and apply these skills in the real world, you will become

a life-long learner. Why should this be a goal of yours? Because even though you may graduate high school and college, you'll still need (and hopefully want) to learn! New jobs, new life roles, travel to different countries, world events; lots will happen and with these skills you will be better prepared to understand the changes and your role in them. Plus, you'll be practicing them for this project, so may as well put them in perspective!

LIFE

Live by design; Not by default.
- Dr. Billy Kueek

APPROACHES TO LEARNING

Thinking Skills	- generate ideas - identify problems - ask questions - identify bias - plan

	- come up with innovative solutions - apply knowledge and skills to different situations - evaluate solutions and ideas - reflect on learning
Self-Management Skills	- meet deadlines - set goals and create a plan to accomplish them - keep information organized - find balance in life (effectively cope with stress) - don't give up - effectively deal with emotions - think positively about self - effectively deal with criticism and setbacks
Research Skills	- access information - find information using different media - evaluate sources for bias - take notes in own words (paraphrase) - synthesize information from various sources (put ideas together) - create a "Works Cited" page with correct format
Collaboration Skills	- respect other's point of view - respect other's differences - be empathetic - resolve conflicts - be fair - take responsibility for own actions - make decisions - create consensus - speak up in a group - help others - develop cultural understanding and global awareness by engaging with learners of other cultures
Communication Skills	- speak respectfully to others - give and receive feedback - listen to others and consider/analyze their ideas - use various communication techniques to make your ideas clear (verbal, gestures, diagrams, statistics, charts, graphs) - write for different purposes - organize information logically - present ideas clearly and effectively

IB Learner Profile

The IB program at Wedgewood Park International School aims to develop internationally minded people who, recognizing their shared humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Timeline

There are only a few mandatory deadlines. Use the timeline as a guide to keep you on track.

Oct-Nov	Nov-Dec	Dec-Feb	Mar. - Apr.	April
INVESTIGATING -Decide to work in group or individually -Pre-Project Reflection -Define a goal to address the need with the local or global community -Initial research (select relevant sources) -Record information and developments in process journal	**PLANNING** -There will be homebase recall days in November and December that we will give you time to work on your project, however much of your work should be happening outside of the classroom. -Develop a proposal for action -Continue research (select, evaluate and record information) -Prepare for "taking action" -Record information and reflections in process journal	**TAKING ACTION** -You must meet with your group (if you have one) and supervisor on your own time. -Carry out the action plan -Record information and reflection in process journal	**FINAL REFLECTION PAPER** -Meet with your group and homebase teacher. -Type your Final Reflection Paper: -Evaluate the quality of the action taken compared to the plan -Reflect on your understanding of your topic through the Global Context you chose, ATLs and the IB Learner Profile -Select the extracts from the process journal to include in final paper -Complete the bibliography -Complete the academic honesty form	**PRESENTATION** Students will present their projects to their homebase and at a Community Showcase event at the end of April

Community Project Checklist

As you complete the project, use this checklist as a quick guide to make sure you're on task.

PRE-PROJECT

_____ **Read Community Project Guide**

_____ Answered and explained the 3 Pre-Project Reflection questions in your Process Journal (pg.12)

INVESTIGATING

_____ Decided on whether you are working in a group or individually.

_____ Brainstormed and determined a community need (problem to be addressed)

_____ Defined a goal to address the need

_____ Decided on a Global Context

_____ Reflected on your understanding of the topic within Global Contexts, ATLs, and Learner Profile (2)

_____ Met with homebase teacher at least once

PLANNING

_____ Developed an action plan

_____ Continued research and recorded info

_____ Contacted organizations/experts as needed

_____ Organized the "action" (gathered materials, found location for event etc)

_____ Reflected on your understanding of the topic within Global Contexts, ATLs and Learner Profile

_____ Met with homebase teacher

TAKING ACTION

_____ Carried out the "action"

_____ Reflected on Global Contexts, ATLS and Learner Profile (How have you grown?)

FINAL REFLECTION PAPER should include: (pg.)

_____ Brief explanation of what your problem/ideas was

_____ Evaluation of project against your proposal (Did it turn out as you'd planned?)

_____ Reflection on your learning (Global Contexts, ATLs and Learner Profile)

_____ Selected extracts from the process journal (demonstrating your design/learning process)

_____ "Works Cited" page with proper format

_____ Completed Academic Honesty Form

PRESENTATION

_____ Completed project board for display

_____ Presented to homebase

Pre-Project Reflection (Process Journal)

Now it's time to get started!

 ® **In your Process Journal,** answer the following questions honestly, thoughtfully and give examples if you can.

1. Through which Global Context(s) do you usually see the world? Explain.

2. Review the list of ATL skills. Create a chart listing your strengths and weaknesses. Explain how this project might help you practice the skills.

3. Review the Learner Profile. Which profiles describe you best? Why? Explain how this project might help you develop some of the other profile characteristics.

AT THIS POINT YOU MUST DECIDE IF YOU WILL BE WORKING <u>INDIVIDUALLY</u> OR WITH <u>A GROUP</u>. IF YOU ARE WORKING WITH A GROUP, THE REMAINDER OF THIS PROJECT MUST BE DONE IN CONJUNCTION WITH THOSE MEMBERS.

INVESTIGATING

<u>Needs of Different Communities</u>

       Our world is complex and there is plenty of work to do to make it a better place. Different communities face different challenges. Use the space provided in the chart below to brainstorm the needs (things that could be improved, fixed, or created to make life better) of each community. Some ideas may overlap!

Home or School (Wedgewood or other)	Neighborhood or City or County	State (WI)	National (U.S.)	International / Global

Once you have completed the chart, narrow your choices down to 3 ideas that you/your group, are most passionate about. List those 3 ideas here:

Community_____ Need _____

Community_____ Need _____

Community_____ Need_____

After further discussion, choose the one idea you/your group would like to work on for the Community Project.

CHOSEN Community _____ Need _____

⊚ ** Process Journal Reflection
4.   Record in your journal how you/your group came to a decision about the final topic. Reflect on the process and your ATL skills.

Decide on a Goal for Your Project
What do you want to do about this topic? Individually, or with your group, brainstorm, than choose a goal.

- **raise awareness** (Do you want people to know about this issue?)

- **participate actively** (Do you want to volunteer?)

- **create/innovate** (Do you want to build something that will help?)
- **change behaviors** (Do you want people to change an everyday behavior?)
- **call to action** (Do you want to do something collectively about this issue?)

My/Our goal for the Community Project is _____.

Identify the Global Context

Your topic may vary depending on the Global Context through which you want to pursue the project. Review the Global Contexts and decide (with your group), which best fits your goal (above).

The Global Context for my/our project is _____.

 Process Journal Reflection

5. You/your group have chosen a topic, a goal for that topic, and a Global Context. Reflect on the selection process (ATL skills) and explain how the Global Context you chose fits with your topic.

PLANNING

Decide on the Action

Develop a proposal for action for the project (What action will you take to reach your goal?):

When you are clear on what you want to achieve, you will need to decide on an action plan to accomplish your goal.

 Process Journal Reflection

6. What are some specific tasks or activities you can do to develop your project? You can use checklists, rubrics, timelines, flowcharts or other strategies to prepare their proposal. Reflect on the ATL skills and Learner Profile.

Research

Now it's time to begin your research. Keep your notes and sources in your Process Journal. Remember to look for reliable online sources. Don't forget interviews with

individuals involved in whatever your project is related to can offer valuable information and insight.

What are the causes of your issue?

What are some effects of your issue?

Where does it occur the most? (Geography)

Who is involved/affected? (Population/Demographics)

When is it an issue?

Are there individuals or organizations working on this issue?

Is there data (statistics, surveys, graphs) with information about this issue? Analyze it.

Some possible sources include: interviews, personal experiences and observations, surveys that you create and online resources.

Process Journal Reflection

7.   Now that you have completed your research on the topic, reflect on possible actions that you could take to help the need that you have identified and researched? What can you do to make a difference with that need?

Decide the "Action"

Once you have researched your issue, decide what you will do to reach your goal.

Here are some examples "actions" you can take:

- Submitting an editorial to a local newspaper
- The creation of an innovation (an invention)
- Collecting food items and delivering to a local food pantry
- Volunteer at a community organization
- Developing a proposal (ex: to help minimize homelessness in your community)
- Start a campaign against violence (via social media, website, petitions, etc)
- Publish a PSA

Process Journal Reflection

8.   What steps will you need to take in order to take your action? What contacts will you need to make? What ATL skills will you be using in order to put your action into place?

Planning the "Action"

In your Process Journal, brainstorm the steps you will take to complete your "Action". Include:

- Materials needed
- Contact information of organizations/individuals
- Where will you create/complete the action?
- If working in a group, who will be responsible for what?
- Timeline and deadlines
- Step-by-step procedure of what you will do

® **Process Journal Reflection**

9. Now that you have an action decided

The next step is to complete your Community Project Proposal.

COMMUNITY PROJECT PROPOSAL

Project Topic/issue:	
Student (s):	Homebase:
Supervisor:	

Goal: Identify a goal to address a need in the community, based on your personal interests.

Target Audience for Your Action: Who will your project benefit? How will your project make a difference?

Process Journal: How have you been recording your information and reflections? (examples: visual, digital journal, audio, audio to text "Dragon app")

Action: What will you do to make a contribution towards addressing the problem in the community in order to meet your goal? (examples: PSA, Fundraiser, Speech, Performance Art, Visual, Innovation/Problem solving, write an article for the local paper, etc.)

TAKING ACTION

Now it's time to put your plan into action! Make sure to document what happens (pictures, videos, diagrams).

® **Process Journal Reflection**

10. How did it go? What went well, what could have been better? Reflect on your ATL skills, Global Contexts and the Learner Profile.

COMMUNITY PROJECT FINAL REFLECTION PAPER

This year you conducted a community project to address issues that you identified in your community. You have now reached the final stage of your project. In this stage you will finalize all of the work you have done; research, findings, self-reflection, opinion, etc…

Your final reflection paper should include the following:

· Provide a brief introduction to your project.

● Well-developed thesis statement.

●Reflection about the process: Include a minimum of 4 extracts/samples from your process journal (i.e. challenges, epiphanies, data, successes, pictures, drawings, etc.)

· Reflection on what you have learned. (Global Contexts, ATLs and Learner Profile), refer to specific Process Journal entries appendices (an attachment of another visual that may not be directly imbedded to your reflection).

● Completed bibliography of sources researched (easybib.com)

FINAL REFLECTION REQUIREMENTS:

-Title Page
-Table of Contents (include page numbers)
      1. Title Page
      2. Table of Contents
      3. Reflection Paper
      4. Process Journal appendices
      5. Bibliography
-Typed 12pt font
-Times New Roman or Arial
-Double Spaced
-1 Inch margins
-Paginated (page numbers at bottom of page)
-Paragraphs should be uniform. (Block style or Indentation)
-Bibliography

Below is a suggested outline for your FINAL REFLECTION:

Paragraph One (Introduction)	Get the reader's attention by including a "hook" State the issue you researched. State your initial goal. State Global Context for learning your Community Project addressed. (see project guidebook for more info) Provide a brief background of the issue you selected. Conclude with a thesis statement. (your opinion about the issue you identified.)

Paragraph Two	How did you decide which issue in the community to research and take an action on? Was it personal? Did your action require you to plan and organize? If so, what was this process like? How did you use creativity to take action in order to meet your goal? (Creative Thinking)
Paragraph Three	Did you collaborate with anyone? If so, what was that process like? If not, why not? (Collaboration critical) Group work or reaching out to community members, working with staff, etc.
Paragraph Four	What was challenging about this project? What was easy about it? (Reflection) What did you learn about the community? Misconceptions? Affirmations? (Reflection)
Paragraph Five	How did your research help you better understand the issue in your community? (Literacy, media literacy: videos, internet, transfer)
Paragraph Six	As you reflected on your process journal, what would you change about the process or project, if you had the opportunity to do it over again? (Critical thinking, transfer) Did you meet your goal? If so, what is the evidence of your success? If not, why do you think you did not meet your goal (For example: Did your project end up going in a different direction?)
Paragraph Seven (Conclusion)	What did you learn about yourself as a learner and as an active citizen in society? (Critical thinking, transfer) How will you use what you have learned in the future? *(Critical thinking, transfer)*

***REMEMBER: Include physical extracts referred to in your paper (minimum of 4) from the Process Journal (i.e. challenges, epiphanies, data, and successes)

PROCESS JOURNAL EXTRACTS (APPENDICES)

You should carefully select evidence from your process journal to demonstrate development in all criteria.

An extract may include:
- Visual thinking diagrams
- Bulleted lists
- Charts

- Notes
- Timelines, action plans
- Labeled illustrations
- Direct quote from a source
- Artifacts from inspirational visits to museums, performances, galleries
- Pictures, photographs, sketches
- Up to 30 seconds of visual or audio material
- Screenshots of a blog, website or online journal
- Questionnaires or Surveys
- Self and peer assessment feedback.

Feel free to include any additional material that is relevant to the success of this project

Criterion A: Investigating

Maximum: 8

In the community project, students should:

i. Define a goal to address a need within a community, based on personal interests.
ii. Identify prior learning and subject-specific know ledge 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 are able to: 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 know ledge, but this may be **limited** in occurrence or relevance **iii. demonstrate** limited research skills.
3–4	Students are able to: **i. outline** an **adequate** goal to address a need within a community, based on personal interests **ii. identify basic** prior learning and subject-specific know ledge relevant to **some** areas of the project iii. **demonstrate** adequate research skills.
5–6	Students are able to: **i. define** a **clear and challenging** goal to address a need w ithin a community, based on personal interests **i. identify** prior learning and subject-specific know ledge **generally relevant** to the project iii. **demonstrate** substantial research skills.

7–8	Students are able to: **i.define** a **clear and highly challenging** goal to address a need w ithin a community, based on personal interests **ii. identify** prior learning and subject-specific know ledge that is **consistently highly relevant** to the project **iii. demonstrate** excellent research skills.

Criteria B: Planning

Maximum: 8

In the community project, students should:
   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 are able to: **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 **iii.demonstrate limited** self-management skills.
3–4	Students are able to: **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 **ii.i.demonstrate adequate** self-management skills.
5–6	Students are able to: **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 are able to: **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 personal project, students should:

i.   create a product/outcome in response to the goal, global context and criteria

ii.   demonstrate thinking skills

iii.   Demonstrate communication and social skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: i. **create** a **limited** product/outcome in response to the goal, global context and criteria ii. **demonstrate limited** thinking skills iii. **demonstrate limited** communication and social skills.
3–4	The student is able to: i. **create** a **basic** product/outcome in response to the goal, global context and criteria ii. **demonstrate adequate** thinking skills iii. **demonstrate adequate** communication and social skills.
5–6	The student is able to: i.**create** a **substantial** product/outcome in response to the goal, global context and criteria i.**demonstrate substantial** thinking skills i.**demonstrate substantial** communication and social skills.
7–8	The student is able to: i.**create** an **excellent** product/outcome in response to the goal, global context and criteria i.**demonstrate excellent** thinking skills i.**demonstrate excellent** communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the personal project, students should:

i.   evaluate the quality of the product/outcome against their criteria

ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context

iii. reflect on their development as IB learners through the project.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: i.**present** a **limited** evaluation of the quality of the product/outcome against his or her criteria i.**present limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context i.**present limited** reflection on his or her development as an IB learner through the project.
3–4	The student is able to: i.**present** a **basic** evaluation of the quality of the product/outcome against his or her criteria i.**present adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context i.**present adequate** reflection on his or her development as an IB learner through the project.
5–6	The student is able to: i.**present** a **substantial** evaluation of the quality of the product/outcome against his or her criteria i.**present substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context i.**present substantial** reflection on his or her development as an IB learner through the project.
7–8	The student is able to: i.**present** an **excellent** evaluation of the quality of the product/outcome against his or her criteria i.**present excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context i.**present excellent** reflection on his or her development as an IB learner through the project.

Academic Honesty Form

Student		Homebase	

School	
Supervisor	

Student: This document records your progress and the nature of your discussion 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 these comments.

	Date	Main Points Discussed	Supervisor Feedback	Supervisor and Student Initials
Meeting 1				
Meeting 2				
Meeting 3				

Supervisor Final 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).

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**