



AARHUS
INTERNATIONAL
SCHOOL

Community Project Guide 2019/2029

Student Name: _____

What is the Community Project?

The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. It gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project will be completed in groups determined by the Homeroom teacher.

Why do we do the Community Project?

First and foremost because it is part of the IB programme and is the action and service requirement for MYP 3. The project also helps students to develop the attributes of the IB learner profile; provides students with an essential opportunity to demonstrate ATL skills developed through the MYP; and fosters the development of independent, lifelong learners.

Aims of the project

The aims of the 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
- **Appreciate the process of learning** and take pride in their accomplishments.

What are the main parts of this project?

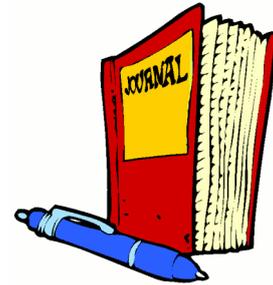
Students are expected to spend approximately 15 hours completing this project. The majority of the project will be undertaken in students' own time. They will be introduced to the project during their homeroom lessons and can attend the lunchtime Project Surgery where they can get guidance from the Service and Action Coordinator.

The lunchtime project surgery is on _____ in the computer room.

What is the process journal?

The process journal is a record of your learning and service. It is maintained on ManageBac and reviewed by your project supervisor. You should write an entry every week, where you reflect on the progress of your project. Each member of the group keeps their own process journal. The process journal is:

- used throughout the project to document its development
- an evolving record of intents, processes, accomplishments
- a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised
- a place for recording interactions with sources, for example teachers, supervisors, external contributors
- a place to record selected, annotated and/or edited research and to maintain a bibliography
- a place for storing useful information, for example quotations, pictures, ideas, photographs
- a means of exploring ideas and solutions
- a place for evaluating work completed
- a place for reflecting on learning
- devised by the student in a format that suits his or her needs
- a record of reflections and formative feedback received.



Teacher Support

Throughout the project, students will have the support of a teacher supervisor who acts as a guide, and will be involved in the grading of the project at the end. You will have **three formal** meetings with your supervisor:

1. September-focus on the initial ideas, look at related global contexts and discuss possible goals.
2. November/December- focus on the proposal for action and journal process.
3. April- focus on reflection of the service and development of ATL skills.

The formal meetings will be recorded and submitted in the academic honesty form. Your supervisor will also be available to help you at other times throughout the project.

Approaches to Learning (ATL)

Students will be developing their ATL skills through the community project. Reflect in your process journal about how you feel these skills are developing.

	Skill Cluster	Learning Examples	Examples of how this skill was practised and developed
Communication Social	Communication skills	<ul style="list-style-type: none"> • Communicate effectively with the others in your group and with your supervisor • Communicate effectively with the community you are working with 	
	Collaboration skills	<ul style="list-style-type: none"> • Work effectively with others • Be personally responsible • Listen actively to others • Share responsibilities 	
	Organisation skills	<ul style="list-style-type: none"> • Manage time and tasks effectively • Select and use technology effectively and productively 	
Set-Management	Affective skills: 1.Mindfulness 2.Perseverance 3.Emotional management 4.Self-motivation 5. Resilience	<ul style="list-style-type: none"> • Manage your state of mind • Bounce back after disappointments • Be persistent • Encourage others & yourself to be positive and flexible 	
	Reflection	<ul style="list-style-type: none"> • Consider the process of your learning • Identify your own strengths and weaknesses. 	
	Information literacy	<ul style="list-style-type: none"> • Find, interpret, judge and create information • Collect and analyse data to identify solutions • Make informed decisions 	
Research	Media literacy	<ul style="list-style-type: none"> • Interact with media to use and create ideas • Seek a range of perspectives from varied sources 	
	Critical thinking	<ul style="list-style-type: none"> • Observe to recognise problems • Propose and evaluate a variety of solutions 	
Thinking	Creative thinking	<ul style="list-style-type: none"> • Brainstorm • Design and create solutions 	
	Transfer	<ul style="list-style-type: none"> • Apply knowledge and skills to address your community issue 	

Student checklist

Use this so you can easily refer to it and keep track of what you need to do for your project. When something is completed you can check it off.

August

- I have made essential agreements with my group
- I have mind-mapped some ideas about communities that have a need I can help them with.
- I have researched some of my ideas and documented this in my journal.

September

- I have identified a goal that I can address.
- I have had my first meeting with my supervisor.
- I have started developing a plan of how I can help my identified community achieve the goal. I am recording this.

September/October

- I have contacted the necessary organisations/ people to arrange how I can achieve my goal.
- I have submitted a request to Ms Charlotte if I want to perform my service at school.

October/November

- I have written up my action plan.
- I have had my second meeting with my supervisor.

November-December-January

- I am keeping reflections in my journal about how my action is going- have I changed anything? If so why? What ATL skills am I using?
- I am starting to take action in my project (you are volunteering/campaigning ect)

March

- I have completed my service.
- I have reflected on how my service went.
- I have reflected on what knowledge and understanding I gained.
- I have had my third meeting with my supervisor.

April

- I have written my presentation ensuring I have addressed the objectives.
- I have practiced my presentation.
- I have shown my supervisor my presentation.
- I have made a visual poster to accompany our presentation.

Friday 1st May- Presentation Exhibition Afternoon

Essential Agreements

Group projects require constant collaboration and communication from group members and to create the most successful Community Project possible. You and your group will create Essential Agreements that will guide your learning and behavior. Create five to six agreements that will align your beliefs and expectations for one another. When brainstorming agreements, you may want to consider the following:

- What do you each hope to get out of this project?
- What will help you to succeed?
- How will you respond if a group member is not participating?
- How will you manage conflict?

Write your agreement in the space below.

We, the following students, have created these agreements together and will uphold them to the best of our abilities. If we cannot, we will seek guidance and assistance from our teacher supervisor.

Signed, _____, _____, _____

Part 1- Investigating

The first stage of the project is Investigating. During this stage students will:

- Define a goal to address a need in the community, based on their personal interests.
- Identify the global context for the community project
- Demonstrate excellent research skills

Goal

When choosing a goal, students should feel empowered by a goal they can reasonably achieve in the time frame of this project, resulting in recognizing the impact of their service as action as a significant step in the community.

Global Context

The global context chosen by the students provides a context for inquiry and research in the project. Students will choose one global context to define their goal.

Research Skills

Students should demonstrate their ability to use appropriate sources and how to cite those sources. ^[1]_[SEP]

Your **research will be ongoing**. You will need to research your issue before you plan your action. Until you understand the nature of your 'problem' you will not be able to design service to address this meaningfully.

Once you have decided on your specific goal you will need to **gather more information** from books, websites, the media, experts, interviews and probably from discussion with the stake-holders.

You may like to **survey people in the community** to gauge their opinions on the issue and ways they feel it can be addressed.

Although you may already know a lot about your issue (your prior knowledge) this does not provide sufficient depth or breadth of inquiry for the project. You need to **inquire and research** the background to your issue to show new learning.

Try to select relevant and reliable information from a **variety of sources** to develop your Community Project.

You should record your research notes and research summaries in your **Process Journal**. Remember to keep an ongoing bibliography to submit with your Presentation.

Thinking about Community Issues

The community may be local, national, virtual or global. There are a wide range of definitions of community. The MYP key concept of community is defined as follows.

‘Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.’ *MYP: From principles into practice (May 2014)*

Complete the table to begin to think of some needs and problems in different communities.

School	Neighbourhood	Aarhus	Denmark	Other countries	The Planet
Describe one need or problem that interests you and explain why					
Describe another need or problem that interests you and explain why					

Identify your goal

1. Collaborate with your group, comparing your community needs tables, identify a community and need you want address for your project.
2. Read Resource sheet #1
3. Write a goal for your project
 - a. Check is it achievable with your timeframe?
 - b. Will it have an impact in your community?
 - c. Is it challenging or highly challenging?
4. Use the space below to record your goal ideas.

Resource Sheet #1

Challenging goal	Highly challenging goal
Students recognize an issue of cyber-bullying among the school community and raise awareness through an information campaign.	Students instigate a change in the disciplinary procedures taken against cyber-bullying among school peers, through negotiations with various school stakeholders.
A student hears the local children’s hospital is understaffed and volunteers his or her services for a set period of time.	A student creates a puppet show to entertain children and to tour several schools and hospitals.
Students think their school needs to support a local autism society next door to the campus, so they design and create a children’s story to educate students on what autism is.	Students work with the autism society members to write and publish a children’s story together, which is then showcased at the school’s open day, hosted by students and society members.
Students raise awareness of the need for blood donation at a local hospital or clinic.	Students organize a blood drive to be held at their school during student-led conferences.

Table 4: Examples of challenging and highly challenging goals.

Global Contexts

Complete this worksheet and then upload a photo of it to your process journal.

1. Choose the community need that interests you most, but remember that it is not your official project until it has been approved by your project supervisor.

2. Read Resource Chart 2 on Global Contexts.

4. Identify which part of the global context you will explore.

3. What is the global context that you will use to focus your project?

5. Use the space in this box to explain your choices in arrows 3 and 4.

Resource Chart #2

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"> • Laughter therapy campaign in a children’s hospital or elder care home • Tutoring classes providing additional or special instruction to primary school students • Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines
<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"> • Joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history • Making a plan for wheelchair accessibility • Inspired by lack of facilities in the local community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions
<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"> • Helping a local community make an efficient, low-cost use of energy-powered devices • Developing a programme to promote the use of wind energy for domestic devices • Campaigning to reduce paper use and to promote recycling • Campaigning to reduce water, electricity or fuel waste
<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"> • Campaigning to raise awareness and reduce plastic straw waste use • Passing a plan to local authorities for tree planting in an area in need of re-greening • Creating a school or community garden
<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"> • Campaigning for fair-trade awareness • Contributing to educational opportunities, for example, supporting a local non- governmental organization that works on literacy in our town • Addressing the concerns of immigrants and migrant populations

Table 6: Examples of community projects and global contexts

Investigation Wrap up

Use this to organise your ideas and then ensure you fill in your Community Project worksheet on ManageBac.

Project Title		Supervisor signature indicating approval
Student Name	Global context (See Resource Chart 2.)	
Describe the community need you are choosing to address. (See Resource Chart 1.)		
Identify a goal to address a need in the community, based on your personal interests. (See Resource Chart 5.)		
Target the research: On which (segment of the) community will you focus your inquiry and research?		
<p>Research: What do you have to research? Be specific and list how you will collect all of the information you need. What experts in the field will you contact and how will you arrange for field visits.</p> <p>Keep track of all your sources and record them in your process journal.</p>	<p>Primary sources / community member interviews:</p>	<p>Print Sources:</p> <hr/> <p>Observations / field experiences:</p>
Process journal: How will you record the significant findings from beginning to end to show the development of your community project?		

Part 2: Planning

During the second part of the project, students will:

- develop a proposal for action to serve the need in the community
- plan and record the development process of the project
- demonstrate self-management skills.

Proposal for action

When students are clear on what they want to achieve and the service they will perform, they will be able to determine the proposal. They will need to plan specific tasks or activities to complete to develop their project.

Record

Students are expected to record each step of the Community Project in their process journal. This includes all of the steps that were taken when planning out the path to completion.

Self-Management

Students will be expected to set goals, meet deadlines, demonstrate persistence and deal with set-backs and disappointment.

NOTE

Any request to perform service at school must be submitted to Ms Charlotte by Friday 1st November. Students will be informed if their request has been successful by Friday 8th November and which day of the week/date their service has been assigned. Bake sales will be limited to 4. There are many other ways to fundraise.

Types of Service

Read Resource chart 3 about types of service. Mindmap different types and examples of service that might address the need you have identified.

Resource Chart #3

- *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 behaviours 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, analyse 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

Part 3: Taking Action

During the third part of the project, students will:

- demonstrate service as action as a result of the project
- demonstrate thinking skills
- demonstrate communication and social skills.

Service as Action

During this stage of the project, students will put their plan into action. This is when they will be spending their time serving, advocating, or researching. Students must ensure they have contacted all the people concerned, organised any permissions required, acquired any resources needed, asked for help if necessary.

Enjoy and be proud of your service as action. Remember you are representing AAGE, be respectful, responsible and caring.

Record your service as action in words, photos and videos for your process journal.

Thinking

Students should display creative and critical thinking skills, while also exhibiting the ability to make connections and to use their knowledge across multiple areas of the project.

Communication

Success on this project is based on the ability to clearly communicate its purpose with others, whether the audience is the supervisor, other group members, or those who are a part of the service component.

Social

The ability to collaborate with others is paramount in this project. Empathy, respect for other's opinions, and the ability to resolve conflicts will set students up for a successful experience.

Part 4: Reflecting

In the final part of the project, students will:

- evaluate the quality of the service as action against the proposal
- reflect on how completing the project has extended their knowledge and understanding of service learning
- reflect on their development of ATL skills.

Evaluation of service against the proposal

Students should return to their proposal and decide on the success of their project, based on what they had set out to achieve. Students should be open-minded when reflecting on their failures and successes, as failure is just as much as a learning opportunity as success.

Reflection on knowledge and understanding of service learning

Students should look back at what they have learned throughout this project, and how it has increased their knowledge of service learning. What did they learn about themselves? What did they learn about others? How will they carry this new knowledge into the future?

Reflect on development of ATL skills

Now that the project is complete, students should look at their project through the lens of the skills that they used. Discussion of their growth of each skill should be included, as well as areas in which they could improve.

Presenting the Project

The presentation at the end of the community project is an **oral presentation** delivered to an audience of teachers, family and friends.

The time allocated is 10–14 minutes. Each group member should speak.

The format of the presentation should be structured following the MYP community project objectives. Structure your presentation into the following order:



1. Investigation- what was your goal? What community? What research did you find out? How did you research?
2. Planning- what was your action plan? How did it develop throughout the project? How did you manage yourself?
3. Taking Action- What service did you do? How did you communicate? What social and thinking skills did you use?
4. Reflecting- Did you follow your action plan? Was the quality of your service as expected? What new knowledge have you gained? How has the project extended your knowledge of service learning? What ATL skill clusters have you developed?

Students should plan, draft, rehearse and prepare materials necessary for the presentation, and it is good practice for the **supervisors to review one rehearsal presentation per student or group**.

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

- a completed academic honesty form for each student
- the proposal for action
- process journal extracts
- any supporting visual aids used during the presentation
- bibliography/sources.

Students choosing to work in groups will submit a selection of process journal extracts from each member of the group to represent the development of their community project. A **maximum of 15 process journal extracts** is permitted.

The same levels of achievement will be awarded to each student in the group. The opportunity to work together with other students promotes the understanding of teamwork and team achievement. Only in extenuating circumstances may differing levels of achievement be awarded to group members.

There will be no further assessment through question and answer at the end of the presentations, the presentation and submitted documents are what determines the levels of achievement awarded.

NB: Your presentation must be emailed to Miss Charlotte by 12noon on Friday 24th April. Your presentations will take place in the following week and finish with the exhibition.

Assessment Criteria

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 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 are able to: <ol style="list-style-type: none"> i. state a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrate limited research skills.
3-4	Students are able to: <ol style="list-style-type: none"> i. outline an adequate goal to address a need within a community, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills.
5-6	Students are able to: <ol style="list-style-type: none"> i. define a clear and challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills.
7-8	Students are able to: <ol style="list-style-type: none"> i. define a clear and highly challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills

Criterion B: Planning

Maximum: 8

In the community project, students should:

- 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: <ol style="list-style-type: none">i. develop a limited proposal for action to serve the need in the communityii. present a limited or partial plan and record of the development process of the projectiii. demonstrate limited self-management skills.
3-4	Students are able to: <ol style="list-style-type: none">i. develop an adequate proposal for action to serve the need in the communityii. present an adequate plan and record of the development process of the projectiii. demonstrate adequate self-management skills.
5-6	Students are able to: <ol style="list-style-type: none">i. develop a suitable proposal for action to serve the need in the communityii. present a substantial plan and record of the development process of the projectiii. demonstrate substantial self-management skills.
7-8	Students are able to: <ol style="list-style-type: none">i. develop a detailed, appropriate and thoughtful proposal for action to serve the need in the communityii. present a detailed and accurate plan and record of the development process of the projectiii. demonstrate excellent self-management skills.

Criterion C: Taking action

Maximum: 8

In the community project, students should:

- 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 are able to: <ol style="list-style-type: none">i. demonstrate limited service as action as a result of the projectii. demonstrate limited thinking skillsiii. demonstrate limited communication and social skills.
3-4	Students are able to: <ol style="list-style-type: none">i. demonstrate adequate service as action as a result of the projectii. demonstrate adequate thinking skillsiii. demonstrate adequate communication and social skills.
5-6	Students are able to: <ol style="list-style-type: none">i. demonstrate substantial service as action as a result of the projectii. demonstrate substantial thinking skillsiii. demonstrate substantial communication and social skills.
7-8	Students are able to: <ol style="list-style-type: none">i. demonstrate excellent service as action as a result of the projectii. demonstrate excellent thinking skillsiii. demonstrate excellent communication and social skills

Criterion D: Reflecting

Maximum: 8

In the community project, students should:

- 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 are able to: <ol style="list-style-type: none">i. present a limited evaluation of the quality of the service as action against the proposalii. present limited reflections on how completing the project has extended their knowledge and understanding of service learningiii. present limited reflections on their development of ATL skills.
3-4	Students are able to: <ol style="list-style-type: none">i. present an adequate evaluation of the quality of the service as action against the proposalii. present adequate reflections on how completing the project has extended their knowledge and understanding of service learningiii. present adequate reflections on their development of ATL skills.
5-6	Students are able to: <ol style="list-style-type: none">i. present a substantial evaluation of the quality of the service as action against the proposalii. present substantial reflections on how completing the project has extended their knowledge and understanding of service learningiii. present substantial reflections on their development of ATL skills.
7-8	Students are able to: <ol style="list-style-type: none">i. present an excellent evaluation of the quality of the service as action against the proposalii. present excellent reflections on how completing the project has extended their knowledge and understanding of service learningiii. present detailed and accurate reflections on their development of ATL skills.

Previous Project Examples at AAGE

- Raise awareness of a charity- why do you support its cause?
- School campaign to raise awareness of cycle safety
- Playing music at the Lokal Centre
- Volunteering at the animal shelter in Højbjerg and Tranbjerg
- Running a PYP ASA club