

# **Eighth Grade MYP Service Project**

**Ada Merritt K-8 Center**

# What is the 8<sup>th</sup> Grade 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. The community project 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 aims of the MYP 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 understanding 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 accomplishment

# Your 8<sup>th</sup> Grade MYP Project objectives:

- Objective A: Investigating
  - ✓ Define a goal to address a need within a community, based on personal interests
  - ✓ Identify prior learning and subject-specific knowledge relevant to the project.
  - ✓ Demonstrate research skill
  
- Objective B: Planning
  - ✓ Develop a proposal for action to serve the need in the community
  - ✓ Plan and record the development process of the project
  - ✓ Demonstrate self management

# Objectives continued:

- Objective C : Taking action
  - Demonstrate service as action as a result of the project
  - Demonstrate Thinking Skills
  - Demonstrate communication and social skills
- Objective D: Reflecting
  - Evaluate the quality of the service as action against proposal
  - Reflect on how completing the project has extended their knowledge and understanding of service learning
  - Reflect on their development of ATL skills

# What your 8<sup>th</sup> Grade MYP Community Project:

- ✓ Deal with a topic or area to which you are committed and which has an impact on your community
- ✓ Students are expected to spend approximately 15 hours on the community project.
- ✓ Be mentored by an advisor within the service organization who is an expert in the field (instructor approval is required)
- ✓ Be of grade level appropriate scope and quality
- ✓ **Be entirely your own work**—authenticity is very important and you will be required to sign a document stating that the project is your own work.

# How will it be graded?

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

- Objective A: Investigating

- Define a goal to address a need within a community, based on personal interest
- Identify prior learning and subject-specific knowledge relevant to the project
- Demonstrate research skills.

- Objective B: Planning

- Develop a proposal for action to service the need in the community
- Plan and record the development process of the project
- Demonstrate self-management skills

# How will it be graded? (cont.)

- Objective C: Taking Action
  - Demonstrate service as action as a result of the project
  - Demonstrate thinking skills
  - Demonstrate communication and social skills.
- Objective D: Reflecting
  - 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.

# What type of project can you do?

- ✓ Defining a goal to address a need in the community:
  - ✓ Some examples of goals are:
    - ✓ To raise awareness
    - ✓ To participate actively
    - ✓ To research
    - ✓ To inform others
    - ✓ To create/innovate
      - ✓ To develop a product that will benefit your service focus group
      - ✓ To develop a product that will enhance your service action
    - ✓ To change behaviours
    - ✓ To advocate



# What are the required components of the 8<sup>th</sup> Community Project?

- ✓ Focus on service as action – must be evident in the presentation.
- ✓ Process Journal – A selection of extract in appendices of the report (visual thinking diagrams, bulleted lists, charts, short paragraphs, notes, timeless, action plans, annotated illustration, artifacts, pictures, screenshots, self and peer assessment feedback, etc.)
- ✓ Presentation – The content of the report assessed using all four criteria.

Remember: successful completion of all components will be required to qualify for the Ada Merritt K-8 Center IB Certificate and Pin.

# MYP Community Project 2014-2015

## Completion Timeline

Phase 1: Introduction (Sept 1<sup>st</sup> – Sept 30<sup>th</sup>) :

- ✓ Brainstorm and generate possible ideas
- ✓ Record information and developments in process journals.

Phase 2: Investigating (Oct. 1<sup>st</sup> – Oct. 31<sup>st</sup>) :

- ✓ Decide on the need within the local or global community
- ✓ Identify prior learning
- ✓ Define a goal to address the need within the local or global community
- ✓ Initial research period-select relevant resources and gather information.
- ✓ Record information and developments in process journal

# MYP Community Service Project 2014-2015

- Phase 3: Planning (Oct. 15<sup>th</sup>– Nov. 30<sup>th</sup>)
  - Develop a proposal for action-this must be completed near the start of this phase.
  - Continue research-select, evaluate and acknowledge information
  - Work on the preparation for the service as action
  - Record information and developments in process journals
  - Attend a work in progress session with your MYP Design teacher
- Phase 4: Taking Action (Nov. 15<sup>th</sup> – Feb. 28<sup>th</sup>)
  - Carry out the service as action
  - Record information and developments in process journals.

# MYP Community Service Project 2014-2015

- Phase 5: Reflecting ( March 1<sup>st</sup> – March 15<sup>th</sup>)
  - Evaluate the quality of service as action against the proposal
  - Reflect on learning
  - Prepare, then complete oral presentation
  - Select the extracts from the process journal to submit
  - Complete the bibliography
  - Complete the academic honesty form

## **Enjoy this opportunity to:**

- learn more about yourself and a topic that interests you**
- show off your knowledge, skills, and talents!**

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# Community Project Plan

- Identify a goal to address a need in the community, based on your personal interests.
- Target the Research: Which (segment of the) community will you focus your inquiry and research on?
- Research: What do you have to research? Be specific and list how you will collect all the information you need. (media, surveys, interviews, observation and experiences)
- Process Journal: How will you record the significant finding from beginning to end to show the development of your community project.
- What action will you take? How will you make a contribution towards addressing the problem in the community that you have stated in your goal?

# SMART Goal

- Specific -What exactly do you seek to accomplish with this project? What knowledge will your project allow you to acquire? What product will you create?
- Measurable -How will you know you have accomplished your goal? Create a rubric that you will use to evaluate your finished product. The criteria should reflect 8<sup>th</sup> grade standards of work connected to relevant subject areas.
- Advisor- What expert in the field will mentor you throughout this project? Why did you select this person and what are their qualifications?
- Realistic -Is the project of an appropriate scope ? Can it be completed within those constraints?
- Timely -How will you manage your time throughout this project in order to complete it?

# Presentation

Create a visual presentation that can be used at our upcoming Service as Action Fair to display and explain your Community project. Explain:

- Your topic and why you chose it (The proposal for action)
- Addresses all four criteria
- Process Journal extracts
- Any supporting visual aids
- Bibliography/sources