الأكاديمية الدولية - عمان
THE INTERNATIONAL ACADEMY - AMMAN

The Community Project "MYP3-Grade 8"

The Effect of Service on the Individual and the Community

‘There is no power for change greater than a community discovering what it cares about’- Margaret Wheatley Ed.D

Objectives

- What is a community project?
- Aims of the community project
- Community project components
- Examples of a community project
- Parents' role

What is a community project?

- A **culminating example** of inquiry: it reflects the student's ability to *initiate*, *manage* and *direct their own inquiry*
- Focuses on **community and service**
- Encourages students to **explore** their **rights and responsibilities** to **implement SAA in the community**
- Gives students the opportunity to develop **awareness** of needs in various **communities**
- A project that prepares 8th graders for the **personal project** in grade 10 and the **extended essay** in grade 12

Aims of MYP Community Project

Through the project, students will be able to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through an 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

While working on their Community Project, students are developing ATL Skills

Types of Service as Action:

When deciding how to serve the community, students may consider the following four types of service:

- Direct Service

- Indirect service

- Advocacy

- Research

- **Direct**

Students interact directly (but virtually) with recipients .

- **Indirect**

Students do not see the recipients but offer them a service remotely

- **Research Based**

Students collect information/data to influence or change

- **Advocacy**

Students speak on behalf of a cause or concern to promote action: writing a story / create a video or start a campaign.

In response to challenges presented by Covid-19, direct service can be completed virtually through Zoom or other virtual means. Otherwise, students can choose to complete the other types of service.

Objectives and steps:

A. Investigating

- Determine a need within a community
- Define a goal to address the need
- Select a Global Context to explore in depth
- Submit Project Proposal
- Conduct initial research and gather information

Defining a goal to address a need in the community

Some examples of goals are to:

- inform others
- participate actively
- research
- create/innovate
- change behaviors
- advocate

A need can be defined as a condition or situation in which something is required or wanted; a duty or obligation; or a lack of something requisite, desirable or useful.

B. Planning

- Develop a plan for action
- Create success criteria for the project
- Prepare for service
- Manage time and materials
- Record project development in Process Journal
- Stay motivated

C. Taking Action

- Carry out the service project
- Make decisions
- Develop new understanding and solve problems
- Communicate with supervisors, experts and others
- Record information in Process Journal

D. Reflecting

- Evaluate the impact of their service
- Reflect on their project and their learning

Demonstrating : students work will be shared with the community through an Instagram page as well as the school social media platforms

The Supervisor's role

Parents role:

- Encouraging students to choose suitable topics/goals

- Helping students communicate with associations and experts

- Communicating with the supervisor when necessary

- Helping students organize their time at home

What should students submit?

1. A completed Academic Honesty form for each student
2. The proposal for action
3. Process journal
4. Evidence of their action
5. Any supporting visual aids used during the presentation
6. Works Cited Page (stating the resources they used
7. A minimum of 3 thoroughly evaluated resources

Process journal

- The process journal is a student- centered tool (learning strategy) that supports project development
- A good process journal:
  - Documents students' thoughts, actions and behaviors
  - Shows meaningful reflection of ATL skills
  - Functions as a documentation of information and examples to support students' descriptions of their achievements, skills development and personal growth

If we are back in school, students may complete service on campus.

- Any request to perform service at school must be submitted to myself, Mr. Martin and Mr. Yaaseen by email.

Overall, the students:

- make a reasonable evaluation of how they might address the need in the community
- feel empowered of the goal they can reasonably achieve in the suggested time frame of the project
- recognize the impact of their service as action as significant in the community

Thank you.