



# **The Community Project**

**Tanglewood Middle School**  
**An International Baccalaureate World School**



## **Student Guide**

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## — *How can you make the world a better place?* —

### ***Project Overview***

The community project is one of your defining moments as a student at Tanglewood Middle School. It is meant to be a showcase of everything you have learned so far in school, your unique skills and creativity, and your ability to demonstrate the IB learner profile traits.

*The community project:*

- Must be completed by all Year 3 (8<sup>th</sup> grade) students
- May be completed individually or by groups of a maximum of three (3) students working with the same project supervisor
- Develops awareness of needs in various communities
- Addresses community needs through service learning
- Is student-centered and age-appropriate
- Enables you to engage in practical explorations through a cycle of inquiry, action, and reflection
- Develops (and demonstrates) the attributes of the IB learner profile
- Provides you with an opportunity to demonstrate approaches to learning (ATL) skills
- Fosters the development of independent, lifelong learners

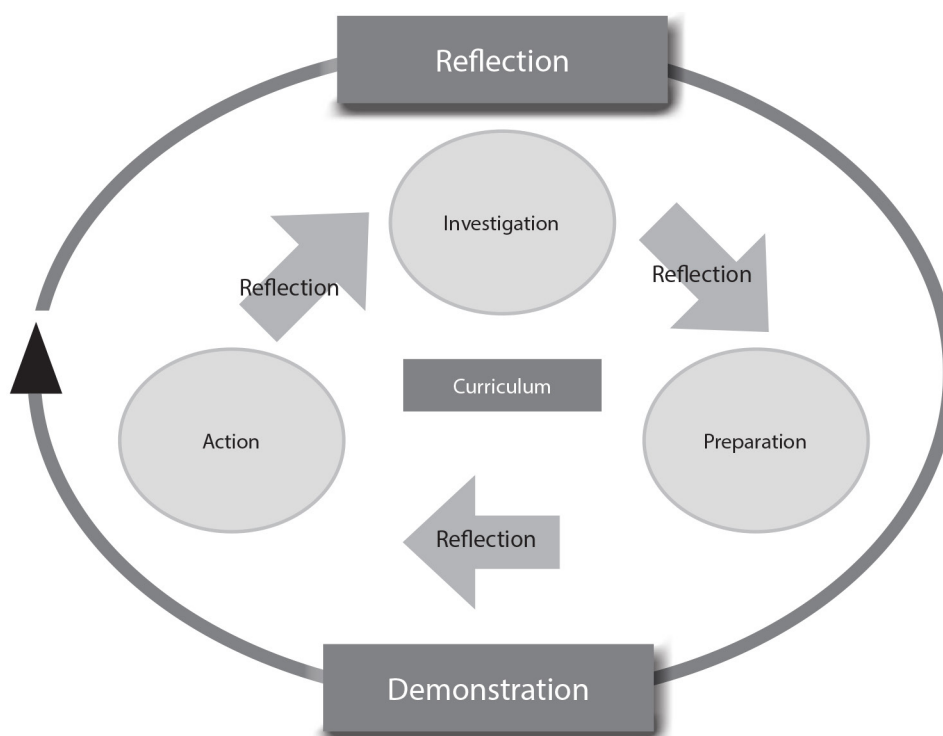
*The aims of the community project are to encourage and enable you to:*

- Work on and manage a project of your own creation, over a significant period of time, within a specific IB global context
- Investigate and research a topic that leads you to a deeper understanding of, and create new insights about, the topic
- 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 (service) because of what you have learned
- Appreciate the process of learning and take pride in your accomplishments

### ***Inquiry and Action***

One of the most exciting parts of the community project is that you will be managing and directing your own inquiry and action. You can explore a personal passion or cause that means something to you. In the process of completing the community project, your knowledge and understanding will increase, and your skills and attitudes will grow. *The community project allows you to:*

- Decide what you want to learn about, identify what you already know, and discover what you will need to know to complete the project
- Create proposals or criteria for your project, plan your time and materials, and record developments of the project
- Make decisions, develop understandings and solve problems, communicate with your supervisor and others, and create a product or develop an outcome
- Evaluate the product/outcome and reflect on your project and your learning



*The IB MYP Service Learning Model*

### *Types of Service*

In the community project, action involves participating in service learning (*service as action*). There are a number of ways to perform service:

- **Direct Service** — You 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 you do not see the recipients during indirect service, you have verified that your 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** — You 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 about sustainable water solutions.*
- **Research** — You 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 your school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.*

All of the examples above are acceptable ways to complete your community project. The type of service will depend on the topic you have chosen to focus on, and the goals you have set for your outcome.

## Project Supervisors

Your advisory teacher will serve as your project supervisor. The purpose of the supervisor is to support you and/or your group during the community project. *The supervisors' responsibilities are to:*

- Ensure the chosen community project topic is safe, legal, ethical, etc.
- Provide guidance in the process and completion of the project
- Help you with research in the school library, online, etc., and in locating sources
- Confirm that the work you submit is your own original work, and not copied
- Assess the community project using the provided criteria and rubrics

## Community Specialists

You may also seek out and use people from within the community to help you with research, extending your knowledge and skills, modeling good practice, etc. These people should be working in the field you are researching for your project. For example, you could work with someone at the Houston SPCA if your project is about animal rights, adoption, etc. This is not the same as asking your parents for help. You must document and acknowledge the help of community specialists in your bibliography of sources. **For your safety, your parent/guardian should always be involved in situations where you are working with adults outside of the teachers and staff of your school.**

## Academic Honesty

For the community project, you and your supervisor must use the academic honesty form provided by the IB. The form will be provided to you, and made available online. Only three meeting dates need to be entered. In most cases, meetings selected for entry are at the start of the project, in the middle of the project and at completion of the project. The final declaration must be signed by the student and the supervisor upon submission of the final presentation.

ACADEMIC HONESTY FORM			
Student name			
Student number			
School name			
Supervisor name			
<p><b>Student:</b> This document records your progress and the nature of your discussions 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.</p> <p><b>Supervisor:</b> 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 date these comments.</p>			
Meeting	Date	Main points discussed	Signature/initials
Meeting 1			Student:  Supervisor:
Meeting 2			Student:  Supervisor:

Meeting 3		Student:  Supervisor:
Supervisor comment		
<p><b>Student declaration</b> 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).</p> <p><b>Supervisor declaration</b> I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.</p>		
Student's signature		Date
Supervisor's signature		Date

## Assessment Overview

When you present your community project, you will demonstrate how you have addressed each of the required objectives on the rubrics. You are expected to communicate clearly, accurately and appropriately. In addition to the individual and group presentations, you will have the opportunity to showcase your project at a public event celebrating *service as action* held at the school.

There are four objectives/criteria that are used to assess your community project. These objectives give you specific targets for learning, and define what you should be able to accomplish as a result of your work. You must address all four strands of all four objectives in the community project. You will receive a score of 0-8 for each item, corresponding to *limited* (1-2); *adequate* (3-4); *substantial* (5-6); and *excellent* (7-8) performance. See the general rubrics on the following pages for more information. Detailed rubrics will be provided in advance to both you and your supervisor. If you are working in a group, your supervisor will decide whether to score your group members together or separately, based on the specific nature and circumstances of the project and its presentation.

## Criterion A: Investigating

Maximum: 8

In the community project, students should be able to:

- 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 skills.

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none"> <li><b>state</b> a goal to address a need within a community, based on personal interests, but this may be <b>limited</b> in depth or accessibility</li> <li>identify prior learning and subject-specific knowledge, but this may be <b>limited</b> in occurrence or relevance</li> <li>demonstrate <b>limited</b> research skills.</li> </ol>
3–4	Students: <ol style="list-style-type: none"> <li><b>outline an adequate</b> goal to address a need within a community, based on personal interests</li> <li>identify <b>basic</b> prior learning and subject-specific knowledge relevant to <b>some areas</b> of the project</li> <li>demonstrate <b>adequate</b> research skills.</li> </ol>
5–6	Students: <ol style="list-style-type: none"> <li><b>define a clear and challenging</b> goal to address a need within a community, based on personal interests</li> <li>identify prior learning and subject-specific knowledge <b>generally relevant</b> to the project</li> <li>demonstrate <b>substantial</b> research skills.</li> </ol>
7–8	Students: <ol style="list-style-type: none"> <li><b>define a clear and highly challenging</b> goal to address a need within a community, based on personal interests</li> <li>identify prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project</li> <li>demonstrate <b>excellent</b> research skills.</li> </ol>

## Criterion B: Planning

Maximum: 8

In the community project, students should be able to:

- 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.

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none"> <li>develop a <b>limited</b> proposal for action to serve the need in the community</li> <li>present a <b>limited or partial</b> plan and record of the development process of the project</li> <li>demonstrate <b>limited</b> self-management skills.</li> </ol>
3–4	Students: <ol style="list-style-type: none"> <li>develop an <b>adequate</b> proposal for action to serve the need in the community</li> <li>present an <b>adequate</b> plan and record of the development process of the project</li> <li>demonstrate <b>adequate</b> self-management skills.</li> </ol>
5–6	Students: <ol style="list-style-type: none"> <li>develop a <b>suitable</b> proposal for action to serve the need in the community</li> <li>present a <b>substantial</b> plan and record of the development process of the project</li> <li>demonstrate <b>substantial</b> self-management skills.</li> </ol>
7–8	Students: <ol style="list-style-type: none"> <li>develop a <b>detailed, appropriate and thoughtful</b> proposal for action to serve the need in the community</li> <li>present a <b>detailed and accurate</b> plan and record of the development process of the project</li> <li>demonstrate <b>excellent</b> self-management skills.</li> </ol>

## Criterion C: Taking action

Maximum: 8

In the community project, students should be able to:

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

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below. Students:
1–2	<ol style="list-style-type: none"> <li>demonstrate <b>limited</b> service as action as a result of the project</li> <li>demonstrate <b>limited</b> thinking skills</li> <li>demonstrate <b>limited</b> communication and social skills.</li> </ol>
3–4	<p>Students:</p> <ol style="list-style-type: none"> <li>demonstrate <b>adequate</b> service as action as a result of the project</li> <li>demonstrate <b>adequate</b> thinking skills</li> <li>demonstrate <b>adequate</b> communication and social skills.</li> </ol>
5–6	<p>Students:</p> <ol style="list-style-type: none"> <li>demonstrate <b>substantial</b> service as action as a result of the project</li> <li>demonstrate <b>substantial</b> thinking skills</li> <li>demonstrate <b>substantial</b> communication and social skills.</li> </ol>
7–8	<p>Students:</p> <ol style="list-style-type: none"> <li>demonstrate <b>excellent</b> service as action as a result of the project</li> <li>demonstrate <b>excellent</b> thinking skills</li> <li>demonstrate <b>excellent</b> communication and social skills.</li> </ol>

## Criterion D: Reflecting

Maximum: 8

In the community project, students should be able to:

- 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.

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below. Students:
1–2	<ol style="list-style-type: none"> <li>present a <b>limited</b> evaluation of the quality of the service as action against the proposal</li> <li>present <b>limited</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li> <li>present <b>limited</b> reflections on their development of ATL skills.</li> </ol>
3–4	<p>Students:</p> <ol style="list-style-type: none"> <li>present an <b>adequate</b> evaluation of the quality of the service as action against the proposal</li> <li>present <b>adequate</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li> <li>present <b>adequate</b> reflections on their development of ATL skills.</li> </ol>
5–6	<p>Students:</p> <ol style="list-style-type: none"> <li>present a <b>substantial</b> evaluation of the quality of the service as action against the proposal</li> <li>present <b>substantial</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li> <li>present <b>substantial</b> reflections on their development of ATL skills.</li> </ol>
7–8	<p>Students:</p> <ol style="list-style-type: none"> <li>present an <b>excellent</b> evaluation of the quality of the service as action against the proposal</li> <li>present <b>excellent</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li> <li>present <b>detailed and accurate</b> reflections on their development of ATL skills.</li> </ol>

## ***Language***

The community project will usually be developed and presented in the school's language of instruction (English). However, you will have the opportunity to report your community project in your best or preferred language when the standards used in the assessment of such projects are the same as those applied, and a translator is present. Translators may be students, but they must have a signed academic honesty form on file. Presenting your community project in a language other than the school's language of instruction (English) must be approved in advance, and arrangements for a translator confirmed.

## ***Community Project Components***

*The community project consists of three components:*

- Service as action — *Assessment*: Evident in the presentation
- Process journal — *Assessment*: A selection of extracts
- Presentation — *Assessment*: The content of the report assessed using all four criteria

Criterion A: Investigating requires you to make choices in the focus of your project. You should follow a series of procedures to identify the focus. *You will need to:*

- Define a goal to address a need in the community, based on your personal interests
- Identify the global context for the community project
- Develop a proposal for action for the community project

If you choose to complete your project as part of a group, the goal should be defined collaboratively.

## ***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
- To innovate
- To change behaviors
- To advocate

*A need can be defined as a:*

- Condition or situation in which something is required or wanted
- Duty or obligation
- Lack of something requisite, desirable or useful

The community may be local, national, virtual, or global. There are a wide range of definitions of community.



### *Types of Communities*

Community	Examples		
A group of people living in the same place	Singapore's Indian neighbourhood	Belgian citizens	Korowai people of Papua
A group of people sharing particular characteristics, beliefs and/or values	An online forum for people with Down's syndrome	Vegetarians	History club year 3 students
A body of nations or states unified by common interests	European Union	United States of America	United Nations Human Rights Council
A group of interdependent plants or animals growing or living together in a specified habitat	Madagascar's indigenous bird population	Flora of the Middle East in Western Asia	South Korea's Ecorium project (wetland reserve)

#### *Things to think about:*

- You need to make a reasonable evaluation of how you might address the need in the community
- You should feel empowered by a goal that you can reasonably achieve in the time frame of the project
- You should be able to recognize the impact of your *service as action* as a significant step in the community
- You need to determine whether your project is appropriately challenging (work with your supervisor on this)

Whether a project is appropriately challenging is determined by you, but it will ultimately be guided by your supervisor. What might be too ambitious or limited for one student or group will be accessible or challenging for another. Remember, you can involve teachers or other appropriate people as resources or assistants, but the project must ultimately be completed by you.

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.



## Global Context Overview

The community project can develop meaningful explorations of the following IB global contexts:

- Orientation In Space and Time
- Personal and Cultural Expression
- Scientific and Technical Innovation
- Globalization and Sustainability
- Fairness and Development
- Identities and Relationships

You must identify one of these global contexts for your community project, to establish the relevance of your inquiry (why it matters). *You must answer the following questions as you choose a global context through which to focus your project:*

- What do I want to achieve through my personal project?
- What do I want others to understand through my work?
- What impact do I want my project to have?
- How can a specific context give greater purpose to my project?

## Choosing Your Global Context

The global context you choose provides a context for inquiry and research. You must choose only one global context to define your goal. The focus on one context will present opportunities that emerge through (self-imposed) limitations and give a specific focus to your project.

The goal	A need	A community	Global context
To raise awareness	Freedom of expression	A nation perceived as politically oppressed	Personal and cultural expression
To participate actively	Trained working dogs	Special needs community	Identities and relationships
To research	Access to clean drinking water	Pacific island countries	Orientation in space and time
To inform others	(Access to) medical provisions	Various socio-economic groups	Fairness and development
To create/innovate	Medical advances	Support group for cancer patients	Scientific and technical innovation
To change behaviours	Social acceptance	The school community of teachers and students	Identities and relationships
To advocate	Modernization of local methods of waste management	The local population as it prepares for a national event	Globalization and sustainability

It is useful to brainstorm and think about ideas, as well as to discuss ideas with other people — for example, other students, friends outside the school, relatives and teachers. You should document the development of your project, including your ideas and thinking. Brainstorming the definition of your goal is a useful exercise to document in your process journal, as you can return to this to ensure you remain on task as you progress through the project.

You also need to recognize the knowledge you already have from previous experiences, or from subject-specific learning, and document how this will help you to achieve your goal. This prior learning will enable you to evaluate what knowledge and skills need to be gained through research and further investigation.

The following table defines each global context, and gives examples of potential community projects.

Global context	Examples of community projects
<b>Orientation in space and time</b> 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.	<ul style="list-style-type: none"> <li>Joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history</li> <li>Making a plan for wheelchair accessibility</li> <li>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</li> </ul>
<b>Personal and cultural expression</b> Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<ul style="list-style-type: none"> <li>Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors</li> <li>Performing a theatre play to raise awareness on bullying</li> <li>Promoting intercultural understanding through a graffiti contest</li> </ul>
<b>Scientific and technical innovation</b> 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.	<ul style="list-style-type: none"> <li>Helping a local community make an efficient, low-cost use of energy-powered devices</li> <li>Developing a programme to promote the use of wind energy for domestic devices</li> <li>Campaigning to reduce paper use and to promote recycling</li> <li>Campaigning to reduce water, electricity or fuel waste</li> </ul>
<b>Globalization and sustainability</b> 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.	<ul style="list-style-type: none"> <li>Campaigning to raise awareness and reduce plastic straw waste use</li> <li>Passing a plan to local authorities for tree planting in an area in need of re-greening</li> <li>Creating a school or community garden</li> </ul>
<b>Fairness and development</b> 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.	<ul style="list-style-type: none"> <li>Campaigning for fair-trade awareness</li> <li>Contributing to educational opportunities, for example, supporting a local non-governmental organization that works on literacy in our town</li> <li>Addressing the concerns of immigrants and migrant populations</li> </ul>

Global context	Examples of community projects
<b>Identities and relationships</b> 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.	<ul style="list-style-type: none"> <li>Laughter therapy campaign in children's hospital or elder care home</li> <li>Tutoring classes providing additional or special instruction to primary school students</li> <li>Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines</li> </ul>

If you decide to work with or support an organization, you will need to research the organization's mission and vision, and understand why they are working towards their established goals. As part of your project, you will need to explore the challenges that the organization faces, such as pollution, climate change, endangered species, health, education, housing, food, human rights, minority rights, immigration, culture, arts, communication, etc. **The global context for the project will often be determined by the organization's cause.**

### *Approaches To Learning (ATL) Skills*

ATL skills provide a solid foundation for learning independently and with others, demonstrating learning, and reflecting on the process of learning. They help students to become more autonomous, strategic and self-motivated and ultimately prepare students for responsible participation in local and global contexts. The chart below shows possible alignment between ATL skills and project objectives; however, it is important to realize that ATL skills work together across all stages of the community project, and sometimes overlap from one objective/criterion to another.

### *Project Objectives with Associated ATL Skills*

<b>Objective A: Investigating</b>	
i. Define a goal to address a need within a community, based on personal interests	Collaboration • Critical Thinking • Creative Thinking
ii. Identify prior learning and subject-specific knowledge relevant to the project	Information Literacy • Media Literacy • Transfer
iii. Demonstrate research skills	Information Literacy • Media Literacy • Transfer
<b>Objective B: Planning</b>	
i. Develop a proposal for action to serve the need in the community	Collaboration • Organization Critical Thinking • Creative Thinking
ii. Plan and record the development process of the project	Collaboration • Organization • Reflection
iii. Demonstrate self-management skills	Collaboration • Organization • Reflection

<b>Objective C: Taking action</b>	
i. Demonstrate service as action as a result of the project	Organization • Critical Thinking • Creative Thinking
ii. Demonstrate thinking skills	Communication • Collaboration • Critical Thinking Creative Thinking • Transfer
iii. Demonstrate communication and social skills	Communication • Collaboration • Critical Thinking Creative Thinking • Transfer
<b>Objective D: Reflecting</b>	
i. Evaluate the quality of the service as action against the proposal	Communication • Reflection
ii. Reflect on how completing the project has extended their knowledge and understanding of service learning	Communication • Reflection
iii. Reflect on their development of ATL skills	Communication • Reflection

You will demonstrate how you have met the objectives through your presentation at the end of the project. You will be expected to communicate clearly, accurately and appropriately, utilizing the ATL skills of *communication*, *organization* and *reflection*. You will also have the opportunity to develop affective skills throughout this process. Affective skills contribute to managing state-of-mind and a healthy, balanced approach to the project. All community project objectives and strands outlined above also cover the following affective skills: *Mindfulness*, *Perseverance*, *Emotional Management*, *Self-Motivation*, and *Resilience*.

### ***Process Journal Overview***

For the community project, you are expected to document everything you do in a process journal. In this way, you demonstrate your working behaviors and academic honesty. The process journal is a generic term used to refer to the record of progress maintained throughout the project. **In its simplest form, the process journal is a composition book.** However, your process journal can be a sketchbook, a notebook, a website you build, audio/visual recordings, or a combination of all these things. If you incorporate digital assets or recordings, make sure you back up your files so you don't lose them.

You should already have experience using a process journal from your other IB classes. Theatre journals, artist sketchbooks, interactive notebooks, design folders, etc. are all examples of process journals. You may also choose to develop your own format and design! Examples of process journal content will be provided to students.

**You are responsible — through your use of your process journal — for producing evidence of addressing the four objectives to demonstrate achievement at the highest levels of the criteria.**

*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, etc.
- A means of exploring ideas and solutions
- A place for evaluating completed work
- A place for reflecting on learning
- Devised in a format that suits your needs
- A record of reflections and formative feedback received

*The process journal IS NOT:*

- Used on a daily basis (unless this is useful for the student)
- Written up after the process has been completed
- Additional work on top of the project — it is part of and supports the project
- A diary with detailed writing about what was done
- A static document with only one format

You will show your supervisor evidence of your process documented in your journal at meetings or by providing access digitally. Although legibility is important, the recording of critical and creative thinking and reflection is more important than neatness and presentation.

### ***Selecting Process Journal Extracts***

For the community project presentation, you will need to carefully select evidence from your process journal to demonstrate development in all criteria. These extracts are submitted at the presentation at the conclusion of the project. You should take responsibility for making the appropriate extracts available to your supervisor.

If you are working individually, you should select a maximum of 10 individual extracts to represent the key developments of the project. If you choose to work in groups on the community project, you will need to submit a maximum of 15 process journal extracts (divided among all members of the group).

You should select extracts that demonstrate how you have addressed each of the objectives, and annotate extracts to highlight this information. *An extract may include:*

- Visual thinking diagrams
- Bulleted lists
- Charts
- Short paragraphs
- Notes
- Timelines, action plans
- Annotated illustrations
- Annotated research
- Artifacts from inspirational visits to museums, performances, galleries
- Pictures, photographs, sketches
- Up to 30 seconds of visual or audio material

- Screenshots of a blog or website
- Self and peer assessment feedback

Materials directly relevant to the achievement of the project should also be included in the extracts. For example, if you produced a questionnaire or survey that has been described and analyzed in the presentation, you could include a segment of that completed survey. An individual extract may include any of the formats that you used to document the process. Extracts are supporting evidence of the process and will not be individually assessed.

### ***Proposal for Action***

When you are clear on what you want to achieve as the *service as action* in your project, you can develop the proposal. *The proposal will:*

- Include the planning of specific tasks and/or activities to complete the development of the project
- Include checklists, rubrics, timelines, flowcharts, or other strategies to develop and complete the project
- Include a proposal for action
- Include designing, problem-solving, decision-making, and/or other investigative activities
- Be achievable based on the time and resources available (deciding whether a project is realistic or unrealistic will be based on discussions between you and your supervisor)
- Be documented in the process journal
- Used to evaluate the final *service as action*

### ***Resources for Investigating and Planning***

You should select relevant and reliable information from a variety of sources to develop your project. The number and type of resources will vary depending upon the nature of the project; however, to reach the highest achievement levels through investigating, you must select a range of sources and a variety of source types. Your ability to evaluate the reliability of sources should be developed through ATL skills, particularly information and media literacy skills. *You should consider factors such as:*

- Credibility of the author
- Currency
- Accuracy
- Relevance
- Intended audience
- Objectivity of the source

*Available sources may include your prior knowledge,\* as well as primary and secondary sources like:*

- Subject-area content
- Significant people
- Survey data
- Published media
- Internet resources (providing a variety of resources)
- Images or audio/video recordings

\*Although students may include their prior knowledge as a source, prior knowledge alone does not provide sufficient depth or breadth of inquiry for the community project.



You will select sources during the initial stage of your project, but research and evaluation of sources will continue during the process of completing the project. You should record information collected from these sources in your process journal, along with annotations and possible uses.

Throughout the project, you will need to make decisions on what actions to take and when. These decisions, and the thought process behind them, need to be recorded in your process journal. Remember to connect information being used to make decisions back to the research sources that are influencing your decisions. This will help you make connections between prior knowledge and new knowledge when you are looking for solutions in new and potentially unfamiliar situations.

### ***Resources for Demonstrating Learning***

When you begin to prepare your community project presentation, you will need to reflect on what you have learned through completing the project. This learning should also relate to any topics that have been informed by what you have learned in other classes at school, and how the transfer of this learning has impacted your project — as well as what you have discovered in relation to the project goal and the global context. It also relates to yourself as a learner and your awareness or development of ATL skills. During the whole process, you will keep a record of your decisions in your process journal, and should use this as a resource to help you produce the project presentation.

### ***Presenting the Community Project***

*The presentation of the community project must:*

- Be planned, drafted, and well-rehearsed (supervisors should review one rehearsal presentation per student or group in advance of the final presentation)
- Have materials necessary for the presentation prepared in advance
- Be oral (with visual aids)
- Be delivered to an audience (your Advisory)
- Be 6-10 minutes long for individuals
- Be 10-14 minutes long for groups
- Include speaking/presentation responsibilities for all members of groups
- Be structured following the sequence of the project objectives

**NOTE:** As part of your community project training, you will be shown various teen TEDx talks as possible models for presentations. These videos will be provided, but can also be found by searching “teen” on <http://www.ted.com/tedx> or at [www.tedxteen.com](http://www.tedxteen.com).

*At the time of the presentation, you must submit the following to your community project supervisor:*

- A completed academic honesty form for each student participating
- The proposal for action
- Process journal extracts
- Any supporting visual aids used during the presentation
- Bibliography/sources