



مدارس الظهران الأهلية
Dhahran Ahliyya Schools

مجتمع تعليمي غير ربحي
A not-for-profit learning community

COMMUNITY PROJECT WORKBOOK & PROCES JOURNAL

Name:

Year: 2021-2022

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INTRODUCTION

The Community Project is an in-depth inquiry that focuses on community and service. It encourages students to explore their right and responsibility to participate in service as action in the community.

THIS IS YOUR CHANCE TO MAKE A DIFFERENCE IN THE COMMUNITY!

The Community Project is an important and exciting event during your time in the IB Middle Years Program. You also get to share it with the DAS community and be proud of your work.

You will **investigate** issues of interest with your personal, school, local, or global community that will address that issue. Working in groups of three, you will **plan** a proposal for action to achieve your goals. Your group will then **take action**, which may take many forms. At the end of this journey, you will **reflect** on the process and give an oral presentation.

THE FOUR PARTS OF THE PROJECT

The **SERVICE PROJECT** involves assessing community needs, designing a project to address that need, and reflecting before, during, and after the service experience.

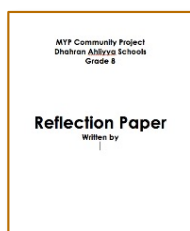


The **PROCESS JOURNAL** is used to document your thought process and learning.

The purpose of the **EXHIBITION** is to inform the audience of the community need and your service.



The **REFLECTION PAPER** is a report reflecting on what and how you have learned throughout your journey in the Community Project.



ESSENTIAL AGREEMENTS

Mutual Agreements:

We agree to meet regularly during "Community Projects" periods and in accordance with the Timeline.

Student Agreements:

- I will spend sufficient time on an on-going basis to complete all the requirements of the Community Project.
- I am responsible for recording the contact hours with my mentor in the Community Project Workbook.
- I will bring my Community Project workbook/process journal, and device to all meetings.
- I will complete each stage within the deadline set.
- I will immediately inform my mentor if I have any problems or challenges.
- I will follow all instructions from my mentor and coordinator, whether orally or via email.
- I understand that this is my project; therefore, I will be responsible for my own learning and time management.
- I understand that academic honesty is of utmost importance and the Community Project will be subject to the consequences set forth by the DAS Academic Honesty Policy.

Mentor Agreements:

- I understand that my role is a facilitator for the student to complete the Community Project. I am not expected to be an expert in the topic, nor am I required to complete the project for the student. I am here to guide the student through his/her journey of learning.
- I will ensure that the student is provided with, and understands the various aspects of the Community Project Workbook.
- I will meet with the student during Community Projects period and in accordance with the Timeline. I will set additional meetings, if necessary.
- I will periodically check the completion of each stage within the deadlines set.
- If the student does not submit her assignment:
 - First time: Verbal warning
 - Second time: Email to parents, CCing the Projects Coordinator
 - Third time: Meeting between parents and Coordinator
 - Fourth time: Meeting between parents and Middle School Principal

Student Signature

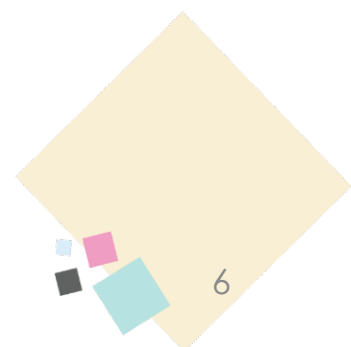
Parent Signature

PROJECT TIMELINE (Approximate)

Week	Topic
Week 2	Introduction, Essential Agreements, Service Learning, Timeline
Week 3	Objective Cycle, ATLs, Assessment
Week 4	A. Investigating: Community and Needs, Goal, Project Choices
Week 5	Submission of Project Choices Form, Global Context, Resources, Research Plan
Week 6	Source Evaluation, Bibliography
Week 7	ATL Skills, Reflection Questions on Investigation
Week 8	B. Planning, Proposal for Action, Action Plan
Week 9	Submission of Proposal for Action, Action Plan
Week 10	C: Take action
Week 11	
Week 12	
Week 13	
Break	
Week 1	Continue with service
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	D. Reflection, Self-Assessment
Week 8	Final Submission Checklist, The Exhibition
Week 9	
Week 10	Complete service
Week 11	Draft submission of Reflection Paper
Week 12	
Week 13	
Break	
Week 1	Revise Reflection Paper
Week 2	Final submission of Reflection Paper and file
Week 3	Poster Design
Week 4	Submitting poster for approval
Week 5	Completing the Academic Honesty Form
Week 6	In-Class presentations & Group Discussion
Week 7	In-Class presentations & Group Discussion
Week 8	In-Class presentation Exhibition Week
Week 9	
Week 10	Reflection
Week 11	

THIS TIMELINE IS FOR:

- the order in which each task needs to be done
- the time needed to complete a task
- events that will affect your ability to complete a task (school break, exams, etc.)
- step-by-step break down to finish the tasks



OBJECTIVE CYCLE

OBJECTIVES OF THE COMMUNITY PROJECT

OBJECTIVE A: INVESTIGATING	<ul style="list-style-type: none"> 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
OBJECTIVE B: PLANNING	<ul style="list-style-type: none"> 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
OBJECTIVE C: TAKING ACTION	<ul style="list-style-type: none"> i. Demonstrate service as action as a result of the project ii. Demonstrate thinking skills iii. Demonstrate communication and social skills
OBJECTIVE D: REFLECTING	<ul style="list-style-type: none"> i. Evaluate the quality of the service action against the proposal ii. Reflect on how completing the project has extended your knowledge and understanding of service learning iii. Reflect on your development of ATL skills

VISUALIZING THE PROEJCT OBJECTIVES

Examine the objective cycle below. This graphic demonstrates how the process unfolds. These are also the objectives/criteria (inner circle) and strands (outer circle), which will be used to assess your project.



ASSESSMENT RUBRIC

GRADE	CRITERION A INVESTIGATING	CRITERION B PLANNING	CRITERION C TAKING ACTION	CRITERION D REFLECTING
0	The student does not achieve a standard described by any of the descriptors given below.	The student does not achieve a standard described by any of the descriptors given below.	The student does not achieve a standard described by any of the descriptors given below.	The student does not achieve a standard described by any of the descriptors given below.
1-2 Limited	<ul style="list-style-type: none"> <input type="checkbox"/> states a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility <input type="checkbox"/> identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance <input type="checkbox"/> demonstrates limited research skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> develops a limited proposal for action to serve the need in the community <input type="checkbox"/> presents a limited or partial plan and records of the development process of the project <input type="checkbox"/> demonstrates limited self-management skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrates a limited service as action as a result of the project <input type="checkbox"/> demonstrates limited thinking skills <input type="checkbox"/> demonstrates limited communication and social skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> presents a limited evaluation of the quality of the service action against the proposal <input type="checkbox"/> presents limited reflection on how completing the project has extended his or her knowledge and understanding of service learning <input type="checkbox"/> presents limited reflections on his or her development of ATL skills.
3-4 Adequate	<ul style="list-style-type: none"> <input type="checkbox"/> outlines a adequate goal to address a need within a community, based on personal interests <input type="checkbox"/> identifies basic prior learning and subject-specific knowledge relevant to some areas of the project <input type="checkbox"/> demonstrates adequate research skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> develops an adequate proposal for action to serve the need in the community <input type="checkbox"/> presents an adequate plan and records of the development process of the project <input type="checkbox"/> demonstrates adequate self-management skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrates an adequate service as action as a result of the project <input type="checkbox"/> demonstrates adequate thinking skills <input type="checkbox"/> demonstrates adequate communication and social skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> presents an adequate evaluation of the quality of the service action against the proposal <input type="checkbox"/> presents adequate reflection on how completing the project has extended his or her knowledge and understanding of service learning <input type="checkbox"/> presents adequate reflection on his or her development of ATL skills.
5-6 Substantial	<ul style="list-style-type: none"> <input type="checkbox"/> defines a clear and challenging goal to address a need within a community, based on personal interests. <input type="checkbox"/> identifies prior learning and subject-specific knowledge generally relevant to the project <input type="checkbox"/> demonstrates substantial research skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> develops a suitable proposal for action to serve the need in the community <input type="checkbox"/> presents a substantial plan and records of the development process of the project <input type="checkbox"/> demonstrates substantial self-management skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrates substantial service as action as a result of the project <input type="checkbox"/> demonstrate substantial thinking skills <input type="checkbox"/> demonstrate substantial communication and social skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> presents a substantial evaluation of the quality of the service action against the proposal <input type="checkbox"/> presents substantial reflection on how completing the project has extended his or her knowledge and understanding of service learning <input type="checkbox"/> presents substantial reflection on his or her development of ATL skills.
7-8 Excellent	<ul style="list-style-type: none"> <input type="checkbox"/> defines a clear and highly challenging goal to address a need within a community, based on personal interests. <input type="checkbox"/> identifies prior learning and subject-specific knowledge that is consistently highly relevant to the project <input type="checkbox"/> demonstrates excellent research skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> develops a detailed, appropriate, and thoughtful proposal for action to serve the need in the community <input type="checkbox"/> presents a detailed and accurate plan and records of the development process of the project <input type="checkbox"/> demonstrates excellent self-management skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrates an excellent service as action as a result of the project <input type="checkbox"/> demonstrate excellent thinking skills <input type="checkbox"/> demonstrate excellent communication and social skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> presents an excellent evaluation of the quality of the service action against the proposal <input type="checkbox"/> presents excellent reflection on how completing the project has extended his or her knowledge and understanding of service learning <input type="checkbox"/> presents excellent reflection on his or her development of ATL skills.

Each one of these is called a strand. You will need them for when you write your Reflection Paper.

A. INVESTIGATING



WHAT IS A COMMUNITY?

Communities are groups that exist in proximity defined by space, time, or relationship. Communities may be local, national, virtual, or global. They include groups of people sharing particular characteristics, beliefs, or values.

WHAT IS A NEED?

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.

EXAMPLS

COMMUNITY	EXAMPLES		
A group of people living in the same place	The Pakistani Neighborhood in Jeddah	Belgian citizens	China Town in New York
A group of people sharing particular characteristics, beliefs, and/or values	An online forum for people with Down's Syndrome	Vegetarians	Model United Nations at DAS
A body of nations or states unified by common interests	European Union	Gulf Cooperative Council (GCC)	United Nations Human Rights Council
A group of independent plants or animals growing or living together in a specified habitat	Madagascar's indigenous bird population	Flora (plants) of the Middle East	The Jubail Marine Wildlife Sanctuary, Saudi Arabia

TYPES OF GOALS

Here are some examples of types of goals:

- To raise awareness
- To participate actively
- To research
- To inform others
- To create/innovate
- To change behavior
- To advocate
- Other: _____



الاستقصاء
Investigating

Under which of these does your project fall? You will need to formulate your goal in the next pages.

WORKSHEET #1

BRAINSTORMING

GENERATE – CONNECT – SORT – ELABORATE

GENERATE: Jot down your **interests** here. Let the ideas flow.

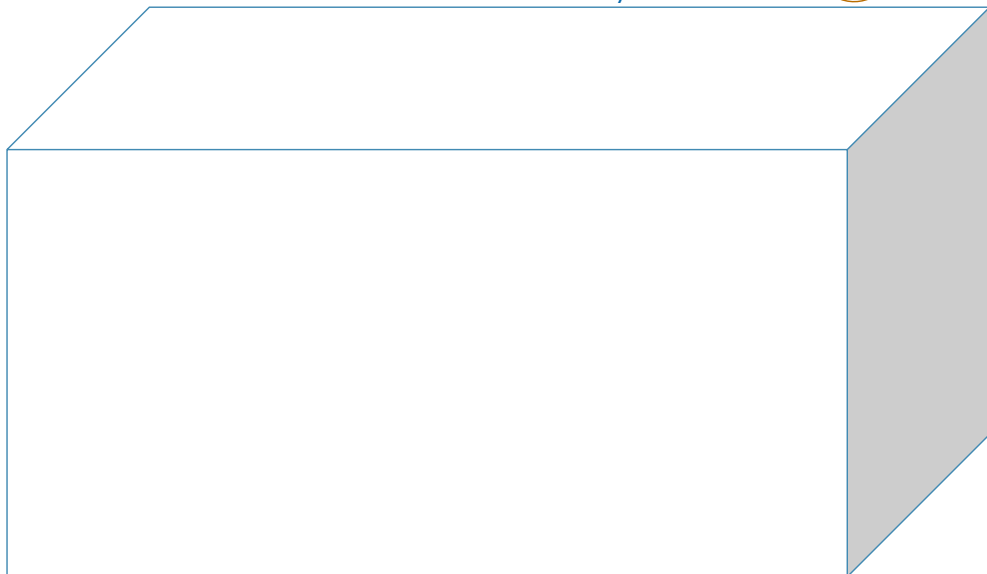
GENERATE: Jot down your ideas for **community needs** here.

Your interests as a group

Community needs

CONNECT: Draw arrows between the interests and needs. For example:

Art → Elderly



SORT: Organize your ideas by putting those that may work together.

ELABORATE: On the next page, select 3 ideas and elaborate.

WORKSHEET #2

PROJECT IDEAS

Once you have decided on the ideas as a group, fill out this form individually and gain your parent's approval. In the event the first idea is considered inappropriate, controversial, or poses danger/challenges, the next two ideas will be looked into. Use the Goal Formula to write down your ideas.

Idea 1	Idea 2	Idea 3
▼	▼	▼
Advantages	Advantages	Advantages
▼	▼	▼
Disadvantages	Disadvantages	Disadvantages

Student Name _____

Parent Signature _____

WORKSHEET #3 THE GOAL AND ACTION

MY GOAL:

I will _____
(type of goal)

in order to _____
(how will you create a difference)

MY ACTION:

I will _____
(the service/activities you planned)

for _____
(which community and need)

EXAMPLES OF CHALLENGING GOALS

Challenging Goals	Highly Challenging Goals
I will research photography techniques to create a photo journal outlining my progress for my own personal use.	I will research photography techniques to create a photo essay about relationships between young and old for members of my community.
I will research reusable products to create a durable, reusable bag out of recycled materials for adults.	I will research reusable products to create a line of durable, reusable bags out of recycled materials to sell at a local craft market to adults.
I will research homelessness in my community in order to write an article about the homeless in my community to publish in my town newspaper.	I will research homelessness in my community in order to write and publish a piece of fiction based on my research for a teen audience.



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Investigating

GLOBAL CONTEXT

Global Contexts allows you to frame learning around concepts and connections to your life and experience.

<p>Identities and Relationships</p> <p>Who am I? Who are we?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identity <input type="checkbox"/> Beliefs and values <input type="checkbox"/> Personal health <input type="checkbox"/> Physical health <input type="checkbox"/> Mental health <input type="checkbox"/> Social health <input type="checkbox"/> Spiritual health <input type="checkbox"/> Human relationships, including families, friends, communities, and cultures 	<ul style="list-style-type: none"> • Tutoring classes providing additional or special instruction to primary school students
<p>Fairness and Development</p> <p>What are the consequences of our common humanity?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rights and responsibilities <input type="checkbox"/> The relationships between communities <input type="checkbox"/> Sharing finite resources with other people and with other living things <input type="checkbox"/> Access to equal opportunities <input type="checkbox"/> Peace and conflict resolution 	<ul style="list-style-type: none"> • Campaign for fair-trade awareness • Supporting a local organization that works on literacy
<p>Globalization and Sustainability</p> <p>How is everything connected?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The interconnectedness of human-made systems and communities <input type="checkbox"/> The relationship between local and global processes <input type="checkbox"/> How local experiences mediate the global <input type="checkbox"/> The opportunities and tensions provided by world-interconnectedness <input type="checkbox"/> The impact of decision-making on humankind and the environment 	<ul style="list-style-type: none"> • Creating a school or community garden • Campaign to raise awareness and reduce plastic straw use
<p>Orientation in Space and Time</p> <p>What is the meaning of "where" and "when"?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Personal histories <input type="checkbox"/> Homes and journeys <input type="checkbox"/> Turning points in humankind <input type="checkbox"/> Explorations and migrations of humankind <input type="checkbox"/> Discoveries 	<ul style="list-style-type: none"> • Inspired by lack of facilities in the community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions
<p>Personal and Cultural Expression</p> <p>What is the nature and purpose of creative expression?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values <input type="checkbox"/> The ways in which we reflect on, extend, and enjoy our creativity <input type="checkbox"/> Our appreciation of the aesthetic (beauty) 	<ul style="list-style-type: none"> • Performing a theater play to raise awareness about bullying • Promoting intercultural understanding through an art contest
<p>Scientific and Technical Innovation</p> <p>How do we understand the world in which we live?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The natural world and its laws <input type="checkbox"/> The interaction between people and the natural world <input type="checkbox"/> How humans use their understanding of scientific principles <input type="checkbox"/> The impact of scientific and technological advances on communities and environments <input type="checkbox"/> The impact of environments on human activity <input type="checkbox"/> How humans adapt environments to their needs 	<ul style="list-style-type: none"> • Campaign to reduce paper use and to promote recycling • Campaign to reduce water, electricity, or fuel waste

WHAT IS THE RELEVANCE?

It is important to identify one of these Global Contexts in order to establish the relevance to your inquiry → *why it matters.*

Ask yourself these questions to help you:

- How does this Global Context give my Community Project a greater sense of purpose?
- How does this Global Context help others understand just how important my Community Project is?
- How does this Global Context cause others to care about the community I am serving?

CONNECTING IT ALL TOGETHER

THE GOAL (type)	THE NEED	THE COMMUNITY	THE ACTION	GLOBAL CONTEXT
To raise awareness	Importance of self-expression	Orphans in an orphanage	Teach art classes for self-expression	Personal and Cultural Expression
To advocate	Modernization of waste management	The school community	Campaign to reduce paper use and to promote recycling and/or to reduce water or electricity	Globalization and Sustainability
To research	Access to clean drinking water	Africa	Create a fundraiser to help raise money to build community wells	Orientation in Space and Time
To inform others	Access to education	Economically disadvantaged	Sponsor a child to go to school	Fairness and Development
To change behavior	Social acceptance	The school community of teachers and students	Perform a theater play to raise awareness about bullying	Identities and Relationships
To create/innovate	Medical advances	Cancer patients	Create an online support group for patients and families	Scientific and Technical Innovation
To participate actively	Fundraise for Dar Alkitab	Arabic speaking educators around world	Volunteer at Records Day	Identities and Relationships

Now, your turn!

--	--	--	--	--



WORKSHEET #4 WHICH GLOBAL CONTEXT?

THE COMMUNITY NEED



MY GLOBAL CONTEXT

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



WHICH EXPLORATION
(Look at the Global Context table)



WHY THIS GLOBAL CONTEXT



الاستقصاء
Investigating

HOW TO SUCCESSFULLY COMPLETE THE PROJECT

In order to complete your project successfully, you MUST research. A minimum of three sources is required.

WHAT RESOURCES ARE AVAILABLE TO YOU

- Books
- Websites
- Newspaper articles
- Magazine articles
- Maps or atlases
- Survey data
- Images
- Experts in the field
- Television shows
- Video recordings
- Electronic databases
- Site visits (museums, etc.)

WHAT ARE PRIMARY AND SECONDARY RESOURCES

Primary Research (Direct: First-hand research)	Secondary Research (Indirect: Desk research)
<p>All primary research is carried out by you, the student. Here, you collect your own data.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • conducting interviews, surveys, and polls with a target audience • interviewing experts over the telephone • writing emails to charities asking for specific information about the need you are serving • observing users interacting within the situation and making notes • analyzing other service projects that have things in common with the need • experimenting with materials, tools, and processes, if designing a product that serves a need 	<p>Secondary research involves using data collected by other people.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • analyzing data from a website or book • reading accounts of a problem written by another person • analyzing articles in magazines, journals, and newspapers • viewing videos about how to use materials, tools, and processes, if designing a product to serve a need



ONLINE RESOURCES

- **Google Advanced Search**
- **Google Books**
- **Google Scholar**
- **RefSeek:** With more than 1 billion documents, web pages, books, journals, newspapers, and more, RefSeek offers authoritative resources in just about any subject, without sponsored links and commercial results.
- **Virtual LRC:** The Virtual Learning Resources Center has created a custom Google search, featuring only the best of academic information websites. This search is curated by teachers and library professionals around the world to share great resources for academic projects.
- **Digital Library of the Commons Repository:** Check out the DLC to find international literature including free and open access full-text articles, papers, and dissertations.
- **Internet Public Library:** Find resources by subject through the Internet Public Library's database.
- **Google Correlate:** Google's super cool search tool will allow you to find searches that correlate with real-world data.

Want the best of everything? Use these meta search engines that return results from multiple sites all at once.

- **Dogpile:** Find the best of all the major search engines with Dogpile, an engine that returns results from Google, Yahoo!, and Bing, with categories including web, images, video, and even white pages.
- **MetaCrawler:** MetaCrawler makes it easy to "search the search engines," returning results from Google, Yahoo!, and Bing.

TIME TO RESEARCH

While you will do the majority of your research in the "Investigating" stage of your project, you will continue to research throughout the entire project. Be sure to be consistent in documenting your research.

Q1: Complete the Research Plan on the next page.

Q2: Use a variety of resources (a minimum of 3 sources, at least 2 different types), not only websites. Try surveys, interviews, site visits, videos, etc.

Q3: After the Research Plan, evaluate your sources by assessing: authorship, accuracy, objectivity, and date.



SOURCE EVALUATION

ABCDS	Not Trustworthy 0	→	4 Trustworthy
URL of Website	.com, .k12, yahoo, etc.		.gov, .edu, .org
A AUTHORSHIP Who created this site?	Author does not seem to have relevant qualifications. Organization has commercial interests.		Author is an expert in the field, organization is government or nonprofit and is respected in the field.
B BIAS What is the purpose of this site?	Advocacy, personal interest, advertising, entertainment.		Information, news, educational material.
C CONTENT How accurate or trustworthy is this page? Is it in your reading level?	Spelling and grammar mistakes, works not cited, information is not consistent with other sites, site is too difficult to understand.		Previously published in a newspaper, academic journal, or magazine, and has been subject to peer editing, information is consistent with other websites and is presented in an understandable manner.
D DATE When was this page created or updated?	Site has not been updated in a year, links are broken.		Continuously updated and links work.

SOURCE EVALUATION

It is important to record your sources during the research process right away. Create the table below in your journal to keep track of your sources as you come across them, in addition to evaluating them from 0 – 4 (4 is the most trustworthy). People you interview are considered sources, as well. Remember, if you skip this step, you will spend lots of time looking for your sources later.

Author(s)	Title	Publisher	Year Published	Type
Peter Burian Bob Caputo	National Geographic Photography Field Workbook	National Geographic	2003	Print
SOURCE EVALUATION				
Authorship	Bias	Date	Content	
4	4	3	4	

You may choose to use <http://www.citethisforme.com/> to generate the required APA-style bibliography.

APA Citation Generator

Select style: [APA](#) [MLA](#) [Harvard](#) [Chicago](#) [ASA](#) [IEEE](#) [AMA](#)

Website
Book
Journal
More ▾

Copy and Paste the Website URL Address Search

[Enter manually](#)



WORKSHEET #5

RESEARCH PLAN

This is your Research Plan.

Fill in the Research Plan table here or copy it to your process journal with a minimum of six questions.

	Research Question	<ul style="list-style-type: none">• Is it primary or secondary research?• How I will collect the information?	Why will I research this information?	Priority (High, Medium, Low)
1				
2				
3				
4				
5				
6				
7				
8				

Now, in you're the following worksheets:

1. Write the questions
2. Conduct your research and write the answer using your own words in Worksheet #6
3. Evaluate each source, in a single page.
4. Cite all the sources (APA style) in Worksheet #7

WORKSHEET #6

YOUR RESEARCH

WORKSHEET #7

BIBLIOGRAPHY

WORKSHEET #8

SOURCE EVALUATION

APPROACHES TO LEARNING

The Community Project is essentially an activity that enables you to provide a service to a community in need utilizing the Approaches to Learning (ATL) skills you are developing at DAS.

ATL Skills Category	MYP ATL Skill Clusters
Thinking	Critical Thinking
	Creative Thinking
	Transfer
Research	Information Literacy
	Media Literacy
Self-Management	Organization
	Affective
	Reflection
Social	Collaboration
Communication	Communication

ATL REFLECTION QUESTIONS

One of the aims of the community project is to develop your Approaches to Learning skills (ATLs). When you reflect in your process journal, use the following tables to help you in describing how you have strengthened those skills.



APPROACHES TO LEARNING

Thinking		
Critical thinking skills	Creative Thinking Skills	Transfer Skills
<ul style="list-style-type: none"> Identify problems and develop aims , goals, and objectives Make inferences and draw conclusions Identify gaps in knowledge and formulate key questions Consider ideas from other perspectives and points of view Develop contrary arguments Break down large concepts and projects into component parts and combine parts logically as appropriate Formulate provocative and relevant questions and goals Plan to achieve goals, including identifying targets and outlining steps Consider consequences of events Identify obstacles and challenges Make logical, reasonable judgements and create arguments to support them Design improvements to existing machines, media, and technologies Identify and define authentic problems and significant questions for investigation Use multiple processes and diverse perspectives to explore alternative solutions Identify trends and forecast possibilities Troubleshoot systems and applications 	<ul style="list-style-type: none"> Generate impossible ideas Brainstorm and map thoughts to create ideas and questions Consider all alternatives Consider the seemingly impossible Create cover solutions to a problem Evaluate solutions to problems Make connections between random things Consider opposites to renew perspectives Apply strategies of guesswork Generate "what if?" questions Transfer and apply existing knowledge to generate new ideas, products, or processes Utilize old ideas in new ways and combine parts in new ways Make intuitive judgements Create original works and ideas and visualize alternatives Practice imitation of works with a focus on the creative process Practice flexible thinking – arguing both sides of an idea or issue Practice metaphorical thinking, generating questions, and challenging conventions Challenge one's own and others' assumptions Seeing possibilities, problems, and challenges positively Playing with ideas and experimenting Recognizing when an original idea has value and pursuing it 	<ul style="list-style-type: none"> Use your knowledge, understanding, and skills across subjects to create products or solutions Make connections between learning gained in different subject areas Apply skills and knowledge in unfamiliar situations Inquire in different context to gain a diverse perspective Create projects and products using knowledge and skills gained across different subject areas Use familiar learning skills with unfamiliar content Transfer current knowledge to learning of new technologies Demonstrate personal responsibility for lifelong learning Change the context of your project to gain different perspectives Make decisions

Research	
Information Literacy Skills	Media Literacy Skills
<ul style="list-style-type: none"> Access information to be informed and inform others Find information in different media Read critically and for comprehension Read a variety of sources for information and for pleasure Collect research from a variety of print and digital sources Collect and verify data Make connections between a variety of sources Utilize different media to obtain different perspectives Utilize appropriate multimedia technology to create effective presentation and representation Reference accurately and construct a bibliography according to recognized conventions Understand and implement intellectual property rights and the value of academic honesty Identify primary and secondary sources Demonstrate awareness of the effects of different modes of information representation and presentation Collect and analyze data to identify solutions and/or make informed decisions Process data and report results 	<ul style="list-style-type: none"> Evaluate and select information sources and digital tools based on their appropriateness to specific tasks Locate, organize, analyze, evaluate, synthesize, and efficiently use information from a variety of sources and media Use and interpret a range of content-specific terminology Underline ways in which images and language interact to convey ideas, including social media Critically analyze various text forms for underlying meaning Use a variety of technologies and media platforms to source information including social media and online networks Utilize different media to obtain perspectives Communicate ideas effectively to multiple audiences using a variety of media and formats Actively make connections between different media resources in presentations Advocate and practice safe, legal, and responsible use of information technology



الاستقصاء
Investigating

APPROACHES TO LEARNING

Self-Management		
Organizational Skills	Affective Skills	Reflection Skills
<ul style="list-style-type: none"> • Keep to class schedule and project deadlines • Set appropriate management goals and plan strengths to achieve them • Structure information appropriately in written, oral, and visual work • Arrive to class with the appropriate equipment • Keep an organized and logical system of information files/notebooks • Find and select information via different media • Use different information organizers for different purposes • Plan strategies to guide our personal project inquiry • Plan and manage activities to develop a solution or complete a project • Select and use applications effectively and productively • Make informed choices to achieve a balance in nutrients, rest, relaxation, and exercise 	<ul style="list-style-type: none"> • Demonstrate persistence and perseverance • Practice focus and concentration to overcome distractions • Make informed choices on behaviors and course of action • Seek out criticism and feedback from others and make informed choices about including it in one's work • Practice being aware of mind-body connection • Practice positive thinking • Practice dealing with disappointment and unmet expectations • Practice dealing with change • Practice strategies to prevent and eliminate bullying • Practice strategies to reduce stress and anxiety 	<ul style="list-style-type: none"> • Consider ethical, cultural, and environmental implications of issues • Consider personal relationships to people, ideas, and concepts • Build understanding of personal learning strengths and weaknesses • Be aware of perceived limitation • Develop awareness of the process of effective learning • Analyze one's own and others' thought processes to think about how one thinks and how one learns • Pause to reflect at different stages in the learning process • Implement and measure the effectiveness of different learning strategies • Demonstrate a preparedness to make changes to ineffective learning strategies • Seek out constructive criticism • Keep a reflective journal of personal learning experiences focused on both process and content • Create a record of personal learning change and improvement

Social Collaboration Skills
<ul style="list-style-type: none"> • Respect and accept sociocultural difference • Consider, respect, and analyze different opinions, points of view, ideas, and preferences • Be empathetic • Respect different opinions and the points of view of others • Delegate and take responsibility as appropriate • Help others: facilitate the success of others • Take responsibility for own actions • Resolve conflicts for own actions • Resolve conflicts and work collaboratively with appropriate roles in a team • Understands when and how to build consensus • Make decisions based on fairness and equality • Negotiate goals and limitations with peers and teachers • Help others when appropriate and encourage contribution from others • Drive change through an understanding of others especially of group dynamics

Communication Communication Skills
<ul style="list-style-type: none"> • Use active listening techniques to understand others • Give and receive appropriate feedback • Interpret meaning through cultural understanding • Use a variety of speaking techniques to make meaning clear for different audiences and purposes • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to present to an audience • Interpret non-verbal communication techniques and see them purposefully • Negotiate ideas and knowledge with peers and teachers • Interact, collaborate, and publish media with peers, experts or others employing a variety of digital environments and media • Develop cultural understanding and global awareness by engaging with learners of other cultures • Write for different purposes • Make effective notes, in class and for studying • Summarize and transform information • Use structural writing planners for different academic tasks • Organize information logically • Structure information correctly in summaries, essays, reports, and presentations



WORKSHEET #9

APPROACHES TO LEARNING

It's time to reflect on your process so far. In the next worksheets, you will answer questions about some of the ATL skills you have used. Before you do so, you will practice writing a detailed explanation of how you used a specific ATL skill.

ATL Skills Category	Incorrect Answer	Correct Answer (using the tables on the previous 2 pages)		
		Identify ATL cluster	Identify the ATL skill	Describe what you did
Thinking	I thought of an idea for my project.	Creative Thinking	Brainstorm and map thoughts to create ideas and questions	Using the worksheets in my workbook, I brainstormed all the interests and hobbies I have, such as drawing, painting, music, and photography. Then I brainstormed the target audiences I am interested in, such as the elderly and animals. Then I mapped out which interests I could apply to my target audience. I decided I would give painting lessons to the elderly.
Communication	I communicated with my mentor.			
Social	I collaborated with my friends.			
Research	I researched about communities.			
Self-management	I managed my time.			



الاستقصاء
Investigation

WORKSHEET #10

A: INVESTIGATION

i. Define a goal to address a need within a community, based on personal interests

Q1: Write your goal concisely and in one place. These questions will summarize your goal:

- Using the goal formula, write your goal and action.
- What type of service did you use to fill this need?
- What community did you serve?
- What is the need within that community you served?
- What global context have you chosen and why?
- How is this goal based on your personal interest?



الاستقصاء
Investigating

WORKSHEET #10

A: INVESTIGATION

ii. Identify prior learning and subject-specific knowledge that is consistently highly relevant to the project

Q2: What prior learning, skills, and/or knowledge do you have that will help you complete your project?

Q3: What subject-specific will you use to complete the project?

Q4: What prior skills and knowledge from your MYP subjects do you have that you can use to complete the project?

iii. Demonstrate research skills.

Q5: In what ways have you improved as a researcher? You may refer to the ATLs tables to identify some of the research skills you have improved.



B. PLANNING



SUCCESS CRITERIA

After completing considerable research, it's time to develop a Proposal for Action complete with success criteria and timeline. In your Reflection Paper, you will discuss your proposal for action, explaining any changes you made to it along the way.

SUCCESS CRITERIA

You need to visualize what your service will look like. To do so, develop success criteria with your team to describe exactly what you plan your service to be. Depending on your service, some may apply and some may not. You may think of other success criteria not listed here.

MATERIAL	What materials will be used? What properties do the materials need to have? What software will you use?
ENVIRONMENTAL CONSIDERATIONS	How will your project directly or indirectly affect the environment?
FORM	What will it look like? Is it softcopy or hardcopy? What tools will you use? What size will it be? How will it be assembled?
FUNCTION	What is its purpose? What will it do? How easily can it be used? How easily can it be maintained?
USER/AUDIENCE	Who is it for? How old is the user? What is their background?
COST	Is there a maximum cost? Is this a time cost or a material cost? You must research what your cost will be rather than estimate.
WORDS/PAGES	If a written piece, how many words/chapters/pages in a short story/novel?
AESTHETICS	Consider appearance, style, color, shape/form, texture, pattern, finish, layout.
OTHER	Think of specific success criteria that are required for your project not mentioned here.

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Planning



WORKSHEET #11 SUCCESS CRITERIA

Remember, depending on your service, some success criteria may apply and some may not. You may think of other success criteria not listed here.

MATERIAL	
ENVIRONMENTAL CONSIDERATIONS	
FORM	
FUNCTION	
USER/AUDIENCE	
COST	
WORDS/PAGES	
AESTHETICS	
OTHER	



WORKSHEET #12

PROPOSAL FOR ACTION

DATE	
TITLE OF PROJECT	
STUDENT NAMES	
MENTOR NAME	
GOAL OF PROJECT	
THE ACTION	
THE COMMUNITY	
THE NEED	
THE GLOBAL CONTEXT	
TIMELINE: see following page	
RESOURCES NEEDED: (books, supplies, technologies, people, etc.)	
PRIOR KNOWLEDGE	

WORKSHEET #13

ACTION PLAN (Timeline)

Using the table below, you will create a detailed work plan by week and specify the tasks that need to be completed. This will help you divide the work amongst group members. You must specify who worked on each task rather than write "all of us".

Timeline					
Week #	Task	Responsible student	Resources needed	Deadline	Date completed By whom

WORKSHEET #14

B: PLANNING

ii. Plan and record the development process of the project

Q6: Present a record of how the project has developed from start to finish. This means to explain step-by-step what you have done to complete your project.

Q7: Describe how you used your process journal to assist you in planning, referring to specific examples.



iii. Demonstrate self-management skill

Organization Skills: Select 2 questions.

Q8: Did you meet your deadlines? Specify.

Q9: Did you adhere to your goal? Explain.

Q10: Did you make regular entries in your process journal?

Q11: Did you effectively use technology? Give example.

Affective Skills: Select 2 questions.

Q12: Did you practice strategies to overcome distractions and maintain mental focus? Give an example.

Q13: Did you demonstrate persistence and perseverance? Give an example.

Q14: Were you able to self-motivate and analyze the causes for failure/success? Give an example.

Q15: What about positive thinking? Give an example.

Reflection Skills: Select 1 question.

Q16: Discuss your strengths and weaknesses in personal learning strategies

Q17: What new skills, techniques, and strategies are you developing?



C. TAKING ACTION



Here is where you put all your investigating and planning into action by implementing your proposal and serving the community.

If your group is planning on spreading awareness through brochures, posters, presentations, Instagram accounts, here are some guidelines that you must abide by:

1. Printed material must contain each one of these components:

- Community Project
- Your names
- Your mentor's name
- Year

2. It must be approved by your mentor before publishing.

3. At the end of the project or campaign, you must remove all posters/brochures.

SPECIAL INSTRUCTIONS:

POSTERS:

When hanging the poster, it must be affixed on all four corners. Sticking it from the top is not enough.

INSTAGRAM/WEBSITES/BLOGS:

Think about how to promote your account/page. To have maximum impact, you need as many followers/views as possible. What can you do to get more followers? Remember, show your mentor the content you have prepared before posting.

In the event you, the student, will be appearing in one of these outlets, your parents must sign a Permission Form.

BOOKLETS:

Booklets must be approved first, by your mentor; second, by the Projects Coordinator; third, by the Principal. Be sure you have planned enough time for each to review.

Also, consider how will you promote your booklet? Don't let all your hard work go to waste by not distributing the booklet to as many people as possible who may benefit from it.



العمل
Taking action

i. Demonstrate service as action as a result of the project

Q18: Describe your service and say how it relates to your goal. (You will not evaluate your service in this section.)

ii. Demonstrate thinking skills

Select 2 questions.

Q19: How is your understanding of your community and its needs changing? Give example.

Q20: How were you able to help them?

Q21: What challenges have you faced? How have you overcome them?

Q22: How have you come up with new ideas and perspectives?

Q23: How have you used your prior knowledge and skills in various situations?

Q24: How have your critical thinking skills improved? Are you able to analyze and evaluate issues and ideas more thoroughly?



العمل
Taking action

iii. Demonstrate communication and social skills

Select 3 questions.

Q25: In what way have you shown empathy?

Q26: How did you handle conflict working with others?

Q27: Have you taken responsibility for your actions?

Q28: Did you use leadership qualities?

Q29: Have you given and received feedback?

Q30: Have you negotiated ideas and perspectives with others? Explain

Q31: In what ways have you developed as a communicator?

Q32: Has your ability to exchange thoughts and information improved through interacting with others?

Q33: In what ways have you developed as a collaborative learner?

Q34: How has your ability to collaborate with others improved?

WORKSHEET #15 C: TAKING ACTION



العمل
Taking action


D. REFLECTING



REFLECTION

WHAT DO WE MEAN BY REFLECTION?

To understand what 'Reflection' is, ask yourself, "How has this project changed me?"

An iceberg floating in the ocean, used as a metaphor for reflection. The small tip above the water represents 'What I knew before about:', and the much larger submerged part represents 'What I know NOW about:'.

What I knew before about:

- my area of interest
- my global context
- myself as a learner

What I know NOW about:

- my area of interest:
 - * what skills did I learn?
 - * what kind of understanding did I gain?
 - * how do I approach this field differently?
 - * how would I change my process if I could?
- my global context:
 - * why is understanding this global context important?
 - * what new insights do I have?
 - * how do I answer the questions related to my global context?
- myself as a learner:
 - * what are my strengths?
 - * where do I struggle?
 - * what made this project difficult to finish?

(Iceberg, Slide Share, 2015)



WORKSHEET #16

D: REFLECTION

i. Evaluate the quality of service action against the proposal

Q35: Using the Assessment Rubric, evaluate your community service using the table below. Be sure to identify the evidence to support your evaluation which you will discuss in a one-to-one meeting with your mentor.

Criteria	Max Grade	Your Grade	Evidence/Explanation
A	8		
B	8		
C	8		
D	8		
Total	32		

Q36: Did you meet your goal? How did you make an impact?



WORKSHEET #16

D: REFLECTION

ii. Reflect on how this project has increased your knowledge and understanding of service learning

Q37: What types of service learning did you engage in?

Q38: How has that extended your knowledge and understanding of what service learning is?

iii. Reflect on your development of ATL skills

Q39: Using ATL skills, show how this experience has helped you develop.



WRITING THE REFLECTION PAPER

HOW TO WRITE THE REFLECTION PAPER

The Reflection Paper is 4 parts:

1. Cover page
2. Introduction
3. The 4 Criteria A, B, C, D
4. Bibliography

1. Cover page

- Community Projects
- Title of Project
- Name
- Grade
- Mentor Name
- School
- Year

2. Introduction (brief): What is a community project?

3. The 4 Criteria A, B, C, D: Write your reflection paper answering the questions on the following pages in paragraph form, not Q&A form. These are the same questions you have answered throughout this workbook. Maximum word count is 1,000 words. Remember, it must be in the PAST TENSE.

4. Bibliography: APA Format

WORKSHEET #17

POSTER

POSTER GUIDELINES

- The poster will be:
- **Size:** Size A1 (84cm x 60cm)
- **Design:** You are free to design it as you wish
- **Considerations:** Please do not place any pictures of yourself or other students.

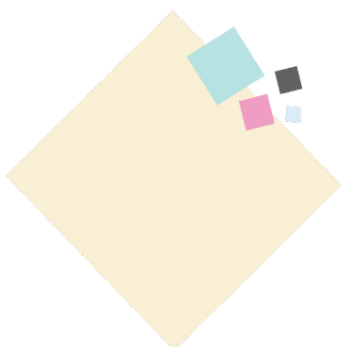
POSTER CONTENT

ALL of these points must be included. Check for spelling and capitalize all names.

1. Community Project
2. Academic year: _____
3. School logo
4. Title of your project: _____
5. Your names: _____
6. Your mentor's name: (If you had a different mentors 1st semester, please add her name, too) Ms. _____
7. The Goal: _____
8. The Action: _____
9. Instagram account/URL of your website or QR code

This worksheet must be corrected and approval by your mentor before you start designing your poster.

Once you receive the final approval, you may insert all the points above in your design.



WORKSHEET #18

ACADEMIC HONESTY FORM

Student Name:

School Name:

Mentor Name:

Students: This document records your progress and the nature of your discussions with your mentor. You should aim to see your mentor 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 reflection paper/presentation has been submitted.

Mentor: You are asked to have at least three 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.

	Date	Main points discussed	Signature
Meeting 1			Student: Mentor:
Meeting 2			Student: Mentor:
Meeting 3			Student: Mentor:

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).

Mentor Declaration

I confirm, to the best of my knowledge, the material submitted is the authentic work of the student.

Student's Signature

Date

Mentor's Signature

Date

The Exhibition & ORAL PRESENTATION

You will present your Community Project as a group and each group member will have the opportunity to speak during the presentation. You will have two opportunities to present your work; in-class and during the Projects Exhibition.

The presentation time is 15 minutes; 3 minutes per stage. It will be followed by questions from the assessor.

IN-CLASS ORAL PRESENTATION

The presentation at the end of the Community Project is an **oral presentation** delivered to your classmates in order to learn about each other's projects. No PowerPoint presentation is required.

EXHIBITION

The Exhibition will allow you to showcase your talents and share your experience with others. The assessment committee will use this opportunity to assess your project.

ORAL PRESENTATION

The oral presentation should be no longer than 15 minutes. 3 minutes per stage. The mentor will select a student to speak about a certain point, therefore, each student should be prepared to speak about all the points throughout the whole process.

The Reflection Paper is essentially what you will speak about in each stage. Practice it aloud in order to feel confident during your oral presentation.

1. Investigation:
 1. Define a goal to address a need within a community, based on personal interests
 2. Identify prior learning and subject-specific knowledge relevant to the project
 3. Demonstrate research skills
2. Planning:
 1. Develop a proposal for action to serve the need in the community
 2. Plan and record the development process of the project
 3. Demonstrate self-management skills
3. Taking action:
 1. Demonstrate service as action as a result of the project
 2. Demonstrate thinking skills
 3. Demonstrate communication and social skills
4. Reflection:
 1. Evaluate the quality of the service action against the proposal
 2. Reflect on how completing the project has extended your knowledge and understanding of service learning
 3. Reflect on your development of ATL skills
 4. How did you make a difference in the community ?
5. Questions



FINAL SUBMISSION CHECKLIST

FINAL SUBMISSION CHECKLIST

1. **Your workbook and process journal:** containing all evidence collected along the way (letters, research, pictures, certificates, forms, posters, etc.)
2. **The Reflection Paper** for each student with a cover page that contains:
 - a. Subject (Community Projects)
 - b. Title of Project
 - c. Name
 - d. Grade
 - e. Mentor Name
 - f. School
 - g. Year
3. Completed and signed **Academic Honesty Form** for each student
4. **Poster** per group

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