



Gateway International School IB-MYP Community Project Journal



Student Name(s): _____

Mentor: _____

Objective:

Student(s) will identify a community need/problem in order to plan and organize an action plan to address community need/problem. Student(s) will also present their action in a community-event held at Gateway International School.

Expectations:

- Complete Community Advocacy Project Journal
- Organize and Complete Community Action
- Organize a Presentation
- Present at Community Advocacy Event

What is the MYP Community Project?

Gateway International School is an International Baccalaureate School with an authorized Middle Years Program. Since the MYP program ends with 8th grade at GIS, and does not feed into one specific IB high school, all 8th grade students MUST complete Community Project requirements.

The Community Project gives students an opportunity to develop awareness of needs in either their local or their global communities, and address those needs through service learning. This culminating project encourages students to engage in a sustained, in-depth inquiry leading to service as action in the community. Students commit to work in groups of one to three students per project. Topic choices are made by each group in consultation with an assigned mentor who supervises student progress. Student groups are expected to complete requirements independently, with some class instruction, but will consult a mentor for periodic direction regarding assessment criteria in the IB Design Cycle.

Involvement and completion of the MYP Community Project are to encourage students to be able to:

- Participate in a sustained, self-directed inquiry within a global context
- Generate creative new insights and develop deeper understandings through investigation
- Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time



Gateway International School IB-MYP Community Project Journal



- Communicate effectively in a variety of situations
- Demonstrate responsible action through, or as a result of, learning

The process of completing the IB MYP Community Project is a powerful opportunity for students to contribute to their communities in a positive way, and gain a unique and rewarding experience.

Community Project Timeline

- September: Introduction to Community Project, review Academic Honesty Policy, students form groups
- October: Journals 1-3, Global Context mini-lesson
- November: Journals 4-5, mentor feedback #1
- December/January: Journals 6-7
- February: Journals 8-10, mentor feedback #2
- March: Journals 11-12, prepare for presentation, mentor feedback #3
- April: Presentation
- ***IB Community Project Showcase- Tentative date: April 3rd and 4th 2019***
- May- Journal #13 Reflection, mentor feedback #4



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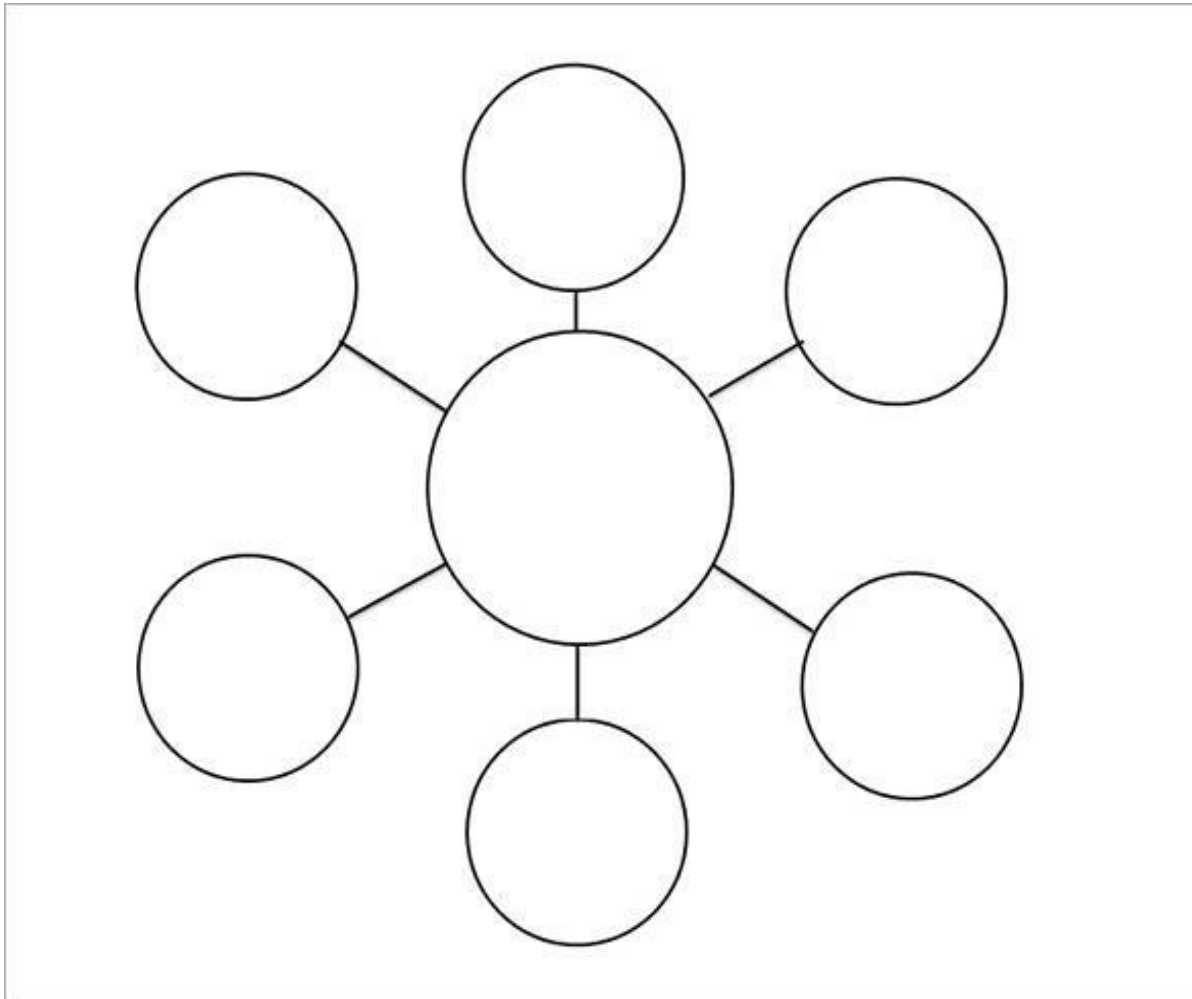


Journal Entry #1: Define Community

What does “community” mean to you?

Journal Entry #2: Brainstorm Topics

Brainstorm: Reflect and identify at least three potential topics for your project. Think about any community needs, or problems within your community. Also, include at least one of your interests/hobbies.





Gateway International School
IB-MYP Community Project Journal



Journal Entry #3: Pick a Topic

Identify the one topic that interests you most. Why does this topic interest you? Why is this need/problem important for our community to address?

Journal Entry #4: Global Context Part 1

Let's consider how your identified community need/problem/topic fits one of the IB Global Contexts. Read the following questions and think which Global Context best fits your topic and ONLY answer that question.

Global Context	Guiding Question- How does this GC:	Your Answer
<i>Identities and Relationships</i>	... help you become aware of your roles and responsibilities as a member of the community?	
<i>Orientation in time and space</i>	...help you to connect people from different backgrounds, eras, and personal histories?	
<i>Fairness and Development</i>	...help you create an idea or system that might explore our right and responsibilities as global citizens?	
<i>Globalization and Sustainability</i>	...help you explore your relationship with the environment, how it affects you, and how you affect it?	
<i>Scientific and Technical Innovation</i>	...help you become an inventor or to explore the effects of human invention on the world?	
<i>Personal and Cultural Expression</i>	...help you better express your ideas or help others to better share their creativity, culture, feelings, and/or beliefs?	

Mentor Teacher Feedback #1: *Your mentor fills this out.*

Your community need/problem/issue you identified:

- ...is an acceptable topic and can be realistically addressed.
- ...needs more time to help community understand the need for this issue.
- ...need to change your topic.



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IB-MYP Community Project Journal**



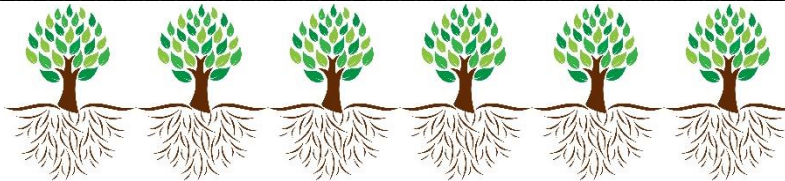
A few suggestions for possible Action Taken (If possible):

Mentor's Signature: _____ Date: _____

Journal Entry #5: Root Cause Tree Analysis

Think and reflect on the symptoms and root causes of the community issue/problem your group decided to focus on.

1. Create a list of the effects, or the symptoms, of the problem/issue on the community/ students/ people? (What happens because of this problem/issue?)



2. Create a list of the causes to the community issue/problem? (What are the root causes of the problem/issue?)

Journal #6: Conduct Research

Use the internet, books, interviews and/or surveys to gather necessary information on your topic. You should also search for organizations that already have done work to address need/issue to gather ideas to address need/problem. Use at least three sources.

Source (website, book)	Facts Learned	How can/Will I include this in my presentation?



Gateway International School IB-MYP Community Project Journal



Journal #7: Research Reflection

Reflect on your research.

1. What did you learn from your research? What was interesting and/or surprising?

2. What more is there to learn about your topic? How can you gather more information?



Gateway International School
IB-MYP Community Project Journal



Journal Entry #8: Goal

Set a realistic goal for your community project.

Our goal is to [inform / raise awareness / organize / create / participate / other: _____]
_____.

Journal Entry #9: Action Plan

Make a list of steps you would need to take to achieve your goal. Think about needed materials, information, people, etc. (Your project might need less or more than 6 Steps.)

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Journal Entry #10: Revisit Global Context

Reflect on your Community Project Action, and read the following descriptions based on the Global Context theme. Which Global Context best fits your project the best? Explain.

Global Context	Explanation
<i>Identities and Relationships</i>	Project that helps you explore identity, beliefs, values, relationships including families, friends, communities and cultures.
<i>Orientation in time and space</i>	Project that helps you explore personal histories, turning points, relationships between individuals and civilizations from personal, local, and global perspective.



Gateway International School
IB-MYP Community Project Journal



<i>Fairness and Development</i>	Project that helps you explore the relationships between communities; sharing resources with other people and living things; access equal opportunities; peace and conflict resolution
<i>Globalization and Sustainability</i>	Project that helps you explore how local experiences mediate the global; the impact of decision-making on humankind and the environment.
<i>Scientific and Technical Innovation</i>	Project that helps you explore how humans use their understanding of scientific and technological advances on communities and environments; how humans adapt environments to their needs.
<i>Personal and Cultural Expression</i>	Project that helps you explore the way we discover and express ideas, feelings, culture and values; the ways in which we extend and enjoy our creativity

Mentor Teacher Feedback #2 (*Your mentor fills this out*)

The Action you wish to organize:

- Is clearly stated, and realistic
- Will require special equipment
- Will require extensive support to complete well

Your project:

- Aligns closely with the chosen Global Context
- Links indirectly with the chosen Global Context
- May be better focused with a different Global Context: _____

Does the group have enough information on their topic?

- Yes
- No

If not, what additional information could he/she collect?

What other feedback can you offer?



Gateway International School IB-MYP Community Project Journal



Mentor Teacher Signature: _____

Date: _____

Journal Entry #11: Planning the Presentation

Think about how you want to share your Community Project to the Gateway International School community.

Possible ideas include:

- *PowerPoint*
- *Tri-Fold*
- *Video*
- *Documentary*
- *Website*
- *Essay*

Presentation Guidelines

- Introduction
- Community Need/Problem/Issue Explained
- Justification/Reasoning
- Global Context
- Research
- Action Taken
- Explain Action
- Impact of Action
- Student Reflections

What does your group need to do in order to be ready for the Presentation? How will you get ready (who can you ask, where can you find things...)



Gateway International School IB-MYP Community Project Journal





Gateway International School
IB-MYP Community Project Journal



Journal #12: Community Project Summary

Complete each sentence frame.

The **NEED** that my community service project addresses is _____

The **GOAL** of my Community Project is to _____

We/I chose this goal because _____

The **COMMUNITY** where I will focus my service project is

The **GLOBAL CONTEXT** that focuses my project is _____
because _____

The **ACTION** we decided to take to address the community need is _____

We took the following steps to achieve our goal _____

Mentor Teacher Feedback #3 *Your mentor fills this out*

What else do they need to communicate regarding their service? _____



Gateway International School IB-MYP Community Project Journal



How will the group present their findings? _____

In order for students to be ready to present, students should _____

Mentor Teacher Signature _____

Date _____

Journal #13 - Reflection

Now that you've completed the project, answer the following questions.

1. How successful was your group in achieving your goal? Explain.

2. What could have been improved upon? How could you have made your action more impactful?

3. What have you learned about the ability of the people to create change? Is it possible?

4. What have you personally gained as a result of participating in the Community Project? (think about knowledge, skills, attitudes, confidence levels, etc.)

Mentor Teacher Confirms Project Completion #4: *Your mentor fills this out*

I certify that this Community Project and work associated with this Project is complete.

Mentor Teacher Signature _____

Date _____



Gateway International School
IB-MYP Community Project Journal



APPENDIX A: ACADEMIC HONESTY FORM

Student Name:
Student ID #
School Name: Gateway International School, an International Baccalaureate World School
Supervisor/Mentor Name:
<p>Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least four 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>Supervisor: You are asked to have at least four supervision sessions with students, one at the start of the process, and interim meeting and 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>

<p>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 (hardcopy and/or electronic materials).</p> <p>Supervision Declaration I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.</p>
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Student's Signature	Date
Supervisor's Signature	Date



**Gateway International School
IB-MYP Community Project Journal**



APPENDIX B: COMMUNITY PROJECT LOG

Meeting	Date	Main Points Discussed	Mentor Signature
1			
2			
3			
4			
5 (optional)			
6 (optional)			