

**EL SEGUNDO MIDDLE SCHOOL**  
**MYP Community Project Guide**  
**2018 - 2019**



*ESMS Mission Statement*

*Empowering lifelong learners to create a better world*



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## ESMS MYP COMMUNITY PROJECT



### WHAT IS THE MYP COMMUNITY PROJECT?

The Grade 8 Community Project is a major activity for students to complete in year three (8th grade) of the MYP program at El Segundo Middle School. Since ESMS has been authorized to offer the program in three years and does not partner with a high school, the IBO now requires a community project for 8th graders.

The community project focuses on community and service and gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project is completed individually or in groups of a maximum of three students. The choice of the topic for the project is made in consultation with an IB teacher who has the responsibility for supervising the development of the project according to the Assessment Criteria (included in attached guide) which is based on International Baccalaureate Organization guidelines.

The aims of MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments

While this project may seem like quite a bit of work, we are confident the rewards will be even greater, both for you as a student and the community whose need you chose to address.



# ESMS MYP COMMUNITY PROJECT



## Community Project Timeline

| Through Nov. 5  | Nov. 6 - Jan. 14  | Jan. 15 - March 26  | March 26 - April 23   |
|---|---|---|---|
| <p><b><u>Investigating</u></b></p> <ul style="list-style-type: none"> <li>• Decide on the need within the local or global community</li> <li>• Identify prior learning</li> <li>• Define a goal to address the need with the local or global community</li> <li>• Initial research period – select relevant resources and gather information</li> <li>• Record information and developments in a process journal</li> <li>• Complete Community Project Proposal for Investigation</li> <li>• Attend a work in progress with supervisor</li> </ul> | <p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Continue research – select, evaluate and acknowledge information.</li> <li>• Work on the preparation for the service as action.</li> <li>• Record information and developments in process journals.</li> <li>• Complete Community Project Proposal for Action</li> <li>• Attend a work in progress session with supervisor.</li> </ul> | <p><b><u>Taking Action</u></b></p> <ul style="list-style-type: none"> <li>• Carry out the service as action</li> <li>• Record information and developments in process journals</li> </ul> | <p><b><u>Reflecting</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate the quality of service as action against the proposal</li> <li>• Reflect on learning</li> <li>• Prepare, then complete oral presentation to supervisor class</li> <li>• Select the extracts from the process journal to submit</li> <li>• Complete the bibliography</li> <li>• Complete the academic honesty form</li> <li>• Celebration Meeting with Supervisor</li> </ul> |



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## INVESTIGATING

During this phase, you will need to identify the need within the community. First, you will need to know what the term “community” means. The best way to do this is to brainstorm each “community.”

- Use this chart to help. Each column represents a different “community.” Use the space provided to brainstorm the needs in each of those areas. Some needs may fit in several categories.
- Once you have completed the chart, narrow your choices down to two or three ideas.
- Ask yourself: Which one do I feel most passionate about? How can I help address the need?
- Complete the Community Project Investigation Proposal sheet.

| School       | Local<br>Neighborhood<br>County            | State           | National                            | Global                                   |
|--------------|--|-----------------|-------------------------------------|--|
| Ex: Bullying | Ex: Hunger,<br>crime, domestic<br>violence | Ex: Environment | Ex:<br>Homelessness,<br>child abuse | Ex: Access to<br>clean drinking<br>water |



## 1. What is the goal to address the need you decided on?

Some examples of goals are:

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

*(See page 19 for sample goals)*

## 2. Identify the Global Context your project is related to.

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

**Consider the following questions as you choose a global context through which to focus your project.**

- What do I want to achieve through my community project?
- What do I want others to understand through my work?
- What impact do I want my project to have?



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- How can a specific context give greater purpose to my project?

When organizing fundraising campaigns or events for an organization, you will explore the challenges that the organization address, such as pollution, climate change, endangered species, health, education, housing, food, human rights, minority rights, immigration, culture, arts, communication. Therefore, the global context for the project will often be determined by the organization's cause.

The choice of the global context will significantly shift the perspective of the MYP project.

*(see page: #20)*

### 3. Approaches to Learning Skills

ATL skills are the skills students use to “learn how to learn.” You are already using many of the skills, but didn't know what they were called. Think about how you are using these as you go through your project. Include them in your process journal.

*(see page: # 23)*



## PLANNING

### **1. Develop a proposal for action for the project**

When you are clear on what you want to achieve and the service as action of your project, you will need to propose an action plan. What are some specific tasks or activities you can do develop your project? You can use checklists, rubrics, timelines, flow-charts or other strategies to prepare their proposal. Your proposal should include designing, problem-solving, decision-making or investigative activities. Proposals should be achievable based on the time and resources available. Do not come up with a proposal that takes too much time, is difficult to follow through, or costs too much money to implement. On the other hand, do not choose projects that are too simplistic.

### **2. Research**

Now it's time to begin your research. Remember to look for reliable online sources. Don't forget interviews with individuals involved in whatever your project is related to can offer valuable information and insight.

As you complete your research, make sure to keep track of all of your sources.

Add these to your process journal.





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### TAKING ACTION

Once you have determined the need, your goal, and have planned what you are going to do, it is time to put it into action.

- Is it a one day event? Will it take a few weeks?
- Where will the event take place? Where will the drop-off location be?
- How will you get the word out? Do you need posters made?
- What supplies do you need?

Continue writing in your process journal.

### REFLECTING

Congratulations! You made it. This is the final stage of your project. This is where you will actually present your project to an audience and wrap up everything you have done.

This step includes the following:

- Completion of a written reflection that evaluates the quality of the service as action against the proposal and learning
- Prepare, then complete oral presentation
- Select the extracts from the process journal to submit
- Complete the bibliography
- Complete the academic honesty form



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### PRESENTATION

At the end of the community project, you will present your project in front of an audience.

- For an individual student presentation, the time allocated is 6–10 minutes.
- For a group presentation, the time allocated is 10–14 minutes.

Students choosing to complete the project in groups will present the project as a group, but each group member should have the opportunity to speak during the course of the presentation. At the time of the presentation, students must submit to the community project supervisor:

- a completed academic honesty form for each student
- the proposal for investigation
- the proposal for action
- written reflection
- process journal extracts
- any supporting visual aids used during the presentation
- bibliography/sources.

In addition to the oral presentation, you will also be required to create a project display to showcase the project at Open House. This is your chance to be creative. You will need to include the following:

- Project name
- Description of project
- Visuals (photographs, graphs, etc.)
- Research
- Bibliography
- Reflection



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## ASSESSMENT

Criterion A: Investigating

Maximum: 8

In the community project, students should be able to:

- 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.

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



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## Criterion B: Planning

Maximum: 8

In the community project, students should be able to:

- 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.

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



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## Criterion C: Taking action

Maximum: 8

In the community project, students should be able to:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. 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.   |
| 1–2               | Students: <ul style="list-style-type: none"> <li>i. demonstrate <b>limited</b> service as action as a result of the project</li> <li>ii. demonstrate <b>limited</b> thinking skills</li> <li>iii. demonstrate <b>limited</b> communication and social skills.</li> </ul>             |
| 3–4               | Students: <ul style="list-style-type: none"> <li>i. demonstrate <b>adequate</b> service as action as a result of the project</li> <li>ii. demonstrate <b>adequate</b> thinking skills</li> <li>iii. demonstrate <b>adequate</b> communication and social skills.</li> </ul>          |
| 5–6               | Students: <ul style="list-style-type: none"> <li>i. demonstrate <b>substantial</b> service as action as a result of the project</li> <li>ii. demonstrate <b>substantial</b> thinking skills</li> <li>iii. demonstrate <b>substantial</b> communication and social skills.</li> </ul> |
| 7–8               | Students: <ul style="list-style-type: none"> <li>i. demonstrate <b>excellent</b> service as action as a result of the project</li> <li>ii. demonstrate <b>excellent</b> thinking skills</li> <li>iii. demonstrate <b>excellent</b> communication and social skills.</li> </ul>       |



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## Criterion D: Reflecting

Maximum: 8

In the community project, students should be able to:

- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. 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.   |
| 1-2               | Students: <ul style="list-style-type: none"> <li>i. present a <b>limited</b> evaluation of the quality of the service as action against the proposal</li> <li>ii. present <b>limited</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li> <li>iii. present <b>limited</b> reflections on their development of ATL skills.</li> </ul>                    |
| 3-4               | Students: <ul style="list-style-type: none"> <li>i. present an <b>adequate</b> evaluation of the quality of the service as action against the proposal</li> <li>ii. present <b>adequate</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li> <li>iii. present <b>adequate</b> reflections on their development of ATL skills.</li> </ul>                |
| 5-6               | Students: <ul style="list-style-type: none"> <li>i. present a <b>substantial</b> evaluation of the quality of the service as action against the proposal</li> <li>ii. present <b>substantial</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li> <li>iii. present <b>substantial</b> reflections on their development of ATL skills.</li> </ul>        |
| 7-8               | Students: <ul style="list-style-type: none"> <li>i. present an <b>excellent</b> evaluation of the quality of the service as action against the proposal</li> <li>ii. present <b>excellent</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li> <li>iii. present <b>detailed and accurate</b> reflections on their development of ATL skills.</li> </ul> |



## PROCESS JOURNAL

The process journal is a generic term used to refer to the record of progress maintained by the student throughout the project. However, it is your choice as to how you will maintain that record. It can be written, visual, audio or a combination of these, and it may include both paper and electronic formats. In the use of electronic/digital media, you are strongly advised to make digital copies of your journals or to transmit copies of your journals to an online storage site. You are not restricted to any single model of recording your process journals but are responsible for producing evidence of addressing the four objectives to demonstrate achievement at the highest levels of the criteria.

| The process journal is:   | The process journal is not:   |
|---|---|
| <ul style="list-style-type: none"> <li>• used throughout the project to document its development</li> <li>• an evolving record of intents, processes, accomplishments</li> <li>• a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised</li> <li>• a place for recording interactions with sources, for example teachers, supervisors, external contributors</li> <li>• a place to record selected, annotated and/or edited research and to maintain a bibliography</li> <li>• a place for storing useful information, for example quotations, pictures, ideas, photographs</li> <li>• a means of exploring ideas and solutions</li> <li>• a place for evaluating work completed</li> <li>• a place for reflecting on learning</li> <li>• devised by the student in a format that suits his or her needs</li> <li>• a record of reflections and formative feedback received.</li> </ul> | <ul style="list-style-type: none"> <li>• used on a daily basis (unless this is useful for the student)</li> <li>• written up after the process has been completed</li> <li>• additional work on top of the project; it is part of and supports the project</li> <li>• a diary with detailed writing about what was done</li> <li>• a static document with only one format.</li> </ul> |
















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You should carefully select evidence from your process journals to demonstrate development in all criteria. You will need to submit these as part of your report at the conclusion of the project. If you are working individually you will need maximum of 10 individual extracts to represent the key developments of the project. If you are working in a group you will submit a maximum of 15 process journal extracts. These will show how you have addressed each of the objectives.

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.

If you have any materials directly relevant to the achievement of the project like questionnaires or surveys, you should include them as well.





# APPENDIX



# ESMS MYP COMMUNITY PROJECT



## 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> |      |                       |                    |  |  |  |  |  |  |  |
|   | Date | Main points discussed | Signature/initials |  |  |  |  |  |  |  |
| Meeting 1   |      |                       | Student:           |  |  |  |  |  |  |  |
|   |      |                       | Supervisor:        |  |  |  |  |  |  |  |
| Meeting 2   |      |                       | Student:           |  |  |  |  |  |  |  |
|   |      |                       | Supervisor:        |  |  |  |  |  |  |  |



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



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## Sample Goals (source: IBO)

Table 11 illustrates some examples of challenging and highly challenging community project goals.

| 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.  |

Table 11  
*Challenging and highly challenging community projects*



## Sample Global Contexts (source: IBO)

| Global context   | Examples of personal projects   |
|--|---|
| <p><b>Identities and relationships</b></p> <p>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.</p>   | <ul style="list-style-type: none"> <li>• Twosides of social networking; an awareness campaign about digital citizenship and cyber bullying</li> <li>• How online identities impact offline relationships; a research essay</li> <li>• Keeping culinary traditions; a video series following family recipes with historical relevance</li> <li>• The effect of mass media on teenage identity; a short film</li> </ul> |
| <p><b>Orientation in space and time</b></p> <p>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.</p>   | <ul style="list-style-type: none"> <li>• The Euclidean space perspective of the universe; a 3D model</li> <li>• Explorers in search of a new world; immigration over the ages through visual texts</li> <li>• The Mayflower and the dream of religious freedom; a personal family history</li> <li>• Charting a family history through archives and a representational statue</li> </ul>                              |
| <p><b>Personal and cultural expression</b></p> <p>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.</p>   | <ul style="list-style-type: none"> <li>• Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture</li> <li>• The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers</li> <li>• Culture and self-expression through dance at the local community arts centre; a performance</li> </ul>     |
| <p><b>Scientific and technical innovation</b></p> <p>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.</p> | <ul style="list-style-type: none"> <li>• Nano fibres build stronger bikes; a prototype bike with nano fibres</li> <li>• What's the matter with the anti-matter?; an informational talk</li> <li>• Why are genetics and genomics important to my health?; a media presentation</li> <li>• Can stem cells replace organ transplants?; an investigative report</li> </ul>  |



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|   |  |
|---|--|
| <p><b>Globalization and sustainability</b></p> <p>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.</p> | <ul style="list-style-type: none"><li>• The struggle for water in developing countries; an awareness campaign</li><li>• The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation</li><li>• Education as the tool to change the future of Peru; a workshop for adults</li><li>• The role of the developing countries in protecting the tropical rain forest; a collection of slides</li></ul> |
| <p><b>Fairness and development</b></p> <p>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.</p>   | <ul style="list-style-type: none"><li>• Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade</li><li>• Open-market economies and their role in fair trade; a talk for students</li><li>• Exploring the intersections of race and inequality; a radio broadcast</li><li>• Asylum seekers and their right to live like us; a painting</li></ul>  |



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Table 12 shows examples of global contexts corresponding to the elements of the community 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    |

**Table 12**  
*Global contexts in community projects*





## Approaches to Learning (source: IBO)

### Thinking

#### Critical thinking skills

- 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 judgments and create arguments to support them
- Design improvement 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

#### Creative thinking skills

- Generate impossible ideas
- Brainstorm and map thoughts to create ideas and questions
- Consider all alternatives
- Consider the seemingly impossible
- Create novel solutions to a problem
- Evaluate solutions to problems
- Make connections between random things
- Consider opposites to renew perspective
- 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 judgments
- Create original works and ideas and visualize alternatives
- Practise imitation of works with a focus on the creative process
- Practise flexible thinking—arguing both sides of an idea or issue
- Practise 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

#### Transfer skills

- 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 contexts 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







# ESMS MYP COMMUNITY PROJECT



## Self-management

### Organization skills

- Keep to class schedules 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 your 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 nutrient, rest, relaxation and exercise

### Affective skills

- Demonstrate persistence and perseverance
- Practise focus and concentration to overcome distractions
- Make informed choices on behaviours and course of action
- Seek out criticism and feedback from others and make informed choices about including it in one's work
- Practise being aware of mind-body connection
- Practise positive thinking
- Practise dealing with disappointment and unmet expectations
- Practise dealing with change
- Practise strategies to prevent and eliminate bullying
- Practise strategies to reduce stress and anxiety

### Reflection skills

- 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 areas of perceived limitation
- Develop awareness of the process of effective learning
- Analyse 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/portfolio of personal learning experiences focused on both process and content
- Create a record of personal learning change and improvement





# ESMS MYP COMMUNITY PROJECT



## Research

### Information literacy skills

- Access information to be informed and inform others
- Find information in different media
- Read critically and for comprehension
- Read a variety of source 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 analyse data to identify solutions and/or make informed decisions
- Process data and report results

### Media literacy skills

- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Locate, organize, analyse, 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, values and beliefs
- Identify different points of view
- Demonstrate awareness of different media interpretations of events and ideas, including social media
- Critically analyse 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 practise safe, legal and responsible use of information technology





# ESMS MYP COMMUNITY PROJECT



## Social

### Collaboration skills

- Respect and accept sociocultural difference
- Consider, respect and analyse 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 and work collaboratively with appropriate roles in a team
- Understand 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 and especially of group dynamics

## Communication

### Communication skills

- 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 use 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 learner 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





## Project Checklist

### Investigating

- Individual or group members' names to Design teacher by October 2
- Determine a need within the community
- Define a goal to address the need
- Conduct initial research and gather information
- Record information in a process journal
- Complete Community Project Proposal for Investigation
- Meet with a teacher supervisor

### Planning

- Develop a plan for the action you will be doing
- Continue research
- Work on the preparation for the service
- Record information in a process journal
- Complete Community Project Proposal for Action
- Meet with a teacher supervisor

### Taking Action

- Carry out the service project
- Record information in a process journal

### Reflecting

- Evaluate your project against your proposal
- Reflect on your learning
- Present your project
- Complete project board for display
- Select extracts from the process journal
- Complete the bibliography
- Complete the academic honesty form
- Turn in all materials to your teacher mentor