

# MYP Community Project

8th graders  
ESMS  
2018 - 2019



# AIMS OF THE MYP COMMUNITY PROJECT...

"Life's most persistent  
and urgent question is,  
**What are you  
doing for  
others?"**  
- Martin Luther King, Jr

- demonstrate commitment to service and action
- utilize knowledge and skills acquired throughout the MYP
- provide meaningful service for a community
- reflect on inquiry, planning, and action

## EXPECTATIONS...



- approximately 15 hours
  - groups of 1 - 3
  - document evidence all year in Process Journals
  - supervisor for students
  - define a goal to address a need in a community
  - develop a proposal for action based on research
  - implement an action
  - reflect and share
  - will not affect GPA
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ESMS MYP Community Projects  
2017-What's Up El Segundo

# DIRECT ACTION



*Interactions face-to-face with people or the environment*

**Examples:** Tutoring students, providing computer skills to seniors, giving out sporting goods to underprivileged student athletes

ESMS 2018 project.

Student and his dog were obtained a comfort animal certificate and then visited a senior home and airport.

# INDIRECT ACTION:



*Actions that affect a community without interacting face-to-face.*

**Examples:** organizing a shoe-drive to send to needy families, creating a community garden, create a How-To video helping students and parents iPad troubleshooting

ESMS 2018 Project-students collected Christmas gifts for Native American students at a school Arizona who cannot spend Christmas at home.

# ADVOCACY:

*Promoting a cause or issue through research*



**Examples:** educating teens about the reality of human trafficking near and far, speaking out about the dangers of technology in vehicles

ESMS 2018 Project-Student created information cards and email message about “Factory Farming” and then collected letters on the topic which were sent to US Senators Diane Feinstein and Kamala Harris.

# COMMUNITY PROJECT TIMELINE

## Investigation

**SEPT - NOV**

- identify personal interests
- research a community to help
- identify needs for the community
- document in Process Journals
- meet with supervisor

## Planning

**NOV - JAN**

- choose 1 need to address
- determine a goal
- choose 1 action: direct, indirect, or advocacy
- develop plan and backup plans
- interview experts
- meet with supervisor

## Taking Action

**JAN - MAR**

- carry out the action that best serves the need
- adjust action as needed
- document in Process Journals

## Reflection

**MAR - April**

- compare quality of action against initial proposal
- reflect on investigation, planning, and action
- Presentations



# IDEAS FOR THE COMMUNITY PROJECT...

- body image and self esteem
- California drought
- bullying/ cyberbullying
- dangers of technology addiction
- effects of soda, energy drinks, etc.
- how mass media affects children
- fire recovery
- offer computer skills to senior citizens
- organize a blanket drive for homeless vets



*NOTE: Many more ideas may be found on the MYP Community Project class page in Power School Learning*

## What is the role of the parent?

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Your support and guidance is vital to this process, but please be sure this is fully student-directed. This project should be organic to your student and will only be meaningful if it comes from them.

# Community Project Showcase:

- The Community Projects will be on display at Open House.
- Please join us to celebrate the accomplishment of all the grade 8 students.

## Resources:

[Power School Learning: MYP  
Community Project Class Page](#)

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# Summary of Community Project

1. Mondays in Design class semester one
2. September - April
3. Research needs of a community and identify a goal
4. Choose to work alone, with 1 or 2 students
5. Create a Proposal for Investigation
6. Create a Proposal for Action and
7. Meet with Supervisor 3 times
8. Interview experts
9. Document all evidence of investigation, planning, taking action, & reflection in Process Journals
10. Present Community Project
11. Display Community Project at Open House