2024
# Year 9 Community Project Parent and Supervisor Guide

Service as Action

OAKLEIGH GRAMMAR

FAITH AND WISDOM
ΠΙΣΤΙΣ & ΣΟΦΙΑ

# Year 9 Community Project
# Parent and Supervisor Guide

The Year 9 Community Project Parent and Supervisor Guide serves as a resource for understanding and supporting the International Baccalaureate (IB) Middle Years Programme (MYP) Community Project. This project is a pivotal part of the IB MYP, designed to develop students who are engaged with their communities on both local and global scales. It emphasises the importance of service, intercultural understanding, and global citizenship, while also fostering personal and academic growth through service-oriented projects.

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# Community Project Objectives



## Understanding the IB MYP Community Project

The IB MYP Community Project is an integral component of the International Baccalaureate Middle Years Programme (IB MYP), which aims to develop internationally minded students who are engaged with their local and global communities. Embedded in the IB philosophy, the Community Project encourages students to take action and make a positive impact on real-world issues while fostering their personal and academic growth.

By engaging in the Community Project, students develop a deeper understanding of the principles of service, intercultural understanding, and global citizenship.

## IB Learner Profile Attributes

As part of the Community Project, students are required to undertake a service-oriented project that addresses a specific community need or issue. This project should align with the IB Learner Profile attributes, which include being caring, principled, reflective, and open-minded, among others.

"The best way to find
yourself is to lose yourself in
the service of others."

*Mahatma Gandhi*

## Approaches to Learning (ATLs)

Approaches to Learning (ATLs) are essential skills that students will develop for working independently and in groups, conducting research, and reflecting on their learning. These skills are transferable to the community projects, supporting successful project completion, and to students' daily interactions as local and global citizens.

## Types of Service in the Community Project

### Direct Service
Involves hands-on activities that directly address a community need, such as volunteering at a local shelter, organising a community clean-up event, or tutoring younger students.

### Indirect Service
Focuses on activities that support organisations or initiatives working to address community needs, such as fundraising for a charity, raising awareness about social issues, or advocating for policy change.

### Advocacy
Involves raising awareness about a particular issue or cause, educating others about its importance, and advocating for positive change through campaigns, petitions, or community outreach efforts.

### Research
Involves conducting research to better understand a community issue or identify potential solutions, such as collecting data on environmental pollution, conducting interviews with community members, or analysing social trends.
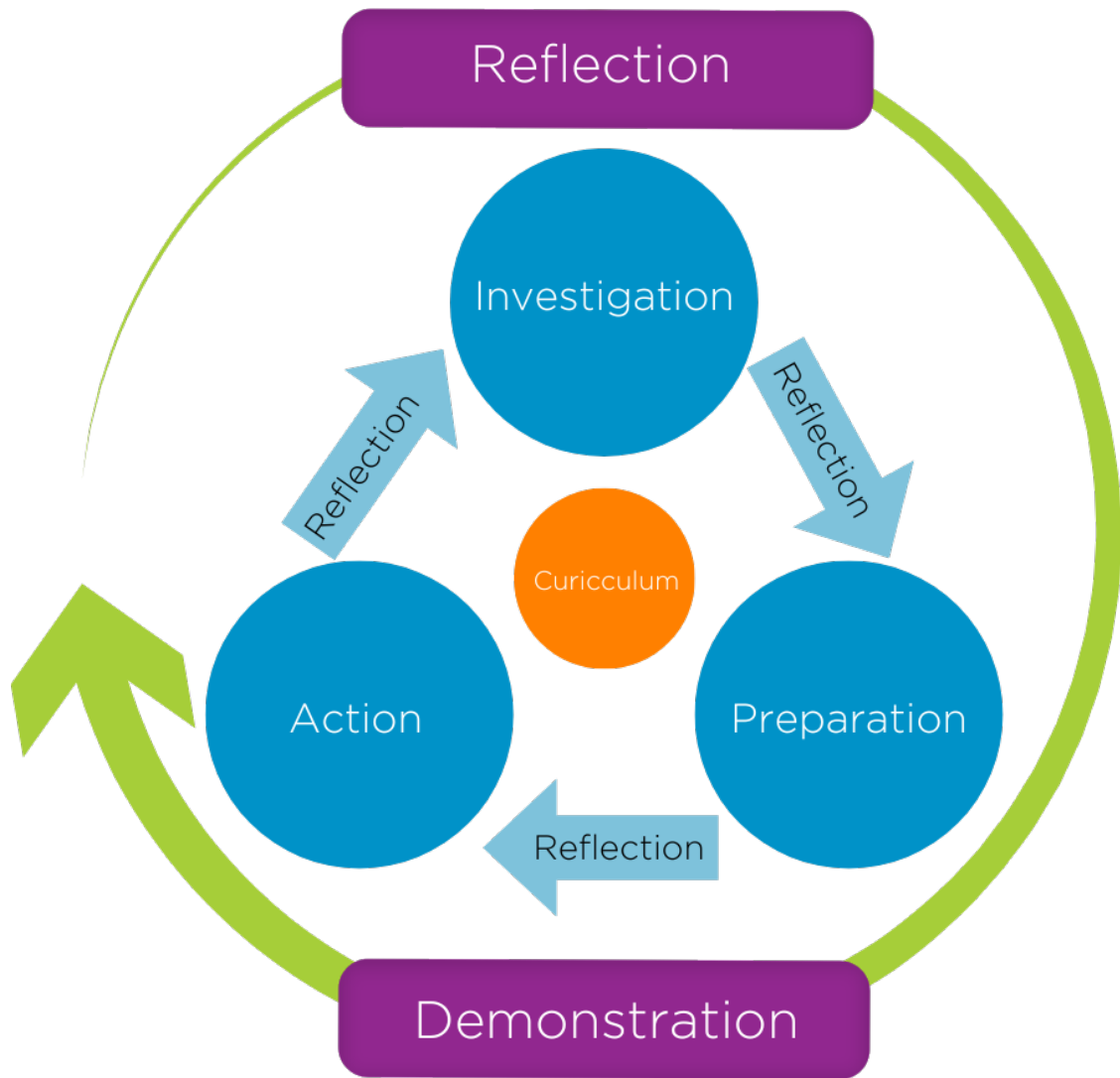
Cathryn Berger Kaye, M.A - Service Learning Model

# The IB MYP Community Project in Action

The Community Project is an opportunity for Year 9 students to explore and reflect on their interests, address a community need, and make a positive impact.

# Service-learning Model

The Community Project is aligned to the service-learning model that we implement at Oakleigh Grammar. Inquiry/investigation, planning, action and reflection.

# Components

The MYP Community Project consists of four components

- Service Learning action
- Process Journal
- Presentation
- Reflection on Project as learning experience

# Project Requirements

Students are to spend **15 hours** of work on the Community Project. They can work independently or in groups of 2–3.

1. ## Process journal for reflecting

   The project journal can be physical or digital; however, will need to be uploaded onto Toddle for assessing.

   The journal is not a daily account rather a display of learning and key findings.
   Please refer to student criteria list attached separately.

2. ## Proposal

   Students are required to complete a proposal that outlines the need in the community, how they will use their skills, interests, and passions, including how they will conduct investigation into a community need.

3. ## Academic Integrity

   Every student is to fill in the Academic Integrity form on Toddle.

4. ## Presentation of the Community Project and evidence

   a) **10–15 process journal extracts are expected at presentation during the exhibition.**

   b) **6–14 minutes presentation** (6–10 minutes for individual students and 10–14 minutes for group presentations)

   c) **Bibliography included in submission**

Scan the QR code to learn more about the process journal.
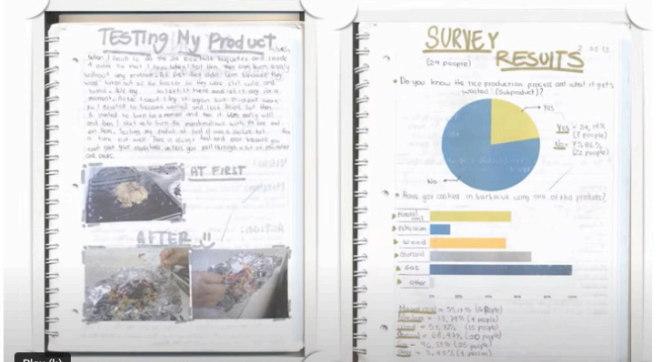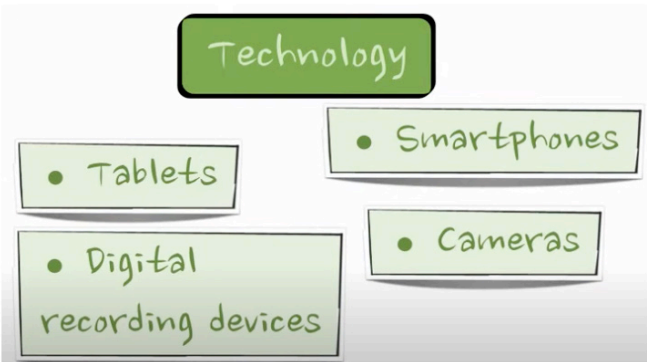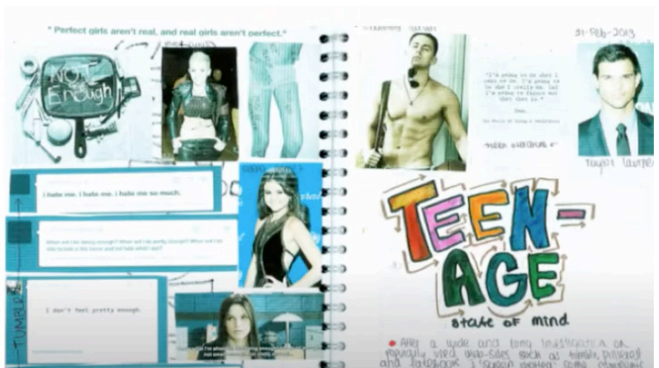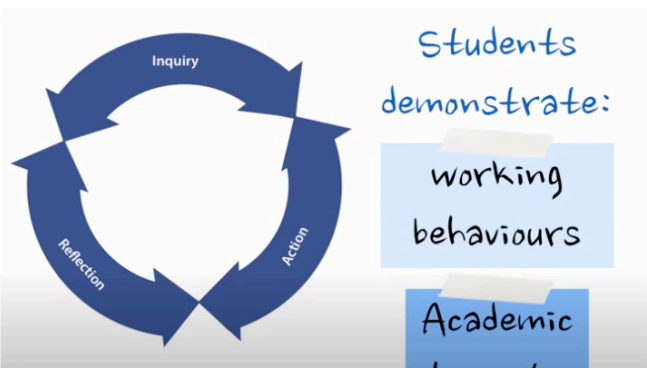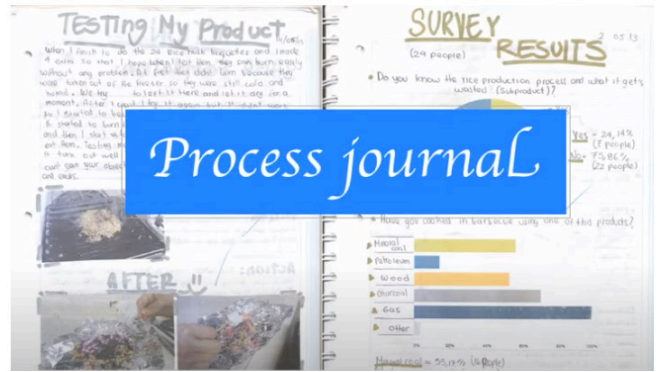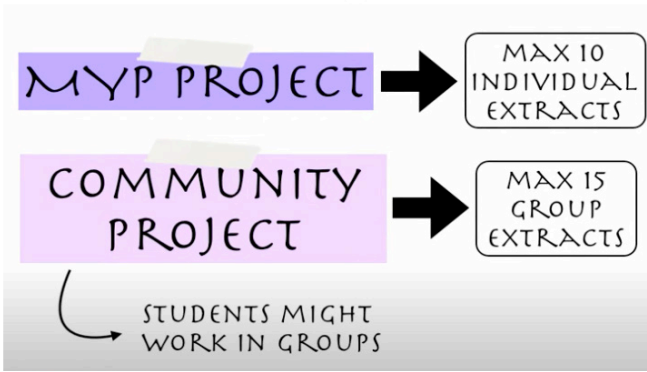
## SERVICE AS ACTION STRATEGY

**CAUSE:** To help those in need in my Community

**HOW:** I will make up small baskets of goodies, with soaps/creams, food tins & chocolates. I will donate to the Salvation Army in Ashburton for Christmas Gifts as a direct service.

**JUSTIFICATION:** I am to give back to my Community, this will help those in need and brighten their Christmas Day.

**OUTCOME:** Donate to the Salvation Army in Ashburton

**DIRECT SERVICE**

THE SALVATION ARMY

Service as Action
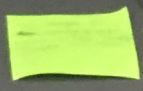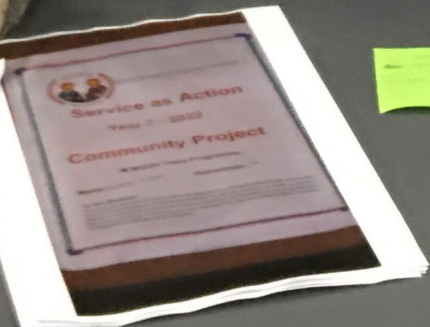
Community Project

# Term 2
# Community Project Timeline
**15 Week Process**

## Research and Planning Phase
**Weeks 1–7**

## Implementation Phase
**Weeks 8–11**

## Reflection and Presentation Phase
**Weeks 12–15**

## KEY PROJECT DATES

| | | | |
|---|---|---|---|
| **Term 1** | Introduction to the Community Project | **Week 6:** | **Friday 8 May** Student introduction and guest speaker |
| | | **Week 8:** | **Sunday 19 March** Supervising teacher/parent night |
| **Term 2** | Investigation and inquiry Phase | **Week 1:** | Supervising teacher/student mentee assigned |
| | | **Week 3:** | Supervisor/student meeting 1 |
| | Planning Phase | **Week 6:** | **Friday 24 May** Proposal Due |
| | Action Phase | **Week 7:** | Supervisor/student meeting 2 |
| **Term 3** | | **Week 1 - 6:** | Students/groups complete service |
| | | **Week 3:** | Supervisor/student meeting 3 |
| | | **Week 7:** | Students reflect on the impact of their project |
| | | **Week 7:** | Supervisor/student meeting 4 |
| | Reflecting Phase | **Week 9:** | **Thursday 12 September** Exhibition of their project to the school community |
| **Term 4** | Final feedback and comments | **Week 3:** | Supervisor/student meeting 5 - to report on Community Project grades |

# Global Context

Each student and/or group will need to select one global context. The context is a framework that will help guide students' reflection, inquiry and measure impact that their project has had within their community. It provides a lens for an issue of their choice.

## Identities and relationships
Who we are: Who am I? Who are we? What does it mean to be human?

- An inquiry into the nature of the self
- Beliefs and values
- Personal, physical, mental, social and spiritual health
- Human relationships including families, friends, communities and cultures
- Rights and responsibilities
- What it means to be human

## Fairness and development
What are the consequences of our common humanity?

- Sharing the planet
- An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things
- Communities and the relationships within and between them
- Access to equal opportunities
- Peace and conflict resolution

## Orientation in space and time
What is the meaning of where and when?

- An inquiry into orientation in place and time
- Personal histories
- Homes and journeys
- The discoveries, explorations and migrations of humankind
- The relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives

## Globalization and sustainability
How is everything connected?

- How we organize ourselves
- An inquiry into the interconnectedness of human-made systems and communities
- The structure and function of organizations
- Societal decision-making
- Economic activities and their impact on humankind and the environment

## Personal and cultural expression
What is the nature and purpose of creative expression?

- How we express ourselves
- An inquiry into 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

## Scientific and technical innovation
How do we understand the world in which we live?

- How the world works
- An inquiry into the natural world and its laws
- The interaction between the natural world (physical and biological) and human societies
- How humans use their understanding of scientific principles
- The impact of scientific and technological advances on society and on the environment

### Identities and relationships

Who we are: an inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

### Orientation in space and time

Where we are in place and time: an inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.

### Personal and cultural expression

How we express ourselves: an inquiry into 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.

### Scientific and technical innovation

How the world works: an inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

### Globalization and sustainability

How we organize ourselves: an inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the

### Fairness and development

Sharing the planet: an inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

15

# Learning Outcomes and Assessment

As an IB MYP school, all 9th graders at Oakleigh Grammar are required to complete a Community Project.

- Completing the project fulfills community service for 9th grade.

- Completing this project is a requirement to earn the Oakleigh Grammar IB MYP Certificate of Completion.

# Assessment Criteria



Scan the QR code to view the assessment criteria.

Students will be marked from a grade of 1–8 for each criterion.

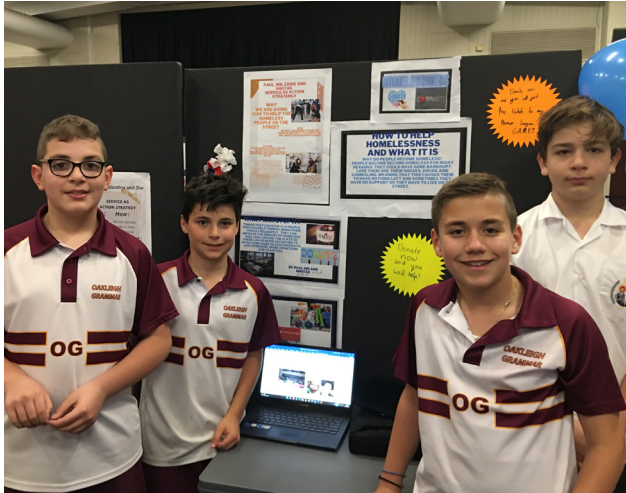**Objective A:** Investigating

**Objective B:** Planning

**Objective C:** Taking Action

**Objective D:** Reflecting

# 7 Service-learning outcomes students are to demonstrate

1. Become more aware of your own strengths and areas for growth

2. Undertake challenges that develop new skills

3. Discuss, evaluate and plan activities

4. Persevere in action

5. Work collaboratively with others

6. Develop international mindedness through global engagement, multilingualism and intercultural understanding

7. Consider the ethical implications of your actions

## Supporting Your Child

As a parent/carer, your role is to provide guidance, support, and encouragement throughout the project. Encourage your child to choose a project topic that aligns with their interests, passions, and skills. Help them develop a clear project goal and action plan, considering timelines, resources, and potential challenges. Offer guidance and assistance as needed but encourage them to take ownership of the project and make decisions independently.

Additionally, it is important that you understand the assessment criteria for the community project, as students are required to present their outcomes at an exhibition displaying extracts from their process journal and delivering an oral presentation.

## Supervisor/mentor Expectations and responsibilities

As a teacher supervisor, your role is to mentor and provide support, feedback, and resources to help your student mentee or group navigate the project process. Listen actively to your mentee's or group ideas, concerns, and progress, and offer guidance based on your experience and expertise. Help them set realistic goals, manage their time effectively, and overcome any obstacles they encounter along the way.

## Communication and Collaboration

There are five meetings' schedules throughout the project phase. Ensure you stick to it.

Teacher supervisors/mentors should:

- ensure students' topics are appropriate.

- assist with the process, timeline, and supporting the development of students' self-management skills

- ensure the process journal meets the criteria

- ensure the academic integrity of the project and the form is signed on Toddle

- ensure students are prepared for the final exhibition and work has been placed on Toddle

- assess the community project using the assessment criteria

### Meeting 1
Sparking Ideas & Crafting Proposals

### Meeting 2
Planning for Service & Global Contexts

### Meeting 3
Tracking Service & Assessing Safety

### Meeting 4
Reflecting on Service & Preparing for Exhibition

### Meeting 5
Receiving Feedback & Reporting

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