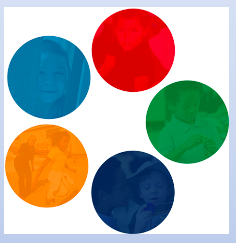
**ORGANIZING THE COMMUNITY PROJECT:**

MYP teachers collaborated and began the process by answering these questions...

*When organizing the project, schools should consider:*

• The number of supervisors required

1 mentor per group.

3 Key Yr 3 teachers - Language and Literature, Art and Individual & Societies

MYP Coordinator (Math) Trained in all subject areas.

• The selection and training of supervisors

Experience, recent training and connections with students.

• Informing students about the project

Provocations - get them interested.

Sharing of booklet

Newsletter - Advertising, coming attraction.

• Timelines for supervisors and students

Written in a booklet for reference.

• Scheduling time for supervisors to meet with students individually or in groups

Advisory lessons.

• Documentation for managing the project

Google classrooms, community project booklet.

Supervisor meeting forms

Academic Honesty Form

• Library or information and communication technology resources for the project

Allocated time in the library and technology room.

• Internal standardization of the project

Use of MYP command word list.

Checklists and Rubrics

List of evidence could be provided.

Explanation of the rubrics

Oral and written marked the same.

Awareness of mother tongue

• Informing parents of the objectives and characteristics of the project

Advertising in the newsletters

Pages taken from the booklet to help explain the process.

• showcasing of the project at its conclusion

Exhibition

**Description - In addition to Community Project Booklet**

**Structure: Referred in booklet**

The structure of the community project is outlined to the teachers and students using the ‘Community Project Booklet’. *This booklet is also used for students that require special education modifications*

Every student keeps an individual Process Booklet - attached recording their progress in their assigned journal.

Extra pages provided for students with modifications. Students keep a personal binder.

**Objectives Used: Available to students in booklets.**

**Objective A: Investigating**

1.Define a goal to address a need within a community, based on personal interest

2.Identify prior learning and subject-specific knowledge relevant to the project

3.Demonstrate research skills

**Objective B: 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

**Objective C: Taking Action**

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

2.Demonstrate thinking skills

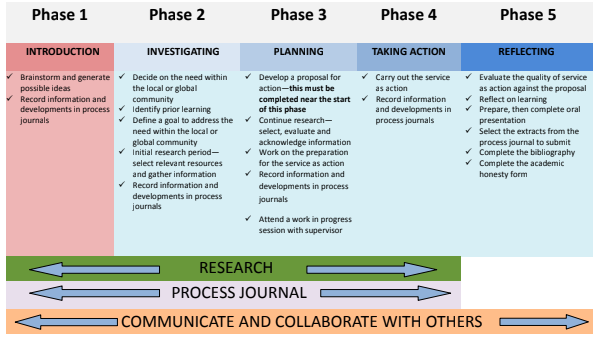
3.Demonstrate communication and social skills

**Objective D: Reflection**

1.Evaluate the quality of the service as action against the proposal

2.Reflect on how completing the project has extended their knowledge and understanding of service learning

3.Reflect on their development of IB Approaches to Learning (ATL) skills



**Who will assist?**

Each teacher will act as a mentor for a group of students, guiding and assisting them throughout the year and their project/s. Three Year 3 teachers will be involved to lead and coordinate with the additional guidance of the MYP coordinator.

The mentors are there to assist students but they are not responsible for getting the projects completed, the students need to take ownership of their own projects.

**Assessment:**

**Use of the rubric outlined from the IB.**  Criterion A - D as outlined in the community project booklet.

**Standardization of The Community Project:**

1. Use of MYP command word list.
2. Examples to help moderate.
3. Checklists and Rubrics
4. Objective use of the rubrics
5. List of evidence could be provided.
6. Explanation of the rubrics
7. Oral and written marked the same.
8. Awareness of mother tongue

**Timeline:** Outlined in community project booklet in reference to phases. Phase 1-5.