



# COMMUNITY PROJECT

International Baccalaureate

PRESENTED BY:

---

ACADEMY OF RICHMOND COUNTY

Adapted from IB MYP Projects guide

## TABLE OF CONTENTS

Welcome Students .....	2
What is a Community Project? .....	2
Process Journal .....	3-4
Global Contexts .....	5-7
Identifying a Global Context .....	8
Approaches to Learning .....	8
The Presentation .....	9
Project Timeline .....	10
Investigating Checklist (Step 1) .....	11
Planning Checklist (Step 2) .....	12
Taking Action Checklist (Step 3) .....	13
Reflection Presentation Checklist (Step 4) .....	14
Project Rubric .....	15-18
ATL Demonstration Form .....	19
Objective/ATL relationship form .....	20-21
Academic Honesty Form .....	22-23
IB Learner Profile .....	24

## WELCOME

Hello Freshmen,

This year, Academy of Richmond County is excited to take “experiential learning” and projects to the next level yet again! 2019-2020 IB MYP Freshmen will have the honor of developing and implementing a community project. This project will provide the opportunity to participate in service learning.

As a student at ARC, as well as a citizen of this world, you have the right and responsibility to have an impact on your community through self-awareness and your passion. Through in-depth inquiry, you will develop, create, and present a significant and authentic piece of work inspired by your passion that motivates you to take action and produce a product or outcome. In addition, the personal project will prepare you for success through developing important and necessary skills for high school, college, and the work force.

### MYP COMMUNITY PROJECT- WHAT IS IT?

The Community Project focuses on CAS, community and service. This project encourages students to explore their rights and responsibilities to implement service as action in the community. The community project gives the students an opportunity to develop an awareness of the needs in the various communities and to address those needs through project service learning. The community project engages in a sustained, in depth inquiry that will lead to service as action in the community. This project may be completed by groups of two or three students per project.

The community project is student-centered and age-appropriate. These projects enable the students to engage in practical explorations through the cycle of inquiry, action and reflection. The community project will help the students to develop the attributes of the IB learner profile.

The community project encourages students to practice and strengthen their approaches to learning (ATL) skills. These skills are: communication, social, self-management, research and thinking. The main focus of the ATL in the MYP is to help students to develop the skills and self-knowledge to enjoy learning.

The community project supports the reflective nature of inquiry as the project progresses and the language development that is required for a presentation as the culminating activity. The community project will prepare students for further education projects and presentations such as the Reflective Project in the Career-related Programme and the Extended Essay in the Diploma Programme.

#### Aims of the Community Project

- Define a goal to address a need within a community, based on personal interests
- Identify prior learning and subject-specific knowledge relevant to the project
- Plan and record the development process for the project
- Develop a proposal for action to serve the need in the community
- Demonstrate service as action as a result of the project
- Demonstrate research, self-management, thinking, communication, and social skills
- Evaluate the quality of the service as action against the proposal
- Reflect on how completing the project has extended their knowledge and understanding of service learning
- Reflect on their development of Approaches to Learning skills
- Choose a project that is of appropriate grade level scope and quality.
- Document your work in a 1,500-3,500 (approximately 6-14 double spaced pages) written report.
- Be required to sign a document of authenticity stating this project is your own work.

**PROCESS JOURNAL**

The process journal is a generic term to refer to the record of progress maintained by you throughout the project. However, it is your choice as to how you will maintain the record. The journal can be written, visual, audio, or a combination of these. It may include both paper and electronic formats.

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.

You will need a **minimum of 10 individual** extracts to represent the key developments of the project. These will show you have addressed each of the objectives.

An extract may include:

- Visual thinking diagrams
- Charts
- Notes
- Annotated illustrations
- Pictures, photographs, sketches
- Self/peer assessment feedback
- Artifacts from inspirational visits to museums, performances, galleries
- Bibliography (MLA form) <http://www.easybib.com>
- Bulleted lists
- Short paragraphs
- Timelines, action plans
- Annotated research
- Screenshots of blogs/websites
- Up to 30 seconds of visual/audio material

An individual extract may include any of the formats that the student used to document the process. Extracts should simply be supporting evidence of the process and will not be individually assessed.

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

**Conclude every process journal entry with a plan for next steps.**

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>

You will show evidence of your process documented in your journals at meetings or by providing access digitally. Although legibility is important, the recording of critical and creative thinking and reflection is more important than neatness and presentation.

**Students must define realistic criteria to measure the quality of the product's outcome. Working with their mentors and supervisors the students decide what would be considered a high-quality product/outcome. Students will document their criteria in their process journal and use them to assess the final outcome. There should be a maximum of 10 individual extracts to represent key developments of the project. If working in a group, the maximum of 15 extracts should be presented.**

**Once research is done, the criteria should be able to be determined.**

**GLOBAL CONTEXTS**

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:

Global Context	Global Context Example Explorations
<b>Identities and Relationships</b>	<p><b>Who am I? Who are we?</b></p> <ul style="list-style-type: none"> <li>• Competition and cooperation; teams, affiliation and leadership</li> <li>• Identity formation; self-esteem; status; roles and role models</li> <li>• Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life</li> <li>• Physical, psychological and social development; transitions; health and well-being; lifestyle choices</li> <li>• Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind</li> </ul>
<b>Orientation in Space and Time</b>	<p><b>What is the meaning of “where” and “when”?</b></p> <ul style="list-style-type: none"> <li>• Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange</li> <li>• Epochs, eras, turning points and “big history”</li> <li>• Scale, duration, frequency and variability</li> <li>• Peoples, boundaries, exchange and interaction</li> <li>• Natural and human landscapes and resources</li> <li>• Evolution, constraints and adaptation</li> <li>• Indigenous understanding</li> </ul>
<b>Personal and Cultural Expression</b>	<p><b>What is the nature and purpose of creative expression?</b></p> <ul style="list-style-type: none"> <li>• Artistry, craft, creation, beauty</li> <li>• Products, systems and institutions</li> <li>• Social constructions of reality; philosophies and ways of life; belief systems; ritual and play</li> <li>• Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument</li> <li>• Metacognition and abstract thinking</li> <li>• Entrepreneurship, practice and competency</li> </ul>

<p><b>Scientific and Technical Innovation</b></p>	<p><b>How do we understand the world in which we live?</b></p> <ul style="list-style-type: none"> <li>• Systems, models, methods; products, processes and solutions</li> <li>• Adaptation, ingenuity and progress</li> <li>• Opportunity, risk, consequences and responsibility</li> <li>• Modernization, industrialization and engineering</li> <li>• Digital life, virtual environments and the Information Age</li> <li>• The biological revolution</li> <li>• Mathematical puzzles, principles and discoveries.</li> </ul>
<p><b>Globalization and Sustainability</b></p>	<p><b>How is everything connected?</b></p> <ul style="list-style-type: none"> <li>• Markets, commodities and commercialization</li> <li>• Human impact on the environment</li> <li>• Commonality, diversity and interconnection</li> <li>• Consumption, conservation, scarcity; natural resources and public goods</li> <li>• Population and demography</li> <li>• Urban planning, strategy and infrastructure</li> <li>• Data-driven decision-making</li> </ul>
<p><b>Fairness and Development</b></p>	<p><b>What are the consequences of our common humanity?</b></p> <ul style="list-style-type: none"> <li>• Democracy, politics, government and civil society</li> <li>• Inequality, difference and inclusion</li> <li>• Human capability and development; social entrepreneurs</li> <li>• Rights, law, civic responsibility and the public sphere</li> <li>• Justice, peace and conflict management</li> <li>• Ecology and disparate impact</li> <li>• Power and privilege</li> <li>• Authority, security and freedom</li> <li>• Imagining a hopeful future</li> </ul>

## IDENTIFYING A GLOBAL CONTEXT FOR YOUR COMMUNITY PROJECT

Global Context	Examples of Community 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>▪ Laughter therapy campaign in children’s hospital or elder care home</li> <li>▪ Tutoring classes providing additional or special instruction to primary school students</li> <li>▪ Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines</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>▪ Joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history.</li> <li>▪ Making a plan for wheelchair accessibility</li> <li>▪ Inspired by lack of facilities in the local community, seeing to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions.</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>▪ Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors</li> <li>▪ Performing a theatre play to raise awareness on bullying</li> <li>▪ Promoting intercultural understanding through a graffiti contest</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>▪ Helping a local community make an efficient, low-cost use of energy powered devices</li> <li>▪ Developing a programme to promote the use of wind energy for domestic devices</li> <li>▪ Campaigning to reduce paper use and to promote recycling</li> <li>▪ Campaigning to reduce water, electricity or fuel waste</li> </ul>
<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 the world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<ul style="list-style-type: none"> <li>▪ Campaigning to raise awareness and reduce plastic straw waste use</li> <li>▪ Passing a plan to local authorities for tree planting in an area in need or re-greening</li> <li>▪ Creating a school or community garden</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>▪ Campaigning fair-trade awareness</li> <li>▪ Contributing to educational opportunities supporting a local nongovernment organization that works on literacy in our town</li> <li>▪ Addressing the concerns of immigrants</li> </ul>



## APPROACHES TO LEARNING

- I. Communication- Exchanging thoughts, messages and information effectively through interaction.
- II. Collaboration- Working effectively with others.
- III. Organization- Managing time and tasks effectively.
- IV. Affective- Managing state of mind.
- V. Reflection- (Re)considering what has been learned; choosing and using ATL skills.
- VI. Information Literacy- finding, interpreting, judging and creating information.
- VII. Media Literacy- Interacting with media to use and create ideas and information.
- VIII. Critical Thinking- Analyzing and evaluating issues and ideas.
- IX. Creativity and Innovation- The skills of invention- developing things and ideas that never existed before.
- X. Transfer- Utilizing skills and knowledge in multiple contexts.

## THE PRESENTATION

1. Presented in identifiable sections that address the MYP project objectives
  - a. investigating
    - define a goal to address a need within a community, based on personal interests
    - identify prior learning and subject-specific knowledge relevant to the project
    - demonstrate research skills
  - b. planning
    - develop a proposal for action to serve the need in the community
    - plan and record the development process of the project
    - demonstrate self-management skills
  - c. taking action
    - demonstrate service as action as a result of the project
    - demonstrate thinking skills
    - demonstrate communication and social skills
  - d. reflecting
    - evaluate the quality of the service as action against the proposal
    - reflect on how completing the project has extended their knowledge and understanding of service
    - reflect on their development of ATL skills
2. Oral presentation delivered to an audience
  - Teachers, peers, family and friends, or larger community
  - Group presentation the time allotted is 10-14 minutes
    - Present as a group and each person in the group is expected to speak
3. Format should follow the project guidelines:
  - Plan, draft, rehearse, and prepare materials necessary for the presentation
  - Get supervisor to review one rehearsal presentation per student or group

### **At time of presentation, students must submit to community project supervisor:**

1. Completed academic honesty policy form from each student
2. Proposal for action
3. Process journal extracts  
Maximum of 15 and from each person in the group
4. Any visual aids (PowerPoints, brochures, etc.) used during the presentation
5. Sources  
\*\*The Bibliography and Reference List should include all types of sources and must adhere to MLA formatting.

## PROJECT TIMELINE

Oct – Nov	Nov – Dec	Dec – Jan	Jan – Feb	March
<p><b>Investigating</b></p> <p>Meeting with students</p> <p>Brainstorm idea</p> <p>Submit proposal by Sept 9</p> <p>Research (choosing resources)</p> <p>Begin making entries into the process journal</p> <p><b>Meet with supervisor Oct 28-Oct 31</b></p>	<p><b>Planning</b></p> <p>Should be working on this outside of school</p> <p>Develop criteria for your product/ outcome</p> <p>Continue research; selecting, evaluating and acknowledging information (always document sources)</p> <p>Record information in your process journal (identify your Approaches to Learning)</p> <p><b>Meet with supervisor Dec 2-Dec 5</b></p>	<p><b>Taking Action</b></p> <p>Create the product/ outcome in response to the goal of your Personal Project</p> <p>Complete ATL Demonstration Form</p> <p>Entries into process journal</p> <p><b>Meet with supervisor Jan 27-Jan 30</b></p>	<p><b>Final Reflection</b></p> <p>Evaluate the quality of the outcome/ success of your product against your criteria.</p> <p>Reflect on your learning</p> <p><b>Meet with supervisor Feb 26-Mar 12</b></p> <p>Make revisions if necessary</p> <p>Choose what extracts you want from your journal to include in paper</p> <p>Complete the bibliography/sources</p> <p>Complete the academic honesty form</p> <p>Rehearse the presentation</p>	<p><b>Presentation</b></p> <p>Complete project board for display</p> <p>Give all necessary paperwork and requirements to supervisor before making presentation.</p> <p><b>Students will make presentation at the IB Expo on March 19, 2020</b></p>

## PROJECT CHECKLIST

### Investigating

- Define a goal and global context for your project
- Conduct initial research and gather information (always document sources) Record information in a Process Journal (Identify your Approaches to Learning)
- Complete K-W-D
- Meet with your supervisor between Oct 28 and Oct 31

**Notes:**

**Next Steps:**

**Supervisor Feedback:**

---

**Supervisor Signature**

**Date:** \_\_\_\_\_

## PROJECT CHECKLIST

### Planning

- Develop criteria for your product/outcome
- Continue research (always document sources)
- Record information in a Process Journal (identify your Approaches to Learning)
- Meet with your supervisor between Dec 2nd-5th

### Notes:

### Next Steps:

### Supervisor Feedback:

---

Supervisor Signature

Date: \_\_\_\_\_

## PROJECT CHECKLIST

### Taking Action

- Create the product/outcome in response to the goal of your Personal Project
- Record information in a Process Journal (Identify Your Approaches to Learning)
- Complete ATL Demonstration Form
- Meet with your Project supervisor (This should be your 3<sup>rd</sup> meeting) between Jan 27-30th

### Notes:

### Next Steps:

### Supervisor Feedback:

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Supervisor Signature

## PROJECT CHECKLIST

### Reflection Presentation

- Evaluate the quality of the outcome/success of your product against your criteria
- Reflect on your learning
- Complete project board for display
- Select extracts from the process journal
- Complete the bibliography
- Complete the academic honesty form
- Present your project
- Turn in all materials to your supervising teacher between Feb 26-Mar 12

**Notes:**

**Next Steps:**

**Supervisor Feedback:**

\_\_\_\_\_  
**Supervisor Signature**

**Date:** \_\_\_\_\_

## COMMUNITY PROJECT RUBRIC

### Criterion A: Investigating

Maximum: 8

In the community project, students should:

- 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 do not achieve a standard described by any of the descriptors below.
1-2	Students are able to: <ol 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> </ol>
3-4	Students are able to: <ol 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> </ol>
5-6	Students are able to: <ol 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> </ol>
7-8	Students are able to: <ol 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> </ol>



## Criterion B: Planning

Maximum: 8

In the community project, students should:

- 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 do not achieve a standard described by any of the descriptors below.
1-2	Students are able to: <ol 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> </ol>
3-4	Students are able to: <ol 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> </ol>
5-6	Students are able to: <ol 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> </ol>
7-8	Students are able to: <ol 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> </ol>

## Criterion C: Taking action

Maximum: 8

In the community project, students should:

- 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 do not achieve a standard described by any of the descriptors below.
1-2	Students are able to: <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 are able to: <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 are able to: <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 are able to: <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>

## Criterion D: Reflecting

Maximum: 8

In the community project, students should:

- 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 do not achieve a standard described by any of the descriptors below.
1-2	Students are able to: <ol 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> </ol>
3-4	Students are able to: <ol 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> </ol>
5-6	Students are able to: <ol 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> </ol>
7-8	Students are able to: <ol 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> </ol>

## ATL DEMONSTRATION FORM

Communicate evidence of the ATL skills demonstrated throughout the project. It is important to realize that ATL skills work across all stages of the personal project, often overlapping throughout the project. Talk about how you met the personal project objectives, to what extent you feel you met the objectives, and how you demonstrated the ATL skills.

Objectives	Level Descriptor	Demonstration of ATL skills (be sure to be clear, concise, and specific)
A: Investigating		
B: Planning		
C: Taking Action		
D: Reflecting		

**OBJECTIVE/ATL RELATIONSHIP FORM**

Personal Project Objectives	ATL Skill Category	ATL Skill Cluster	ATL Skills
<b>Objective A: Investigating</b>			
I. Define a clear goal and a global context for the project, based on personal interests	Social	Collaboration	<ul style="list-style-type: none"> <li>• Build consensus, make fair &amp; equitable decisions</li> <li>• Listen actively to other perspectives and ideas</li> </ul>
	Thinking	Critical thinking	<ul style="list-style-type: none"> <li>• Practice and observe carefully in order to recognize a problem</li> <li>• Recognize unstated assumptions and bias</li> <li>• Draw reasonable conclusions and generalizations</li> </ul>
		Creative thinking	<ul style="list-style-type: none"> <li>• Use brainstorming and visual diagrams to generate new ideas and inquiries</li> </ul>
II. Identify prior learning and subject-specific knowledge relevant to the project	Thinking	Transfer skills	<ul style="list-style-type: none"> <li>• Apply skills and knowledge in unfamiliar situations</li> <li>• Inquire in different contexts to gain a different perspective</li> <li>• Combine knowledge, understanding and skills to create products or solutions.</li> <li>• Compare conceptual understanding across multiple subject groups and disciplines</li> </ul>
II. Demonstrate research skills	Research	Information literacy	<ul style="list-style-type: none"> <li>• Access information to be informed and inform others</li> <li>• Make connections between various sources of information</li> <li>• Collect and analyze data to identify solutions and make informed decisions</li> <li>• Understand and use technology systems</li> <li>• Identify primary and secondary sources</li> <li>• Create references and citations, use footnotes/endnotes and construct a bibliography</li> <li>• Read critically and for comprehension</li> </ul>
		Media literacy	<ul style="list-style-type: none"> <li>• Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media</li> <li>• Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> <li>• Compare, contrast and draw connections among (multi) media resources</li> </ul>
<b>Objective B: Planning</b>			
I. Develop criteria for the product/ outcome II. Plan and record the development process of the project II. Demonstrate self-management skills	Social	Collaboration	<ul style="list-style-type: none"> <li>• Delegate and share responsibility for decision-making</li> <li>• Take responsibility for one’s own actions manage and resolve conflict, and work collaboratively in teams</li> </ul>
	Self-Management	Organization	<ul style="list-style-type: none"> <li>• Plan short and long term assignments; meet deadlines</li> <li>• Keep an organized and logical system of information files/notebooks</li> <li>• Use appropriate strategies for organizing complex information</li> <li>• Select and use technology effectively and productively</li> </ul>
		Reflection	<ul style="list-style-type: none"> <li>• Keep a journal to record reflections</li> </ul>
	Thinking	Critical thinking	<ul style="list-style-type: none"> <li>• Gather and organize relevant information to formulate an argument</li> <li>• Propose and evaluate a variety of solutions</li> <li>• Identify obstacles and challenges</li> </ul>
		Creative thinking	<ul style="list-style-type: none"> <li>• Create novel solutions to authentic problems</li> <li>• Create original works and ideas; use existing works and ideas in new ways</li> </ul>

<b>Objective C: Taking Action</b>			
I. Create a product/ outcome in response to the goal, global context and criteria II. Demonstrate thinking skills III. Demonstrate communication and social skills	Self-management	Organization	<ul style="list-style-type: none"> <li>Plan strategies and take action to achieve personal and academic goals</li> </ul>
	Thinking	Critical thinking	<ul style="list-style-type: none"> <li>Use models and simulations to explore complex systems and issues</li> <li>Draw reasonable conclusions and generalizations</li> <li>Gather and organize relevant information to formulate an argument</li> <li>Propose and evaluate a variety of solutions</li> <li>Identify obstacles and challenges</li> </ul>
		Creative thinking	<ul style="list-style-type: none"> <li>Create novel solutions to authentic problems</li> <li>Create original works and ideas; use existing works and ideas in new ways</li> </ul>
		Transfer skills	<ul style="list-style-type: none"> <li>Apply skills and knowledge in unfamiliar situations</li> <li>Combine knowledge, understanding and skills to create products or solutions.</li> </ul>
	Communication	Communication	<ul style="list-style-type: none"> <li>Give and receive meaningful feedback</li> <li>Collaborate with peers and experts using a variety of digital environments and media</li> <li>Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>Share ideas with multiple audiences using a variety of digital environments and media</li> <li>Paraphrase accurately and concisely</li> <li>Organize and depict information logically</li> <li>Structure information in summaries, essays, reports, presentations</li> </ul>
Social	Collaboration	<ul style="list-style-type: none"> <li>Exercise leadership and take on a variety of roles within groups</li> <li>Advocate for one’s own rights and needs</li> <li>Delegate and share responsibility for decision-making</li> <li>Take responsibility for one’s own actions manage and resolve conflict, and work collaboratively in teams</li> </ul>	
<b>Objective D: Reflecting</b>			
I. Evaluate the quality of the product/success of the outcome against their criteria II. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context of service learning II. Reflect on their development as an IB learner through the project of ATL skills	Self-management	Reflection	<ul style="list-style-type: none"> <li>Keep a journal to record reflections</li> <li>Consider what you learned, what you don’t yet understand, what questions you now have.</li> <li>Consider what ATL skills you have developed: what you can do, how you can share your skills, what you will work on next</li> </ul>
	Communication	Communication	<ul style="list-style-type: none"> <li>Share ideas with multiple audiences using a variety of digital environments and media</li> <li>Organize and depict information logically</li> <li>Structure information in summaries, essays, reports, presentations</li> </ul>

**ACADEMIC HONESTY FORM**

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Supervisor: \_\_\_\_\_

This form will be used to document the meetings between the student and their supervisor. It also serves to document that all research, findings, etc. was the work of the student and in no way copied or transferred from another source and claimed as their own.

**Students:** You should meet with your supervisor a minimum of three times throughout this process. You should meet at the beginning to discuss the ideas for your project, in the middle once work has been done and steps completed, and the end when report/presentation has been completed and submitted. You are to sign off once you have done your summary from the meeting.

**Supervisors:** Oversee that the students make the necessary steps to meet with you a minimum of three times to discuss the project at the beginning, the middle and the end. Also ensure that the student makes a summary notation of each meeting of what was discussed. You are to sign off on the comments and summary and make any necessary feedback.

Meeting	Date	Discussion Topics	Feedback from Supervisor	Supervisor/ Student Sign

Supervisor Final Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Student Declaration:**

I \_\_\_\_\_ confirm that this work is my own and this is the final version. I have acknowledged, in the body of work, that each use of words, ideas, thoughts of another person written or spoken and any other resources used.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor Declaration:**

I \_\_\_\_\_ confirm that to the best of my knowledge the material that was submitted is the authentic work of the student and resources have been documented.

**Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_





# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

