



**COMMUNITY
PROJECT**

**YEAR 3 FAMILY NIGHT
BECKY CARDINALE-MYP COORDINATOR**

WHAT IS THE COMMUNITY PROJECT?



TELL ME MORE...

- 15 hours of work outside school
- Who can students work with?
 - Groups of up to 3 students
- Is this a grade?
 - Graded for feedback
 - Can go on LOLHS IB-DP application
 - Finished projects will be eligible for presentation at our Community Project Night
 - Completion of this project is required to earn your MYP Certificate at the end of Year 3

VOLUNTEERING VS. COMMUNITY PROJECT. WHAT'S THE DIFFERENCE?

Volunteering:

- Someone else plans the activity
- You show up and do what someone else planned
- You do what someone else tells you to do
- You leave when your time is up

Community Project:

- You identify a need/problem in the community
- You plan a way to address the need/problem
- You put your plan into action (possibly with others)
- You reflect on your success

WHY SHOULD STUDENTS DO THIS?

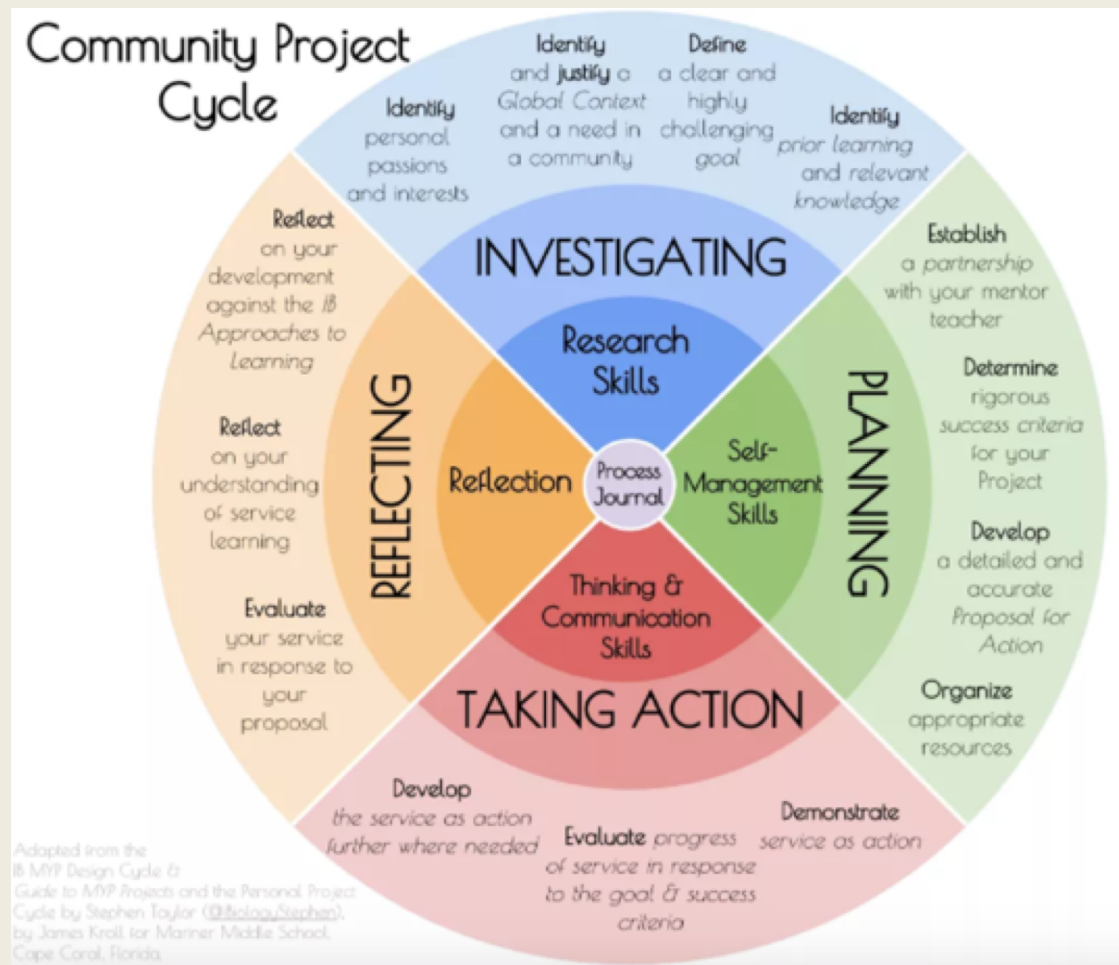
- They choose what is interesting to you and explore it- it's THEIRS!
- It's good to help others and/or solve problems
- Want to learn something that you've never learned about? Go for it!
- They will stand out in application program processes

WHEN WILL STUDENTS DO THE CP?

- Activity Schedule days beginning 11/12/2018
 - Students should complete the form that will be in myLearning tomorrow morning
 - We will use the form they fill out to assign mentors
- Home
- CP after school support- days TBD

MYP OBJECTIVES

- A: Investigating
- B: Planning
- C: Taking Action
- D: Reflecting



COMMUNITY PROJECT COMPONENTS

- Goal
- Process Journal
- Presentation

1. GOAL: YOUR COMMUNITY

School	Pine View Middle School, teachers/faculty, families, students
Local/State	Land O' Lakes, Central Pasco, Pasco, Florida
National	USA
Global	Any country, continent, oceans or space

1. GOAL: WHO/WHAT HAS A NEED?

People	Children, youth, veterans, elderly, sick, homeless
Animals	Domestic, wild, homeless, abused, endangered
Environment	Land, water, air, plants, pollution, conservation

GOAL: HOW WILL YOU TAKE ACTION?

Direct	<p>Involves interaction with people, the environment or animals</p> <ul style="list-style-type: none">tutoring, creating a garden, helping animals get adopted
Indirect	<p>Projects in which you are not directly involved, but will see the benefits to the community</p> <ul style="list-style-type: none">redesigning a website, creating a picture book to help teach a language, raising fish to restore a stream
Advocacy	<p>Speaking on behalf of of a cause or concern near to your heart</p> <ul style="list-style-type: none">increasing awareness of hunger or homelessness in the community, creating and performing a play about replacing bullying with respect, creating a video on sustainable water solutions
Research	<p>Collect, analyze and report on a topic of importance to influence change in policy or practice</p> <ul style="list-style-type: none">conducting environmental surveys to influence the school, contributing to a study of animal migration patterns, compiling the most effective ways to reduce litter in public spaces

PROCESS JOURNAL

- The groups documentation should include:
 - Evidence of planning and research
 - Personal reflections
 - Evaluations of work produced
 - Records of interactions with key resources (i.e. teachers, supervisors, external experts)
- These documents will form the basis for the project report

THE PRESENTATION

- 6-10 minutes in length
- Explanation of your passion for the project
- Specific details about the process you followed and what you did
- Visuals including evidence of the project
- **Inspiration for others to take action for this community, need, goal and/or project!**

QUESTIONS?