

ATMS MISSION
MATTERS

★ I matter ★ You matter ★
Our Mission of Change Matters



**"BECAUSE ONE STAR
CAN GUIDE A SHIP"**

MYP Community Project
Student Process Journal



WELCOME TO YOUR MYP COMMUNITY PROJECT JOURNAL. THIS IS YOUR TOOL, YOUR TIME, YOUR PROJECT. PLEASE USE THESE PAGES AS A GUIDE AND THINKING TOOL TO CREATE, DRAW, WRITE, AND RESPOND. YOUR STAR WILL SHINE THROUGH THE LIVES OF THOSE YOU DECIDE TO HELP THROUGH THIS PROJECT, BECAUSE ONE STAR CAN, IN FACT, GUIDE AN ENTIRE SHIP. YOU ARE THAT STAR, YOUR COMMUNITY IS YOUR SHIP. YOU HAVE THE CAPABILITY TO CHANGE A COMMUNITY, YOU HAVE BEEN CHOSEN TO GUIDE, LEAD, AND SHINE.

YOU'VE GOT THIS!

LEARNER PROFILE TRAITS

INQUIRERS: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

KNOWLEDGEABLE: They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad range of disciplines.

THINKERS: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

COMMUNICATORS: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

PRINCIPLED: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

OPEN MINDED: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

CARING: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the.

RISK-TAKERS: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

BALANCED: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

REFLECTIVE: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

★TIMELINE AND DUE DATES★

Meeting Type	Meeting Topic	Date/Due Date	Process
8th Grade Assembly	Introduce Community Project	September 14, 2016	A. Investigating
Class	Discuss expectations/ timeline - distribute student handbook	September 15, 2016	A. Investigating B. Planning
Parent Meeting	Community Project Info and Outline	September 15, 2016 @ 6:00 pm	Information Session
Class	Journal #1, #2, #3, Due	September 30, 2016	A. Investigating
Class	Project Proposals Due Mentor Contract Due	October 21, 2016	B. Planning
Informational	Proposals Returned/ Mentors assigned	November 1, 2016	B. Planning
Mentor Meeting #1	Share project plan and brainstorm possible actions	Meet before November 11, 2016	B. Planning
Class	Review Rubrics	November 18, 2016	C. Taking Action
Class	Journals #4, #5, #6 Due	January 13, 2017	C. Taking Action
Mentor Meeting #2	Discuss action and make a plan	Meet before January 27, 2017	C. Taking Action
Class	Journals #7, #8, #9, Due	March 3, 2017	D. Reflecting
Mentor Meeting #3	Collaborate on statement of reflection and presentation-Turn in Academic Honesty form	Meet before March 31, 2017	D. Reflecting
Presentations to Students	Community Project Fair	April 25, 2017 Tentative Date	D. Reflecting
Presentation to Parents	Community Project Fair	April 25, 2017 Tentative Date	D. Reflecting
Class	Journal #10 and Raider Reflection Due	May 5, 2017	D. Reflecting/ Final Thoughts

TO DO LIST

- ☐ Look through your process journal and the student handbook to get an idea of what is going on and what is expected.
- ☐ Decided if you want to work by yourself or with a group. (no more than 3 in a group)
- ☐ Complete Journal #1 - Brainstorming
- ☐ Complete Journal #2 - Global Context (see handbook p.5)
- ☐ Complete Journal #3 - Think through the project (see handbook p.6 and 16)
- ☐ Fill out and turn in Project Proposal and Mentor contract (if you found your own mentor)
- ☐ Proposals Returned (mentors assigned if one was needed)
- ☐ Meet with your Mentor- Don't forget to academic honesty form signed
- ☐ Review guiding rubric (see handbook p.10-13)
- ☐ Complete Journal #4 - Process Reflection
- ☐ Complete Journal #5 - Research
- ☐ Complete Journal #6 - Reflect on your research
- ☐ Meet with your Mentor- Don't forget to academic honesty form signed
- ☐ Complete Journal #7 - What really happened?
- ☐ Complete Journal #8 - Create your presentation
- ☐ Complete Journal #9 - Approaches to learning (see handbook p.15)
- ☐ Meet with your Mentor- Don't forget to academic honesty form signed
- ☐ Turn in your academic honesty form
- ☐ Present Project
- ☐ Complete Journal #11 - Reflect
- ☐ Complete Raider Reflection (see handbook p.14)

★Phase 1★

CHECKLIST:

- ☐ JOURNAL #1 - DUE 9/30/16
- ☐ JOURNAL #2 - DUE 9/30/16
- ☐ JOURNAL #3 - DUE 9/30/16

★Investigation★

Phase One Information

- Determine the community you want to support, and identify needs within that community.
- Research your community and possible actions you can take.
- Determine what you already know and what you need to know in order to be successful.
- Consider what your connection is to the project, why did you select this community, this need?
- Use your research to set a clear and challenging goal.

Some examples of goals are:

- to raise awareness
- to participate actively
- to research
- to inform others
- to create/innovate
- to change behaviors
- to advocate

★During your investigation phase you will need to identify the★
★Global Context that relates to your project★

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Consider the following questions as you choose a global context through which to focus your project:

- What do I want to achieve through my project?
- What do I want others to understand through my work?
- What impact do I want my project to have?

JOURNAL ENTRY #1

★BRAINSTORM A LIST OF FIVE AREAS IN YOUR COMMUNITY YOU BELIEVE NEED IMPROVEMENT. (REMEMBER YOUR COMMUNITY CAN BE AS BIG OR SMALL AS YOU WOULD LIKE THEM TO BE!)

1.

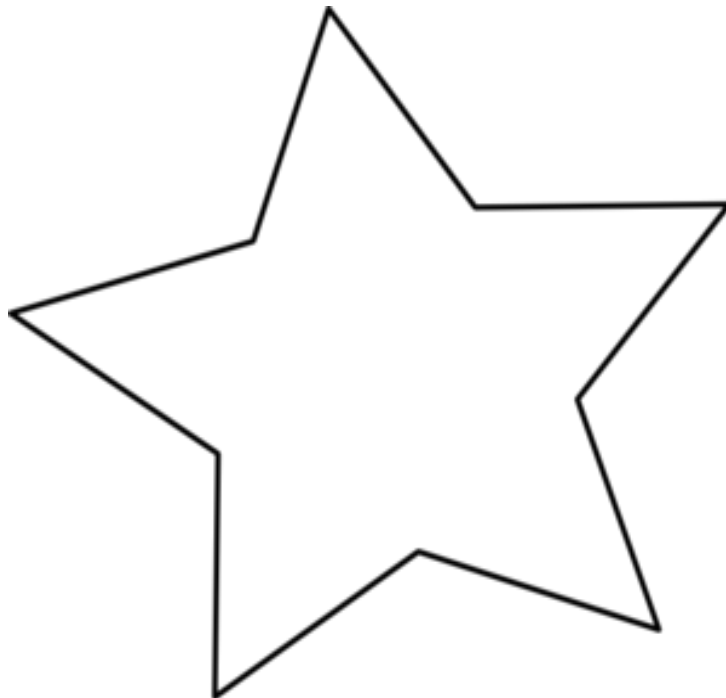
2.

3.

4.

5.

NOW, IDENTIFY THE ONE TOPIC FROM THE FIVE ABOVE THAT INTERESTS YOU MOST AND PLACE IT IN THE STAR. AROUND YOUR TOPIC STAR, WRITE REASONS THIS AREA IS YOUR FOCUS.



JOURNAL ENTRY #2

Now, it is time to narrow down what you want to create. Refer to the table below and the table on page 5 in the Handbook for more ideas about Global Context. **MORE INFO ON P.5 OF HANDBOOK.**

Identities and Relationships	Orientation and Space	Fairness and Development
...help you become aware of your roles and responsibilities as a member of the community?	...help you to connect people from different backgrounds, eras, and personal histories?	...help you create an idea or system that might explore our right and responsibilities as global citizens?
Globalization and Sustainability	Scientific and Technical Innovation	Personal and Cultural Expression
...help you explore your relationship with the environment, how it affects you, and how you affect it?	...help you become an inventor or to explore the effects of human invention on the world?	...help you better express your ideas or help others to better share their creativity, culture, feelings, and/or beliefs?

★CHOOSING YOUR GLOBAL CONTEXT★

STEP 1: READ THROUGH SOME EXAMPLES. WHICH GLOBAL CONTEXT SEEMS TO BE THE MOST RELEVANT TO YOUR PROJECT? EXPLAIN WHY.	
STEP 2: EXAMINE THE FEATURES OF THE GLOBAL CONTEXT YOU CHOSE. COPY DOWN THE PART OF THE EXPLANATION THAT APPLIES TO YOUR PROJECT.	
STEP 3: THINK HOW YOU WILL SHOW YOUR PROJECT IS RELATED TO THE GLOBAL CONTEXT.	

JOURNAL ENTRY #3

Now, it is time to narrow down what you want to create.

Identify a specific and realistic goal of what you want to create/develop/organize as your project. *MORE INFO ON P.6 AND 16 OF HANDBOOK.*

I WANT TO CREATE/DEVELOP/ORGANIZE A

In order to do this, I will need to... (be sure to include the materials, people, etc...)

Step 1:



Step 2:



Step 3:



Step 4:



Step 5:



You may add as many steps as necessary.

★Phase 2★

CHECKLIST:

- ☐ **PROJECT PROPOSAL - DUE 10/21/16**
- ☐ **MENTOR CONTRACT - DUE 10/21/16**
- ☐ **REVIEW RUBRICS IN HANDBOOK**
- ☐ **MEET WITH YOUR MENTOR BEFORE 1/1/16**

★Planning★

Phase Two Information

- Develop a proposal for action for the project
- Plan and record the process
- Utilize your self-management skills

When you are clear about what you want to achieve for your service project, you will need to propose an action plan.

Think about some specific tasks or activities you can do to develop your project.

Proposals should be achievable based on the time and resources available. Determine the type of service that best fits your needs and abilities. Your unique skills or interests will contribute to your action.

Examples: Are you good with technology, or drawing? Are you a good public speaker?

Do you feel strongly about using social media?

Self-Management		
Organization Skills	Reflection Skills	Affective Skills
<ul style="list-style-type: none"> * Managing time and tasks effectively * Plan short* and long*term assignments; meet deadlines * Create plans to prepare for summative assessments (examinations and performances) * Keep and use a weekly planner for assignments * Set goals that are challenging and realistic * Plan strategies and take action to achieve personal and academic goals * Bring necessary equipment and supplies to class * Keep an organized and logical system of information files/notebooks * Use appropriate strategies for organizing complex information * Understand and use sensory learning preferences (learning styles) * Select and use technology effectively and productively 	<ul style="list-style-type: none"> *Considering the process of learning; choosing and using ATL skills * Develop new skills, techniques and strategies for effective learning * Identify strengths and weaknesses of personal learning strategies (self-assessment) * Demonstrate flexibility in the selection and use of learning strategies * Try new ATL skills and evaluate their effectiveness <u>Consider content</u> *What did I learn about today? *What don't I yet understand? *What questions do I have now? <u>Consider ATL skills development</u> *What can I already do? *How can I share my skills to help peers who need more practice? *What will I work on next? <u>Consider personal learning strategies</u> *What can I do to become a more efficient and effective leader? *How can I become more flexible in my choice of learning strategies? *What factors are important for helping me learn well? * Focus on the process of creating by imitating the work of others * Consider ethical, cultural, and environmental implications 	<ul style="list-style-type: none"> *Managing state of mind <u>Mindfulness</u> *Practice focus and concentration *Practice strategies to develop mental focus and to overcome distractions *Practice being aware of body*mind connections <u>Perseverance</u> *Demonstrate persistence and perseverance <u>Emotional management</u> *Practice strategies to overcome impulsiveness and anger *Practice strategies to reduce stress anxiety <u>Self-motivation</u> *Practice analyzing and attributing causes for failure *Practice managing self-talk and positive thinking <u>Resilience</u> *Practice “bouncing back” after adversity, mistakes, and failures *Practice “failing well” *Practice dealing with disappointment and unmet expectations *Practice dealing with change



**“There are no limits.
There are only plateaus, and you must not stay there,
you must go beyond them.”**

NEXT UP...

TO DO...

**MEET WITH YOUR MENTOR BEFORE
11/11/16**

**TAKE THE ACADEMIC HONESTY FORM TO
BE SIGNED**

★MYP Community Project Action and Proposal Form★

Due Date: October 21, 2016

Brainstorming	What do you want to learn about?
Need A need is a condition or situation in which something is required or wanted; a duty or obligation; or lack of something is a requisite, desirable or useful	What is the <u>need</u> of your target community?
Goal Examples of goals: <ul style="list-style-type: none"> <input type="checkbox"/> To raise awareness <input type="checkbox"/> To participate actively <input type="checkbox"/> To research <input type="checkbox"/> To inform others <input type="checkbox"/> To create/innovate <input type="checkbox"/> To change behaviors <input type="checkbox"/> To advocate 	What is the goal to address the need of your target community?
Target Community Communities are groups that exist in proximity defined by space, time, or relationship. Communities include, for examples, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.	What community are you targeting? The community can be local or global.
Global Context	What is the context for your inquiry and research? What do I want to achieve through my project? What do I want others to understand through my work? What impact do I want my project to have? How can a specific context give great purpose to my project?
How are you going to achieve this goal?	List your steps (this is a rough draft and can change)
What resources or supplies will you need? (Think about books, technology, people, etc...)	List needs, be as specific as possible.
Do you have any prior knowledge that will help in completing this project?	

I have read and understand Avery Trace's Community Project Handbook.

Printed Name: _____ Signature: _____

Printed Name: _____ Signature: _____

Printed Name: _____ Signature: _____

- ☐ I have found my own mentor and have the mentor agreement sheet signed to turn in with my proposal.
- ☐ I need to be matched with a mentor.

★Student/Mentor Contract★

If you know who your mentor will be fill this out and turn it in with your proposal.

Student Name: _____

Mentor Name: _____

Phone number: _____

Email address: _____

What is your connection to the student you are mentoring?

★Each mentor will have to meet with their student/group 3 times.★

★MYP Community Project ★

Academic Honesty Form

Student Name: _____

Mentor Name: _____

Student: This document records your progress and the nature of your discussions with your mentor. You should aim to see your mentor at least 3 times as outlined in the time table.

Mentor: You are asked to have at least 3 sessions with the student. Sessions should be at least ten minutes. After each session, students should make a summary of what was discussed and you should sign and date these comments.

	Date	Check-in Forms	Main Points Discussed	Signature
Meeting 1		<input type="checkbox"/> Journal #1 <input type="checkbox"/> Journal #2 <input type="checkbox"/> Journal #3 <input type="checkbox"/> Project Proposal		Student: Mentor:
Meeting 2		<input type="checkbox"/> Journal #4 <input type="checkbox"/> Journal #5 <input type="checkbox"/> Journal #6		Student: Mentor:
Meeting 3		<input type="checkbox"/> Journal #7 <input type="checkbox"/> Journal #8 <input type="checkbox"/> Journal #9 <input type="checkbox"/> Raider Reflection <input type="checkbox"/> Presentation		Student: Mentor:

To be signed at Meeting #3:

Student Declaration

I confirm that this work is my own and this is the final version. I have acknowledged, the body of my work, each use of the words, work or ideas of another persons, whether written, oral, or visual (hard copy and/or electronic materials).

Mentor Declaration

I confirm that, to the best of my knowledge, the materials submitted are the authentic work of the student.

Student Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

Student and Mentor Responsibilities

Mentors and students have separate responsibilities related to the community project.

It is the STUDENT's responsibility to:

1. Meet with your mentor and maintain good contact.
2. Keep a detailed process journal.
3. Do his or her own thinking and take ownership of the project.
4. Stay on top of deadlines and tasks.
5. Share your presentation and get feedback.
6. Keep notes of mentor meeting on Academic Honesty Form.

It is the MENTOR's responsibility to:

1. Meet with you and help you clarify your ideas.
2. Offer strategies to help with research and community resources.
3. Answer your email and be available for appointments.
4. Contact the coordinator when you miss appointments and/or deadlines.
5. Provide feedback using the Mentor and Student Reflection Form, and on your presentation.
6. You may be contacted to check on the project's progress.
7. You should be asked to sign the Academic Honesty form after each meeting.

Your Mentor will NOT:

Do your thinking (or project) for you.

Take over your project.

Accept less than your best efforts.

★Phase 3★

CHECKLIST:

- ☐ **JOURNAL #4 - DUE 1/13/17**
- ☐ **JOURNAL #5 - DUE 1/13/17**
- ☐ **JOURNAL #6 - DUE 1/13/17**
- ☐ **MEET WITH YOUR MENTOR
BEFORE 1/27/17**

★Taking Action★

Phase Three Information

- Demonstrate service as action (carry out your plan)
- Demonstrate and record your thinking skills in your process journal
- Demonstrate and record your communication and social skills in your process journal

Thinking		
Critical Thinking Skills	Transfer Skills	Creative Thinking Skills
<ul style="list-style-type: none"> * Analyzing and evaluating issues and ideas * Practice observing carefully in order to recognize problems * Gather and organize relevant information to formulate an argument * Recognize unstated assumptions and bias * Interpret data (cont'd) * Evaluate evidence and arguments * Recognize and evaluate propositions * Draw reasonable conclusions and generalizations * Test generalizations and conclusions * Revise understanding based on new information and evidence * Evaluate and manage risk * Formulate factual, topical, conceptual and debatable questions * Consider ideas from multiple perspectives * Develop contrary or opposing arguments * Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding * Propose and evaluate a variety of solutions * Identify obstacles and challenges * Use models and simulations to explore complex systems and issues * Identify trends and forecast possibilities * Troubleshoot systems and applications 	<ul style="list-style-type: none"> * Utilizing skills and knowledge in multiple contexts * Utilize effective learning strategies in subject groups and disciplines * Apply skills and knowledge in unfamiliar situations * Inquire in different contexts and gain a different perspective * Compare conceptual understanding across multiple subject groups and disciplines * Make connections between subject groups and disciplines * Combine knowledge, understanding and skills to create products or solutions * Transfer current knowledge to learning of new technologies * Change the context of an inquiry to gain different perspectives 	<ul style="list-style-type: none"> * Generating novel ideas and considering new perspectives * Use brainstorming and visual diagrams to generate new ideas and inquiries * Consider multiple alternatives, including those that might be unlikely or impossible * Create novel solutions to authentic problems * Make unexpected or unusual connections between objects and/or ideas * Design improvements to existing machines, media, and technologies * Design new machines, media, and technologies * Make guesses, ask "what if" questions and generate testable hypotheses * Apply existing knowledge to generate new ideas, products, or processes * Create original works and ideas; use existing works and ideas in new ways * Practice flexible thinking*develop multiple opposing, contradictory, and complementary arguments * Practice visible thinking strategies and techniques * Generate metaphors and analogies

Communication

<ul style="list-style-type: none"> * Exchanging thoughts, messages and information effectively through interaction * Give and receive meaningful feedback * Use intercultural understanding to interpret communication * Use a variety of speaking techniques to communicate with a variety of audiences * Use appropriate forms of writing for different purposes and audiences * Use a variety of media to communicate with a range of audiences * Interpret and use effectively modes of non*verbal communication * Negotiate ideas and knowledge with peers and teachers * Participate in, and contribute to, digital social media networks * Collaborate with peers and experts using a variety of digital environments and media * Share ideas with multiple audiences using a variety of digital environments and media 	<ul style="list-style-type: none"> * Reading, writing, and using language to gather and communicate information * Read critically and for comprehension * Read a variety of sources for information and for pleasure * Make inferences and draw conclusions * Use and interpret a range of discipline*specific terms and symbols * Write for different purposes * Understand and use mathematical notation * Paraphrase accurately and concisely * Preview and skim texts to build understanding * Take effective notes in class * Make effective summary notes for studying * Use a variety of organizers for academic writing tasks * Find information for disciplinary and interdisciplinary inquiries, using a variety of media * Organize and depict information logically * Structure information in summaries, essays, and reports
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Social: Collaboration Skills

Working effectively with others	
<ul style="list-style-type: none"> * Use social media networks appropriately to build/develop relationships * Make fair and equitable decisions contribute * Delegate and share responsibility for decision-making * Exercise leadership and take on a variety of roles within groups * Take responsibility for one's own actions rights and needs * Manage and resolve conflict and work collaboratively in teams feedback * Listen actively to other perspectives and ideas 	<ul style="list-style-type: none"> * Build consensus * Encourage others to * Negotiate effectively * Help others to succeed * Advocate for one's own * Give and receive meaningful * Practice empathy

JOURNAL ENTRY #4

★PROCESS REFLECTION★

□ TAKE SOME TIME RIGHT NOW! □

GO BACK AND REVIEW THE FEEDBACK YOU RECEIVED ON THE FIRST SET OF JOURNALS AND YOUR PROPOSAL.

WRITE DOWN SUGGESTIONS OR ADVICE YOU HAVE RECEIVED FROM YOUR MENTOR, YOUR TEACHER, OTHER STUDENTS, OR YOUR GROUP MEMBERS:

★ _____

★ _____

★ _____

GIVEN THESE SUGGESTIONS, WHAT CHANGES OR ADDITIONS DO YOU PLAN TO MAKE TO YOUR PRODUCT OR YOUR PROCESS?

HOW WILL THESE CHANGES IMPROVE YOUR PROJECT AND HELP CHANGE YOUR COMMUNITY?

JOURNAL ENTRY #5

★DETERMINING PURPOSE★

**If we knew what it was we were doing,
it would not be called research, would it?**

-Albert Einstein-

TIME TO RESEARCH!

All great innovators (\$10 word) take the time to research the area they are improving. It is vital that you discover what information is available about your topic.

Suggestions for research questions (did you notice the word suggestions?):

- ★Has this project or something like it been done before?
- ★If a similar project has been done, what worked or didn't work with that project and how could you improve it?
- ★What group of people will this project affect and how will they respond?
- ★Are there legal guidelines or other stipulations that must be followed in order to accomplish the project goals?
- ★What do you really need to know in order for this project to be successful?
- ★Is there a person that is inspirational in this field? How does he/she inspire provide inspiration?

**📝PLEASE USE THE FOLLOWING JOURNAL PAGE TO CITE YOUR
SOURCES AND TAKE NOTES
THAT WILL HELP YOU IMPROVE YOUR PROJECT📝**

Question:	Date Accessed:
Website/Source:	Title:
Author:	Publication Date:
Notes:	
Why is this source useful?	

Question:	Date Accessed:
Website/Source:	Title:
Author:	Publication Date:
Notes:	
Why is this source useful?	

Question:	Date Accessed:
Website/Source:	Title:
Author:	Publication Date:
Notes:	
Why is this source useful?	

JOURNAL #6

★REFLECTING ON YOUR RESEARCH★

Take a step back,
evaluate what is important,
and enjoy life.

-Teri Garr-

EVALUATE THE RESEARCH THAT YOU DID.

BASED ON THE INFORMATION YOU FOUND:

1. **EXPLAIN THE ACTION YOU WILL TAKE IN THE NEXT PHASE OF THE PROJECT. IDENTIFY THE MATERIALS YOU WILL NEED TO OBTAIN, HOW YOU WILL OBTAIN THEM, AND THE AMOUNT OF TIME YOU ANTICIPATE IT WILL TAKE TO CREATE THE PROJECT.**

★ACTION★

★MATERIALS★



↑ ↑ **WRITE WHERE YOU WILL OBTAIN THE MATERIALS HERE** ↑ ↑
↓ ↓ **DRAW YOUR TIMELINE HERE** ↓ ↓

★ MEET WITH YOUR MENTOR BEFORE 1/27/17 ★
TAKE THE ACADEMIC HONESTY FORM

**WHEN YOU SEE YOUR MENTOR NEXT
WHAT DO YOU WANT TO DISCUSS?**

DO YOU HAVE YOUR ACADEMIC HONESTY FORM SIGNED?

★ REFLECTION ★

I AM SO PROUD OF MY PROJECT! LET ME TELL YOU WHY!



**I WILL CONTINUE TO MAKE MY PROJECT WORK, THESE ARE THE
AREAS THAT NEED MY ATTENTION:**

Five empty circles arranged horizontally, intended for drawing or writing.

★Phase 4★

CHECKLIST:

- ☐ **JOURNAL #7 - DUE 3/3/17**
- ☐ **JOURNAL #8 - DUE 3/3/17**
- ☐ **JOURNAL #9 - DUE 3/3/17**
- ☐ **MEET WITH YOUR MENTOR
BEFORE 3/31/17**
- ☐ **TURN IN ACADEMIC HONESTY FORM -
DUE 3/31/17**

★Reflecting★

Phase Four Information

- Evaluate your action against your plan in a written statement of reflection (one per person)
- Reflect on the use of your ATL skills (social, communication, thinking and self-management)
- Reflect on how your experience has made an impact on the community and on you
- Prepare your presentation and share your action with others

JOURNAL #7

★DESCRIPTION OF THE PROCESS★

THIS IS WHAT REALLY HAPPENED, NOT NECESSARILY WHAT YOU PLANNED TO DO.

Step 1:
What I did:
My reason for doing this was

Step 2:
What I did:
My reason for doing this was

Step 3:
What I did:
My reason for doing this was

Step 4:
What I did:
My reason for doing this was

Step 5:
What I did:
My reason for doing this was

THIS WAS THE BEST WAY TO CREATE MY PRODUCT BECAUSE:

JOURNAL #8

★ PLANNING THE PRESENTATION ★



**Always do your best.
What you plant now,
you will harvest later.**



**YOU HAVE WORKED SO HARD, YOUR
OPEN-MINDEDNESS, YOUR CARING, YOUR
PRINCIPLED ACTIONS HAVE NOT GONE
UNNOTICED.**

**BE PROUD, STAND TALL,
WALK WORTHY**

**CREATE YOUR PRESENTATION TO COMMUNICATE YOUR GOALS, TO
BECOME A COMMUNITY CHANGER THE REALIZATION IS IN SIGHT, THE
RISK-TAKERS WILL SHINE THROUGH THE LIVES THAT ARE FOREVER
CHANGED, SHOW US ALL HOW IT IS GOING TO BE DONE!**

**★ PLEASE USE THIS WHOLE SPACE
TO DRAW, PLAN, WRITE.
HOW YOU ENVISION YOUR PROJECT TO BE
DISPLAYED OR PRESENTED ★**

JOURNAL # 9 ★ APPROACHES TO LEARNING

MYP projects are culminating activities through which you present, in a truly personal way, your development of approaches to learning (ATL) skills. ATL skills that you have developed will prepare you for working more independently through your MYP project. The table below is a model of alignment between ATL skills and project objectives with a column for you to communicate evidence of all the ATL skills demonstrated. ATL skills work across all stages of MYP projects, often overlapping throughout the project. **MORE INFO ON P.15 OF HANDBOOK.**

Community Project Objectives:	MYP ATL Skill Cluster	Evidence that I demonstrated this:
Objective A: Investigating	<input type="checkbox"/> Collaboration <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Affective Skills	
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.	<input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Transfer Skills <input type="checkbox"/> Affective Skills	
iii. Demonstrate research skills.		
Objective B: Planning	<input type="checkbox"/> Collaboration <input type="checkbox"/> Organization <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Affective Skills	
i. Develop a proposal for action to serve a need in the community.		
ii. Plan and record the development process of the project.	<input type="checkbox"/> Collaboration <input type="checkbox"/> Organization <input type="checkbox"/> Reflection <input type="checkbox"/> Affective Skills	
iii. Demonstrate self-management skills.		
Objective C: Taking Action	<input type="checkbox"/> Organization <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Affective Skills	
i. Demonstrate service as action as a result of the project.		
ii. Demonstrate thinking skills.	<input type="checkbox"/> Communication <input type="checkbox"/> Collaboration <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Transfer Skills <input type="checkbox"/> Affective Skills	
iii. Demonstrate communication and social skills.		
Objective D: Reflecting	<input type="checkbox"/> Communication <input type="checkbox"/> Reflective <input type="checkbox"/> Affective Skills	
i. Evaluate the quality of the service as action against the proposal.		
ii. Reflect how completing the project has extended their knowledge and understanding of service learning		

**YOU MUST MEET WITH
YOUR MENTOR ONE MORE
TIME PRIOR TO YOUR
PRESENTATION.**

**DON'T FORGET YOUR
ACADEMIC HONESTY FORM
TO BE SIGNED AND READY
TO TURN IN.**

FINAL THOUGHTS...

CHECKLIST:

- ☐ **JOURNAL #10 - DUE 5/5/17**
- ☐ **RAIDER REFLECTION DUE 5/5/17**

JOURNAL #10

REFLECTION

NOW THAT YOU'VE COMPLETED THE PROJECT, ANSWER THE FOLLOWING QUESTIONS

1. THIS PROJECT BENEFITTED THE COMMUNITY BY...

2. THIS PROJECT BENEFITTED ME BY...

3. IF I COULD GO BACK AND CHANGE ANYTHING, I WOULD CHANGE...

4. IN THE FUTURE, I COULD EXPAND UPON MY COMMUNITY PROJECT AND MAKE AN EVEN BIGGER DIFFERENCE BY...

Raider Reflection Form

As a lifelong learner, you will continue to develop your learner profile. As an MYP student we focus on the 10 attributes of the learner profile to help create a positive and peaceful community. Through continual reflection and development of the learner profile attributes, we become global, analytical, and reflective humanitarians. How has the community project strengthened your learner profile?

MORE INFO ON P.14 OF HANDBOOK

