8th Grade Community Service Project

Process Journal

2019-2020

Students: This is a Process Journal template that you may use to help keep track of your project. Please know that you can add, delete and/or change any part of this template. You may change the design and/or the font. You may add pictures, research, charts and ANYTHING else relevant to your project. This is simply a template to help you get started and stay organized. I hope it helps.

Name of group members and contact info:	**Advisor's Name:**

Date Assigned	**Action**	**Recommended Due Date**	**Check off when complete**
8/22/19	**Meeting 1: Kick-off (PPT #1: What IB is and Isn't, Community Survey, video on different types of service)** _____ Brainstorm Activity #1:*Community Survey*	**9/19/19**	
9/19/19	**Meeting 2: 1st Advisor meeting: INVESTIGATING (Set up Process Journals, PPT. #2: transfer Community Survey results,choose one idea and brainstorm different possible projects, develop research ideas/questions)** _____ Transfer one community interest/need you would like to explore further to CPInvestigation/Research "Need" on pg. Bi _____Complete Brainstorm Activity 2: *Different ways to serve your community* _____Tie your idea to a Global Context _____ Brainstorm questions that need to be answered on your group's idea _____ Begin getting answers to questions (document everything in process journal)	**10/17/19**	

10/17/19	**Meeting #3: Part II: PLANNING (PPT #3)** _____ Document people you've contacted _____ Refine your Action Goal (based on your research) _____ To Do List	**11/21/19**	
11/21/19	**Meeting #4: Part II: PLANNING/ACTION (PPT #4)** _____ATL Skill Reflection #1 (one for each team member) _____Academic Honesty Form (link in section below) _____Begin Citing Sources for future Bibliography page _____Check in day with advisor	**1/30/19**	
1/30/20	**Meeting #5: ACTION (PPT#5)** _____ATL Skill Reflection #2 (one for each team member) _____ Checklist on what to have in presentation _____ Beginning putting together presentation _____ Check in with advisor	**2/6/20**	
2/6/20	**Meeting #7: REFLECTION** _____ Reflect on a final ATL Skill _____ Start reflection write up	**2/27/20**	
2/27/20	**Meeting #7: PROJECT TURN IN DAY, Part IV: REFLECTION** _____ Turn in Community Project _____ Turn in Reflection write up _____ Go over presentation skills and Presentation day schedule		
3/5/20	**COMMUNITY PROJECT PRESENTATION DAY**		
3/26/20	**Meeting #9 CP GRADE available for pickup from advisor during advisory**		

Assessment for the MYP community project is criterion-related, based on four equally weighted assessment criteria.

Criterion A	Investigating	**Maximum 8**
Criterion B	Planning	**Maximum 8**
Criterion C	Taking action	**Maximum 8**
Criterion D	Reflecting	**Maximum 8**

Table 14

MYP community projects must address all strands of all four assessment criteria.

Project Title:

Part I
Criterion A: Investigating

After completing the "Community Service Brainstorm" transfer three possible for Community Service Project ideas:
1.
2.
3.

Initial Research Idea (Best idea from your brainstorm):

Brainstorm Activity #2

Different Ways to serve your community (you must have 3 of the 4)

Direct Service: Indirect Service: Advocacy: Research:

Our best idea to research to turn into an Action Goal is:

_____

Why?

Refined idea of what is the need for the action goal from above brainstorm:

Refined idea for targeted community (Who benefits from this goal):

What is the Global Context:
How is the Global Context relevant to your project idea:

Research your idea to see if it's feasible:

Brainstorm of possible questions you will need to answer:

Documentation of people contacted and information gained to answer your questions (include dates, if possible).

Phone Call Practice: Hi, my name is _____, I am with Eich Middle School in Roseville and we are working on our 8th grade community project. I have a few questions for you. Here's my phone # (repeat phone # twice)

Research findings:

Part II
Criterion B: Planning

BASED ON YOUR RESEARCH - Refine your Action Goal to be either challenging or highly challenging:
Students: After completing the investigating phase (Criterion A), it is possible that you need to change

your initial action goal. Or, if all went well, simply refine your action goal to be either challenging or highly challenging, and restate your need, targeted community and global context.
What is the need:
Targeted community (Who benefits from this goal):
What is the Global Context:
How is the Global Context relevant to our project idea:

TO DO LIST:

What needs to be done?	Who will do this part?	By what date?	Date Completed

Approximate Time Frame (How long “Planning” and “Action” part of project will take):
List of materials needed and costs involved, if any:
Funding source to pay for materials (Fundraising? Donations?):
Funding Plan, if needed:

Documentation of people contacted and information obtained. Include dates when possible:

Academic Honesty Form

Go to the link, make a copy, fill it out and create a link next to your name below (there must be one for each person in your group)

Student Name:	Link to Academic Honesty form

1st ATL Skill Reflection: Date _____

Team Member:	ATL Skill Reflection:

Check in #1 Notes Date: _____

Feedback from advisor: **Next Steps:**

2nd ATL Skill Reflection: Date _____

Team Member:	**ATL Skill Reflection:**

Check in #2: Notes (Date: _____

Feedback from advisor: **Next Steps**

Part III
Criterion C: Taking Action

Documentation of action. Be detailed. Include dates.
What exactly you include here will depend on your specific project idea.

Check in #3: Notes (Date: _____

Feedback from advisor: **Next Steps**

Final ATL Skill Reflection: Date _____

Team Member:	**ATL Skill Reflection:**

DOCUMENTATION OF WORK HOURS - Min. 15 hour

(Document all classroom, planning and actual action hours)

Date:	**Description of Work or Activity:**	**Supervising Person's Name**	**Email/Phone#**	**Hours**

Part III
Criterion C: Taking Action

ATTACHMENTS

Include any pictures, samples, flyers, or other information that will help illustrate your Community Service action. You need to prove that you were in the action.

Works Cited

STUDENTS: This Works Cited page is to document how you obtained all information for your project. So, you must cite all phone calls, interviews, emails, internet websites accessed for information, etc. Use EasyBib in Google Docs for anything you accessed online; use the handout that will be given to you for interviews, emails, etc.

Presentation

STUDENTS: Presentation Day is March 14th. In addition to submitting your Process Journal on this date, you must formally present your project. Your Process Journal should include the nitty gritty. Your Presentation should highlight, in an interesting and creative way, the following:

Investigating phase (Criterion A) -
What did you do to make sure your plan would work?
Include background information
Establish the need for the project
Include the people from whom you gained background information

Planning phase (Criterion B) -
What type of things did you have to get in place to do your action?
Include who you talked to and how that helped you refine your project
What steps you took to make your event or project happen?

Action phase (Criterion C) -
Samples/pictures of project
Tell us what happened and what was accomplished
Tell us what you would tweak or do differently

Reflection phase (Criterion D) -
Evaluate quality of service as actions against your original proposal
Reflect how completing the project has extended your knowledge/understanding of service learning
Reflect on development of ATL (Approaches to Learning skills)

Work Cited Page

Overall Presentation Skills -
Speak clearly with appropriate volume to the audience
Make eye contact with the audience
Be prepared; know information in the presentation
Be able to answer questions from audience
All group members should be engaged in the presentation even when not speaking