

A large red square graphic with a white border, containing white text. The text is centered and reads "MYP Community Project" in a large, bold, sans-serif font, and "A Culminating Experience of Student Service" in a smaller, bold, serif font below it.

**MYP
Community
Project**

**A Culminating Experience
of Student Service**

What is it?

- The Community Project in MYP Year 3 (8th grade) is a unique opportunity for students to identify an area of interest, set goals, and act.
- Your child will participate in the community project during his/her 8th grade year.
- Students will choose a social justice issue to research, and then identify and carry out a course of action.
- Their project should aim to have an impact on the local, national, or global community.
- Throughout the project, students will keep a process journal in order to track and reflect upon their progress.

Phases of the Project

- I. **Investigate** - Once students have identified an issue, they investigate that issue. This involves research, observation, and may include meeting with a mentor who is knowledgeable about or involved in the chosen issue.
- II. **Plan** - Students plan to take action. This action could include direct or indirect service, advocacy, or providing further research to the community.
- III. **Act** - Students take action.
- IV. **Reflect** - While reflection occurs at each phase of the project, there is an opportunity for deeper reflection after action takes place. As with all things, our goal is growth rather than perfection.

*MYP guidelines suggest students spend approximately 15 hours total on the community project.

Important steps and timeline

Phase I: May through September - Introduction, brainstorm needs in the community, understand the role of the process journal, identify possible mentors.

Phase II: September through December - Investigation, identification of focus, research and development recorded in process journal.

Phase III: October through January - Planning, development of proposal for action, continued research, preparation for service as action.

Phase IV: November through April- Take action, record information, experiences, and reflections.

Phase V: April, May - Reflection, evaluate quality of service against proposal, prepare oral presentation for showcase event, share project with the LCA community.

Service in a variety of forms

Direct service – one on one tutoring, training dogs for adoption, planting a community garden alongside refugees,...

Indirect service – writing an original book to help teach a language, designing or redesigning a website for a service initiative,...

Advocacy – speaking on behalf of a cause, raising awareness of hunger in the community, creating a video on sustainable water sources,...

Research – collecting and analyzing data about animal migration, conducting environmental surveys to influence energy use and waste disposal,...

God gives us preferences and talents...

*How will we share them
with the world?*



Our Call as Catholics: 7 Pillars of CST

Life and dignity of the human person

Call to family, community, and participation

Rights and responsibilities

Option for the poor and vulnerable

The dignity of work and the rights of workers

Solidarity

Care for God's creation

Role of the supervisors

The community project supervisor will act as a guide for students throughout each phase of the project. The lead supervisors will be your child's theology teacher and the IB coordinator. Supervisors will:

- Help students make appropriate choices for their explorations of community problems and opportunities.
- Meet regularly with student(s) to ensure adherence to timeline, academic honesty, and objectives. Meetings will often occur during theology class.
- Evaluate the project according to MYP rubric guidelines and write a narrative.
- Attend student presentation(s).

Assessment Criteria

Assessing the community project is not about assigning a grade. Rather, it allows students to take an honest look at their strengths and weaknesses during each phase of the project. Ultimately students will consider to what extent the action taken achieved the goals outlined in the project proposal. The project will be assessed by the student as well as by the student's supervisor. Assessment data will appear as a narrative on the fourth quarter report card. The project will be assessed based on four criteria:

Criteria A: Investigating

Criteria C: Taking Action

Criteria B: Planning

Criteria D: Reflecting

*Note that some common elements of the project, eg: a reflection on Catholic Social Teaching, will be assessed as theology class assignments.

A unique opportunity

The community project will be each student's **culminating service experience at LCA**. Because of our school's commitment to social justice and service, students will be well prepared to fully engage in this process. Each supervisor will bring guidance and support to this memorable, significant project.

As parents, you have unique insight into your child's interests and past experiences. Please help your child discern an issue of interest close to his or her heart. Summer is a wonderful time to explore areas in which your child would like to make a difference. Many thanks in advance for your help.

Make a difference

“We can do no great things, only small things with great love.”

~Mother Teresa

We live in an imperfect world in need of our help. We have an opportunity to help our children face that world with a sense of purpose, autonomy, empowerment, and optimism.