

YOURE

Education & Training Centre

Community Service Student Handbook



**YOUR
EMPOWERMENT
PROGRAM**

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Promoting a Pay-It-Forward Culture

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YOURE Community Service Handbook

Welcome!

Dear YOURE Students,

The YOURE Community Project is a major activity for you to complete in the year of the Empowerment program at YOURE Organization. This guide contains sections to help you with selecting a topic, planning, and working on the project. It contains a lot of information about the YOURE Community Project as well as answers to the questions you are likely to ask.

The YOURE community project focuses on community and service and gives you an opportunity to develop an awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community.

The community project is completed individually or in groups of a maximum of three students. The choice of the topic for the project is made in consultation with YOURE educators who have the responsibility for supervising the development of the project according to the YOURE Community project objectives and assessment criteria published in the YOURE Projects Guide. You are expected to meet regularly with your supervisor and to ensure that your supervisor signs for each of the compulsory meetings. You will keep a record of these meetings in your Process Journal. Remember that it is your responsibility to meet all the deadlines.

The aims of YOURE projects are to encourage and enable you to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes, and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through or as a result of learning
- appreciate the process of learning and take pride in their accomplishments.

While this project may seem like quite a bit of work, we are confident the rewards will be even greater, both for you as a student and the community whose need you chose to address.

Good luck,
YOURE Educators

Why complete a Community Project?!

The Community Project that you complete at the end of the YOURE Empowerment program shows the skills you have developed through Approaches to Learning and your understanding of the Global Contexts. The project is an excellent opportunity to share with others something that is of great interest to you.

The Community Project is an opportunity for you to work on an area in the community that interests you and to show the skills you have developed over the years in your subjects and through **Approaches to Learning (ATL)**. Your Community Project should be clearly focused on an issue or theme closely related to one of the Global Contexts. Remember, you will be working on this project for an extended period, so you need to focus on something that really interests you.

Your Community Project should:

- deal with a topic or area to which you are committed
- reflect your dedication towards helping the community
- allow you to express a truly personal message
- challenge your knowledge, skills, and techniques in an appropriate way
- be the result of your initiative, creativity, ability to organize and plan
- be focused on one Global Context
- have a clear and achievable goal that is relevant to you
- be entirely your own work - authenticity is very important.

Your project must not:

- take over your whole personal and social life, nor interfere with your studies, even though it will involve many hours of work.



Requirements

- In the YOURE Empowerment Program, all students in the final course must complete the community project.
- Students are expected to spend **approximately 15 hours** on the community project.
- The community project may be completed individually or collaboratively in groups of no more than three students.
- The community projects are assessed and internally standardized by the supervisors in YOURE Organization according to the criteria published in the Community Project Guide.



YOURE Community Project Cycle
(visualizing the project objectives)

You will have a teacher supervisor

The purpose of the supervisor is to support you during the project. Each student or each group of students who have decided to work together should have a supervisor.

The teacher supervisor will:

- ensure the chosen Community project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare, and environmental issues
- provide guidance to you in the process and completion of the project
- confirm the authenticity of the work submitted
- assess the Community project using the criteria published in the YOURE Community Projects Guide

The teacher supervisor will give you information and guidance that includes:

- guidelines about the Community project
- a timetable with deadlines
- the assessment criteria for the project
- advice on how to keep and use a process journal
- the importance of personal analysis and reflection
- formative feedback



Community project = Service learning

As you evolve through the service-learning process, you may engage in one or more types of action:

- **Direct service:** if you have interaction that involves people, the environment, or animals. Examples include one-on-one tutoring, collecting trash alongside the river, or teaching orphan kids English subject and skills.
- **Indirect service:** even if you do not see the recipients during indirect service, you can verify that their actions will benefit the community or environment. Examples include redesigning an organization's website, writing original picture books to teach a language, or raising fish to restore a stream.
- **Advocacy:** if you speak on behalf of a cause or concern to promote action on an issue of public interest. Examples include initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **Research:** if you collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice. Examples include conducting environmental surveys to influence their school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.



Community project timeline

1-Introduction

Presentation on
YOURE
Community
Project

Students receive
the guide

Meeting with
tutors

Brainstorming
ideas

2-Investigation

Decide on the
need within the
local or global
community

Identify prior
learning

Define a goal to
address the need
with the local or
global community

Initial research
period – select
relevant resources
and gather
information

Record
information and
developments in a
process journal

3-Planning

Develop a proposal
for action – this
must be completed
near the start of
this phase

Continue research
– select, evaluate
and acknowledge
information

Work on the
preparation for the
service as action

Record information
and developments
in process journals

Attend a work in
progress session
with supervisor

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17 PARTNERSHIPS
FOR THE GOALS



4 QUALITY
EDUCATION



Community project timeline

3- Taking Action

Carry out the service as action

Record information and developments in process journals

4-Reflecting

Evaluate the quality of service as action against the proposal

Reflect on learning

Prepare and complete oral presentation

Select the extracts from the process journal to submit

Complete the bibliography

Complete the Academic honesty form

5-Presentation

Presentation rehearsal

All students presenting their projects

All students submit their process journals, YOURE honesty form, Project action proposal, Bibliography, final presentation

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13 CLIMATE ACTION



14 LIFE BELOW WATER



Community project objectives & Approaches to Learning (ATL) skills

You must address all strands of all 4 objectives in the YOURE community project.

Community project objectives	ALT skills
Objective A: Investigating	
1- Define a goal to address a need within a community, based on personal interests	Collaboration Critical thinking Creative thinking
2- Identify prior learning and subject-specific knowledge relevant to the project 3- Demonstrate research skills	Information literacy Media literacy Transfer
Objective B: Planning	
1- Develop a proposal for action to serve the need in the community	Collaboration Organization Critical thinking Creative thinking
2- Plan and record the development process of the project 3- Demonstrate self-management skills	Collaboration Organization Reflection

Community project objectives & Approaches to Learning (ATL) skills

You must address all strands of all 4 objectives in the YOURE community project.

Community project objectives	ALT skills
Objective C: Taking action	
1- Demonstrate service as action as a result of the project	Organization Critical thinking Creative thinking
2- Demonstrate thinking skills 3- Demonstrate communication and social skills	Communication Collaboration Critical thinking Creative thinking Transfer
Objective D: Reflecting	
1- Evaluate the quality of the service as action against the proposal 2- Reflect on how completing the project has extended their knowledge and understanding of service learning 3- Reflect on their development of ATL skills	Communication Reflection

1st Stage: Investigating

1- Defining your goal, the need and your community

Some examples of **goals** are:

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

A **need** can be defined as a condition or situation in which something is required or wanted; a duty or obligation; or a lack of something requisite, desirable, or useful.

The **community** is a small or large social group of people who have the same needs, interests or those living in one area, sharing particular beliefs/values, etc. It can be local, national or global.

2- Identifying prior learning and subject-specific knowledge relevant to the project

What We Know	What We Need To Learn	What We Need To Do



1st Stage: Investigating

3- Identifying ONE Global Context for your project

- Personal and cultural expression
- Identities and relationships
- Orientation in space and time
- Fairness and development
- Scientific and technical innovation
- Globalization and sustainability

Consider the following questions as you choose a global context through which to focus your project.

- What do I want to achieve through my Community 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 greater purpose to my project?

When organizing fundraising campaigns or events for an organization, you will explore the challenges that the organization address, such as pollution, climate change, endangered species, health, education, housing, food, human rights, minority rights, immigration, culture, arts, communication. Therefore, the global context for the project will often be determined by the organization's cause.

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1st Stage: Investigating

4- Completing the Community Project Plan

Project title			
Student name		Date/Duration of project	
Identify a goal to address a need in the community , based on your personal interests.			

Target the Research: Which (segment of the) community will you focus your inquiry and research on?		
Research: What do you have to research? Be specific and list how you will collect all the information you need.	Media:	Surveys:
	Interviews:	Observations & experiences:
Process Journal: How will you record the significant findings from beginning to end to show the development of your community project?		
What action will you take? How will you make a contribution towards addressing the problem in the community that you have stated in your goal?		

1st Stage: Investigating

5- Conducting initial research

- select relevant resources and gather information
 - document your research
 - acknowledge the sources of information according to the YOURE Honesty Policy
-

6- Recording information and developments in a process journal

7- Meeting with a YOURE supervisor



Global contexts in community projects

The following table may give you some ideas for community projects and how they link to one of the **six** global contexts:

Global context	Examples of community projects
<p>1- Identities and relationships (psychology, sociology, theology, cultural anthropology)</p> <p><u>Student will explore:</u> identities; beliefs and values; personal, physical, mental, social and spiritual health; relationships including families, friends, communities and cultures; what it means to be human.</p>	<ul style="list-style-type: none">• Conduct an awareness campaign about digital citizenship and cyber-bullying• Keeping culinary traditions (a video following family recipes with historical relevance)• Reading support (English or mother tongue) for primary school students• Record an audiobook to help blind people enjoy reading• Research the health effects of eating fast food and developing a campaign to promote healthy lifestyles



Global contexts in community projects

The following table may give you some ideas for community projects and how they link to one of the **six** global contexts:

Global context	Examples of community projects
<p>2- Orientation in space and time (history, cultural anthropology, archaeology)</p> <p><u>Student will explore:</u> : personal histories; historical events/turning points; discoveries; explorations and migrations of humans; interactions of people with civilizations from local, regional and global perspectives</p>	<ul style="list-style-type: none">• Investigate facilities for young people in the local community and suggest possible improvements (write an article or letter)• Make a plan for improving wheelchair accessibility in your local area• Plan a walking tour of your city to visit important sites and historic places• Research the impact of an important scientific discovery (research essay, presentation or poster)• Refugee crisis (awareness campaign, fundraising activities)



Global contexts in community projects

The following table may give you some ideas for community projects and how they link to one of the **six** global contexts:

Global context	Examples of community projects
<p>3- Personal and cultural expression</p> <p>(art, dance, music, graphic design, interior decoration, architecture, fashion design, tattoo artistry, cosmetology)</p> <p><u>Student will explore:</u> 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 'beauty'</p>	<ul style="list-style-type: none">• Improve the environment in a local orphanage by working with the children to create artwork for the walls• Perform a play to raise awareness of bullying• Organize and participate in a concert or dance performance in the community• Organize a charity fashion show• Design and decorate an area of the pre-school playground



Global contexts in community projects

The following table may give you some ideas for community projects and how they link to one of the **six** global contexts:

Global context	Examples of community projects
<p>4- Scientific and technical innovation</p> <p>(engineering, aviation, construction, genetics, environmental conservation, physical anthropology, physics, biology, astronomy)</p> <p><u>Student will explore:</u> the natural world and its laws; the interaction between people and the natural world; impact of science and technology on communities and environments; impact of environments on humans; human adaptations and innovation; how humans use their understanding of the natural world</p>	<ul style="list-style-type: none">• Campaign in school or the local community to reduce paper waste and promote recycling• Research a current scientific issue to present to students• Invent and design a prototype of an object or gadget that could help people in your community• Organize a 'Carbon Footprint Fair' to educate primary students about how they can reduce their carbon footprint and help the environment



Global contexts in community projects

The following table may give you some ideas for community projects and how they link to one of the **six** global contexts:

Global context	Examples of community projects
<p>5- Globalization and sustainability</p> <p>(politics, environmental conservation, economics, foreign relations)</p> <p><u>Student will explore:</u> interconnectedness of humanmade systems and communities; relationship between local and global economies; opportunities and tension created by globalization; impact of globalization on the environment and communities</p>	<ul style="list-style-type: none">• Campaign to raise awareness and reduce the use of plastic bags• Organize a school event to celebrate cultural diversity in the community• Create a school or community garden• Conduct an environmental audit of the school and propose suggestions for improvements• Investigate the levels of pollution in Hanoi and prepare a report with proposals for change



Global contexts in community projects

The following table may give you some ideas for community projects and how they link to one of the **six** global contexts:

Global context	Examples of community projects
<p>6- Fairness and development</p> <p>(counselling, law, politics, economics, education, environmental science)</p> <p><u>Student will explore:</u> rights and responsibilities; sharing finite resources; access to opportunities; privilege; peace and conflict resolution</p>	<ul style="list-style-type: none">• Volunteer to help at an orphanage (read to children, organize games and activities)• Create an awareness campaign about a cause you are passionate about• Organize a fundraising event to raise money for a local charity or organization• Join a local organization to protect animal welfare• Organize a collection of books/food/clothes etc. to donate to a local orphanage or charity



How can global context change a possible product/outcome

The choice of the global context will significantly shift the perspective of the Community project. The tables shown below demonstrate the impact global contexts have on a topic or issue in the Community Project:

Topic	Global Context	Possible Product/Outcome
Jewellery	3. Personal and Cultural Expression	a sketch/design book of traditional wedding jewellery of several cultures
Jewellery	4. Scientific and Technical Innovation	creating pieces of jewellery using various materials
Jewellery	6. Fairness and Development	instructional video on jewellery construction to empower women to be financially independent



How can global context change a possible product/outcome

The choice of the global context will significantly shift the perspective of the Community project. The tables shown below demonstrate the impact global contexts have on a topic or issue in the Community Project:

Topic	Global Context	Possible Product/Outcome
Rap as a music genre	4. Scientific and technical innovation	examine the question: “Why does rap speak to me?”
Rap as a music genre	2. Orientation in space and time	explore the development of rap as a style of music across continents
Rap as a music genre	3. Personal and cultural expression	perform a rap song for peers and have a question-and-answer session



How can global context change a possible product/outcome

The choice of the global context will significantly shift the perspective of the Community project. The tables shown below demonstrate the impact global contexts have on a topic or issue in the Community Project:

Topic	Global Context	Possible Product/Outcome
Solar energy device	1. Identity and relationships	Design a 3D model of a solar device with instructions for construction.
Solar energy device	2. Orientation in space and time	Investigate how, in history, different cultures have made use of energy for different needs.
Solar energy device	5. Globalization and sustainability	Debate on how the people are destroying the Eart



2nd Stage: Planning

This stage will be assessed through the Project Action Proposal, Project Work Plan, Creating criteria for the product/outcome, Mentor Meetings, and other observational data.

1- Developing a Project Action Proposal

When you are clear on what you want to achieve, you will determine the proposal and document it in your process journal. Do not come up with a proposal that takes too much time, is difficult to follow through, or costs too much money to implement. On the other hand, do not choose projects that are too easy and will not challenge you. Please note, fundraising alone is not a sufficient Community Project; you must clearly demonstrate how you used the money raised to provide a service for the community in question.

In the **Project Action Proposal** you should describe:

- **need in the community**

- **how will I address this need?**

you need to plan specific tasks and activities to develop your project (you can use checklists, rubrics, timelines, flow charts, or other strategies to prepare your proposal)

- **determine a final product/outcome of your project**

You must determine the final product/outcome of their project. The product/outcome might be an original work of art, a model, a business plan, a campaign, a blueprint or architectural drawing, an essay, a debate, a film, a play, a radio broadcast, a book, a charity event, a workshop for adults, a petition, a clothing or some other work.

- **create criteria for the product/outcome**

You must define realistic criteria to measure the quality of the project's final outcome or product



2nd Stage: Planning

Project Action Proposal

Name	Phone No.	Email	Best Times To Contact Team Members

Project title: _____

Type of service: _____

Goal (highlight the defined goal)	Need (identify the need in the community)	Community (identify the community)
<ul style="list-style-type: none">- to raise awareness- to participate actively- to research- to inform others- to create/innovate- to change behaviors- to advocate- other: _____		
Goal statement (explain how the goal will be achieved)		

2nd Stage: Planning

Project Action Proposal

Global context (highlight the one Global Context your action is linked to)	<ul style="list-style-type: none">- Identities and relationships- Orientation in space and time- Personal and cultural expression- Scientific and technical innovation- Globalization and sustainability- Fairness and development
Explain how the Global Context connects to your project's goal	
Prior knowledge (list any prior knowledge you have that will help you in completing this project)	

Team Agreements

Managing Conflict How will you manage disagreements that may arise in the group?	
Absences How will you deal with a group member's absence during the project?	
YOU'RE Learner Profile What are the group's strengths/challenges?	

2nd Stage: Planning

Documents required

- Proposal for Action (to be submitted by each student)
- Process Journal (to be submitted by each student)
- Academic Honesty Form (to be submitted by each student)
- Bibliography/Sources (to be submitted by the group)
- Final Presentation (to be submitted by the group)

2- Developing a Project Work Plan

What need to be done?	Who will do this part? (group members)	By when?	Done ✓

3- Continue your research

Now it's to begin your specific research. You need to have 5 or more sources to make your project credible. Remember to look for reliable online sources (Wikipedia does not count as a reliable source).

*Read ABCDs of Website Evaluation in appendix

As you work on your research, make sure to keep track of all your sources. Add them to your Process Journal and document the information that you feel will help you plan your project.

Example sources include: newspaper articles, journals, video/audio recordings, images, websites, surveys, published media interviews.

3rd Stage: Taking Action

Once you have determined the need, your goal and have planned what you are going to do, it is time to put it into action:

1- Carry out the action

Demonstrate service as action as a result of the project

2- Record information and developments in your Process Journal

As you go through the process of the community project, you will need to maintain a record of your progress. It is your choice as to how you will do this. Every student must keep his/her own Process Journal, even if working with a group.

The process journal is:	The process journal isn't:
<ul style="list-style-type: none">used throughout the project to document its developmentan evolving record of intents, processes, accomplishmentsa place to record initial thoughts and developments, brainstorming, possible lines of inquiry, and further questions raiseda place for recording interactions with sources, for example, teachers, supervisors, external contributorsa place to record selected, annotated, and/or edited research and to maintain a bibliographya place for storing useful information, for example, quotations, pictures, ideas, photographsa means of exploring ideas and solutionsa place for evaluating work completeda place for reflecting on learningdevised by the student in a format that suits his or her needsa record of reflections and formative feedback received	<ul style="list-style-type: none">used on a daily basis (unless this is useful for the student)written up after the process has been completedadditional work on top of the project; it is part of and supports the projecta diary with detailed writing about what was donea static document with only one format
	<p>Guidelines questions:</p> <ul style="list-style-type: none">What did you do? How did it go?What were your results? Did you have to make any changes along the way?Did you interact with anyone in your community? Describe your interactions.What would you do differently and why?

3rd Stage: Taking Action

How to keep a process journal

- each entry must show your **research, reflections,** and **thinking** as you progress with your project
- attach **photos, tables, graphs, research notes,** and everything that represents the learning journey you are part of
- **acknowledge the ATL skill categories** that your journal entry addresses
- **explain how the entry addresses the ATL skills**
- you are not restricted to any single model of recording your process journal but are responsible for producing evidence of **addressing the four objectives** to demonstrate achievement at the highest levels of the criteria.

Selecting process journal extracts

You should select and submit the **process journal extracts** and it is your responsibility for making the appropriate extracts available to the supervisor.

If you are working individually you should select a **maximum of 10** individual extracts to represent the key developments of the project.

If you are working in groups on the community project you will submit a **maximum of 15** process journal extracts.

The extracts should **clearly demonstrate development** in all criteria. Your supervisors can help you identify your 10 extracts so make sure you ask during your meetings with your supervisor. An extract may include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • visual thinking diagrams • bulleted lists • charts • short paragraphs • notes • timelines, action plans • annotated illustrations • self and peer assessment feedback. | <ul style="list-style-type: none"> • annotated research • artifacts from inspirational visits to museums, performances, galleries • pictures, photographs, sketches • up to 30 seconds of visual or audio material • screenshots of a blog or website |
|---|--|

4th Stage: Reflecting

Congratulations! You made it. This is the final stage of your project. This is where you will actually present your project to an audience and wrap up everything you have done. This step includes the following:

1- Writing a reflection to

- evaluate the quality of the service as action against the proposal
- reflect on learning - how completing the project has extended your knowledge and understanding of service-learning
- reflect on your development of ATL skills (see the tables on the next page)
- reflect on the development of the YOURE learner profile attributes

2- Select extracts from the Process Journal to submit for assessment.

You will need to choose **15** entries from your Process Journal to submit. They will serve as evidence of the process.

They should demonstrate your ability to address each of the 4 assessment criteria: investigating, planning, taking action and reflecting

3- Complete the YOURE Honesty form

Make sure to have a signature from YOURE supervisor on the Honesty form for each of the three supervisor meetings. Read and sign the form to confirm that your project is original and all sources have been cited.

4- Prepare for the oral presentation

At the end of the YOURE Community Project, you will need to give a presentation about what you did to your Empowerment program fellows and Board of Directors. This will be assessed by the supervisor and project coordinator using the 4 criteria. Each group should present for **10-14 minutes**.

Each member of the group must speak during the presentation.

At the time of the presentation, you should submit to your supervisor:

- A completed YOURE Honesty form for each student in the group
- The Proposal for Action
- Process Journal extracts

4th Stage: Reflecting

Use these questions to help guide your reflection

- Did you achieve your goal? How well did you address the need? Did you help the community? In what way? Compare the quality of the project’s final product/outcome against the proposal.
- What advice would you give others about doing a service project?
- What attributes of the YOURE learner profile did you develop?
- What worked well with your project?
- What does service mean to you after completing the project?
- Would you do another service project and what would it be?
- How was your project received by others?
- What ATL skills did you develop? To answer this question use the tables bellow:

Reflection on development of ATL skills

Approaches To Learning- ATL skills are the skills you use to “learn how to learn”. You are already using many of the skills, but perhaps didn’t know what they were called. Think about how have used these as you go through your project.

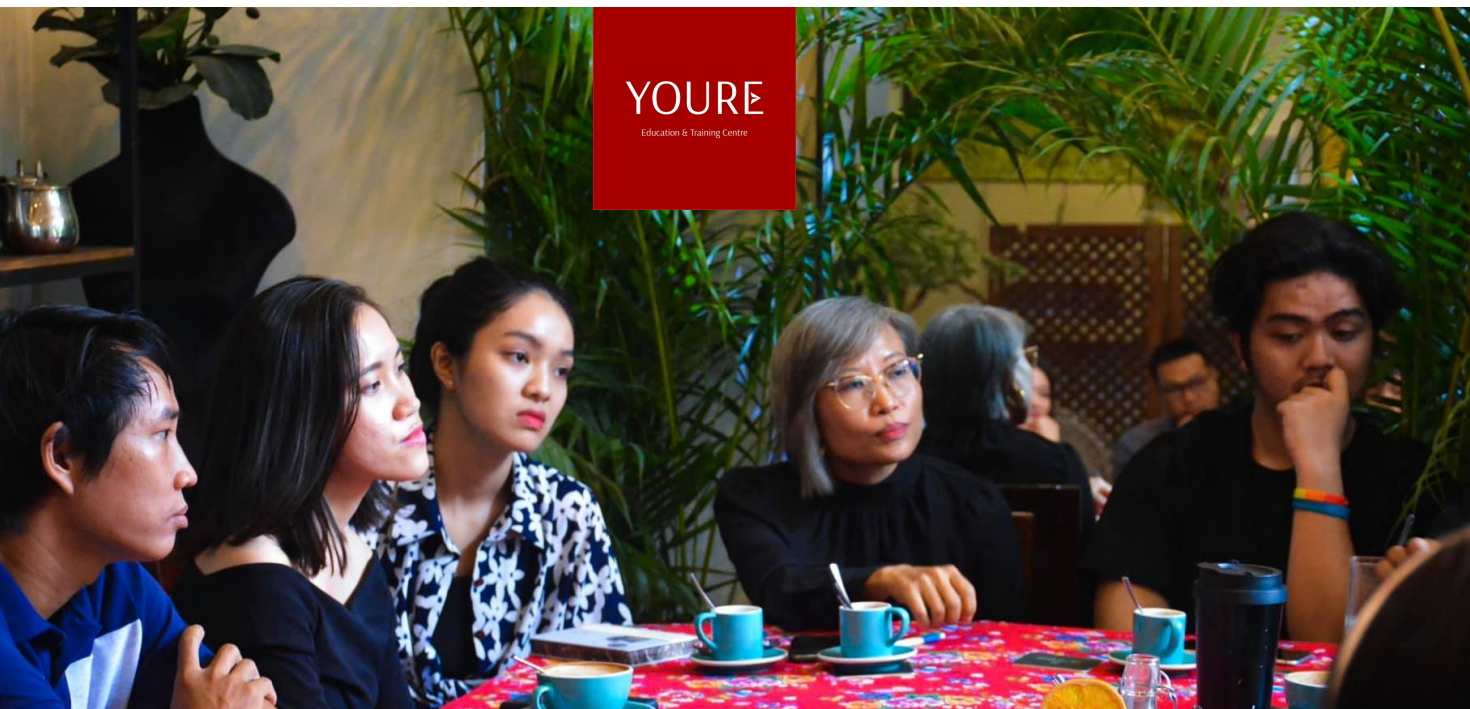
The first table below is a model of alignment between ATL skills and project objectives. There is also a column for you to communicate evidence of the ATL skills demonstrated throughout the project.

It is important to realize that ATL skills work across all stages of Community projects, often overlapping throughout the project.



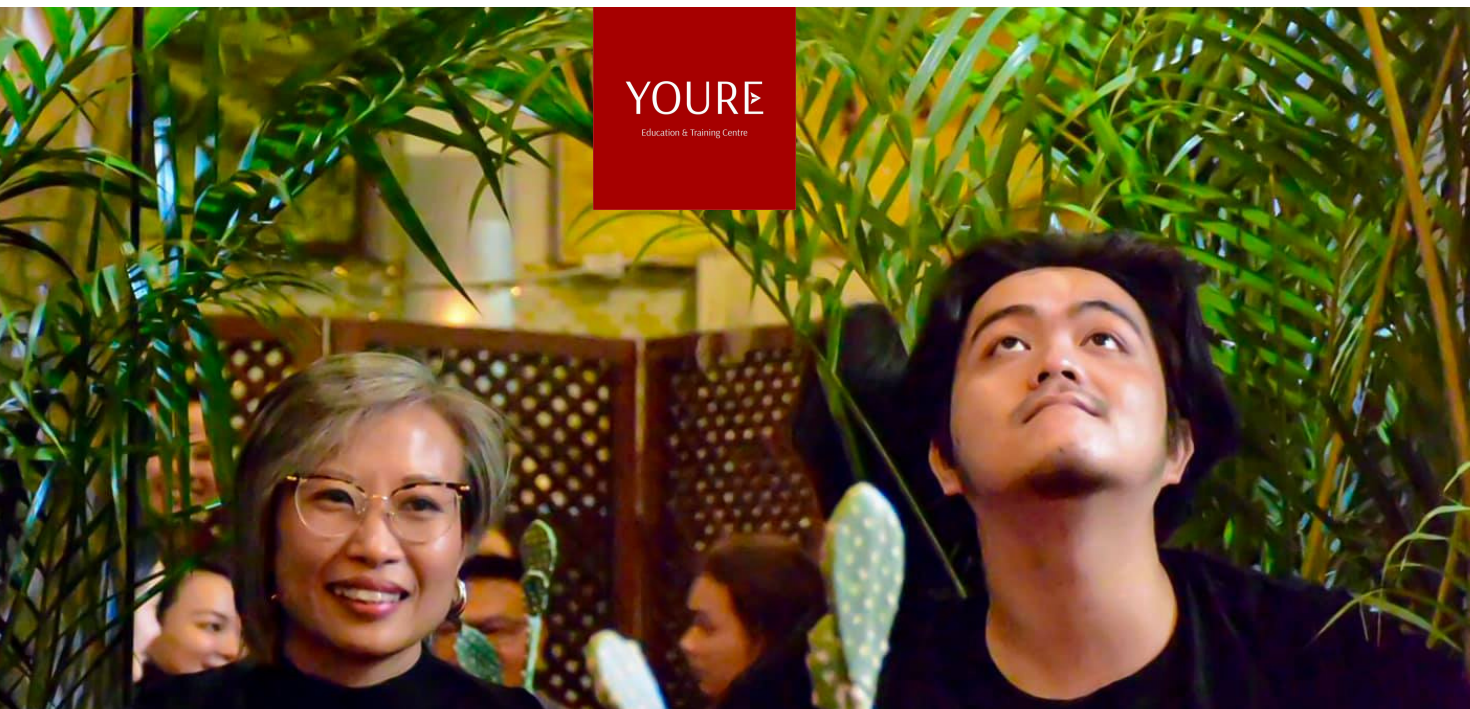
Reflection on development of ATL skills

Community Project Objectives	ATL Skill Clusters	Evidence that I demonstrated this:
Objective A: Investigating	<ul style="list-style-type: none">• Collaboration• Critical thinking• Creative thinking	
1. Define a goal to address a need within a community, based on personal interests		
2. Identify prior learning and subject-specific knowledge relevant to the project 3. Demonstrate research skills		
Objective B: Planning	<ul style="list-style-type: none">• Collaboration• Organization• Critical thinking• Creative thinking	
1. Develop a proposal for action to serve a need in the community		
2. Plan and record the development process of the project 3. Demonstrate Self Management Skills	<ul style="list-style-type: none">• Collaboration• Organization• Reflection	



Reflection on development of ATL skills

Community Project Objectives	ATL Skill Clusters	Evidence that I demonstrated this:
Objective C: Taking Action	<ul style="list-style-type: none">• Organization• Critical thinking• Creative thinking	
1. Demonstrate service as action as a result of the project		
2. Demonstrate thinking skills 3. Demonstrate communication and social skills	<ul style="list-style-type: none">• Communication• Collaboration• Critical thinking• Creative thinking• Transfer	
Objective D: Reflecting	<ul style="list-style-type: none">• Communication• Reflection	
1. Evaluate the quality of the service as action against the proposal 2. Reflect how completing the project has extended their knowledge and understanding of service-learning 3. Reflect on their development of ATL skills		



ATL Skills	Expectations
Communication	Informing others <ul style="list-style-type: none"> • using language to gather and communicate information
Collaboration	Working effectively with others (in groups) Accepting others
Organization	Managing time and tasks effectively
Reflection	Considering the process of learning; choosing and using ATL skills <u>Consider content:</u> <ul style="list-style-type: none"> • What did I learn today? • What don't I yet understand? • What questions do I have now? <u>Consider ATL skills development:</u> <ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> • What can I do to become a more efficient and effective learner? • How can I become more flexible? • What factors are important for helping me learn well?
Media Literacy	Interacting with media to use and create ideas and information
Creative Thinking	Creating novel solutions/ideas; considering new perspectives

ATL Skills	Expectations
Information Literacy	<p>Selecting and organizing information:</p> <ul style="list-style-type: none"> • use a variety of information and media and resources to gather information for the project <p>Referencing:</p> <ul style="list-style-type: none"> • demonstrate effective research skills including identifying primary and secondary sources • acknowledge sources in a bibliography
Critical Thinking	<p>Problem-solving & thinking skills:</p> <ul style="list-style-type: none"> • planning • inquiring • applying knowledge & concepts • identifying & solving problem
Transfer	<p>Using knowledge & skills across subject areas to make connections and create solutions</p>



APPENDIX

YOURE Community Project Checklist

ABCDs of Website Evaluation

YOURE Honesty Form

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YOU'RE Community Project checklist

As you complete the project, use this checklist as a quick guide to making sure you're on task.

PRE-PROJECT

- ☐ Read Community Project Guide
- ☐ Begin Process Journal

INVESTIGATING

- ☐ Brainstormed and determined a community need (problem to be addressed)
- ☐ Defined a goal to address the need
- ☐ Decide on a Global Context/ Local Context
- ☐ Reflected on your understanding of the topic within Global Contexts, ATLs, and Learner Profile

PLANNING

- ☐ Decided on individual or group project
- ☐ Selected a group (if group project)
- ☐ Developed an action plan
- ☐ Continued research and recorded info
- ☐ Contacted organizations/experts as needed
- ☐ Organized the "action" (gathered materials, found location for event, etc)
- ☐ Reflected on your understanding of the topic within Global Contexts, ATLs, and Learner Profile
- ☐ Met with advising teacher

TAKING ACTION

- ☐ Carried out the "action"
- ☐ Reflected on Global Contexts, ATLS, and Learner Profile (How have you grown?)

FINAL REFLECTION PAPER should include:

- ☐ Brief explanation of what your problem/ideas were
- ☐ Evaluation of project against your proposal (Did it turn out as you'd planned?)
- ☐ Reflection on your learning (Global Contexts, ATLs, and Learner Profile)
- ☐ Selected extracts from the process journal (demonstrating your design/learning process)
- ☐ "Works Cited" page with proper format
- ☐ Completed YOU'RE Honesty Form

PRESENTATION

- ☐ Completed project for display
- ☐ Presented to panel

ABCDs of Website Evaluation

ABCDs	Consider the site if:	Question this site if:
URL of site:	<input type="checkbox"/> .gov (government) <input type="checkbox"/> .edu (college/university) <input type="checkbox"/> .org (non-profit organization)	<input type="checkbox"/> .com (business) <input type="checkbox"/> .k12 (school) <input type="checkbox"/> Geocities, yahoo, etc. (personal)
Authorship Who created this site?	<input type="checkbox"/> Author seems to be an expert in the field or subject <input type="checkbox"/> Organization is governmental or non-profit and is respected organization in this field	<input type="checkbox"/> Author does not seem to have relevant qualifications <input type="checkbox"/> Organization has commercial interest in this subject
Bias What is the purpose of this site?	<input type="checkbox"/> Informative <input type="checkbox"/> News <input type="checkbox"/> Educational /scholarship	<input type="checkbox"/> Advocacy (promotes a point of view) <input type="checkbox"/> Personal Interest <input type="checkbox"/> Advertising <input type="checkbox"/> Entertainment



ABCDs of Website Evaluation

ABCDs	Consider the site if:	Question this site if:
Content How accurate or trustworthy is this page? Is it at my reading level?	<input type="checkbox"/> Previously published in a newspaper, magazine or academic journal and has been subject to peer editing <input type="checkbox"/> This page has works cited list or bibliography <input type="checkbox"/> Information is consistent with other sources <input type="checkbox"/> I can read this site with understanding	<input type="checkbox"/> Mistakes in spelling or grammar throughout the site <input type="checkbox"/> This page or site has no works cited list or bibliography <input type="checkbox"/> Information is not consistent with other sources <input type="checkbox"/> This site is too difficult for me to read with understanding
Date When was this page created or updated?	<input type="checkbox"/> This is a continuously updated page or site <input type="checkbox"/> Links to information work	<input type="checkbox"/> This site was last updated more than a year ago <input type="checkbox"/> Links to other information are broken
Evaluation Complete	____Total number of check marks in this column <input type="checkbox"/> I am comfortable that the information on this site is reliable	____Total number of check marks in this column <input type="checkbox"/> I probably should not use this site for academic work

Name of website: _____

URL: _____



YOU'RE Honesty Form

Student Name	
Advisor Name	

Student Declaration

I confirm that this work will be my own. I will acknowledge, in the body of my work, each use of the words, work or ideas of another person. All written, oral or visual works (hard copy and/or electronic materials) will be cited properly.

Advisor Declaration

I confirm that, to the best of my knowledge, the material submitted will be the authentic work of the student.

Student's signature:	Date:
Advisor's signature:	Date:



Be the agent of change!

YOURE ORGANIZATION

SDGs



Source: International Baccalaureate Organisation (2014) Middle Years Programme Projects Guide (2017 Update), Cardiff: IBO.