



Dubai International Academy – EH



IB MYP COMMUNITY PROJECT

2023-2024

Purpose

- **Have fun** while learning about the world
- **Be creative** through in-depth questioning
- Complete the process of working through the project
- **Speak out** for a cause
- **Show responsibility** in following through a project

Requirements

- A group with 4 students
- 3 Meeting with supervisor,
- conducting research,
- developing the project
- Reporting the project (Criterion A,B,C,D)
- Project must be connected to an MYP GLOBAL CONTEXT
- Complete a PROCESS JOURNAL recording your experiences on Managebac

What are the aims of the Community Project?

The aims of the Community Projects are to encourage and enable students 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.

Community Project Deadlines

Deciding the topic and Teams	21 st September 2023
Project proposal	6 th November 2023
Criterion A: Investigating	4 th December 2023
Criterion B: Planning	31 st January 2024
Criterion C: Taking action	29 th February 2024
Criterion D: Reflecting	18 th March 2024
Project Presentations (flip grid):	29 th April 2024
CP Exhibition:	31 st May 2024

Community Project Supervisor Meetings

3 Meetings with the supervisor should be logged in on managebac

1st Meeting initial Introduction	23 rd Nov 2023
2nd Meeting Check the progress	26 th Jan 2024
3rd Meeting Final Reflection	8th March 2024

Deciding the Topic and groups

21st September 2023

First step is to find the members you would like to work with.

This can be from any section from year 9.

The group should be of 4 max 5.

Nominate a group leader.

The group leader will fill the form that will be shared on the community project TEAMS.

Project Ideas

- Initiating a campaign against bullying and promoting a more inclusive school environment.
- Organizing a food or clothing drive for local shelters or underprivileged families.
- Raising awareness about a specific social issue (e.g., homelessness, gender equality) through educational workshops or events.
- Creating and maintaining a community garden to promote sustainable agriculture.
- Implementing a recycling or composting program at school or in the neighborhood.
- Raising awareness about endangered species and habitats and fundraising for conservation efforts. Organizing fitness or wellness workshops for community members.
- Promoting mental health awareness and resources in schools or the community.
- Hosting blood drives, health fairs, or vaccination clinics.
- Creating a support group or educational program for individuals dealing with specific health challenges.
- Tutoring and mentoring younger students in subjects where they may need assistance.
- Organizing a book drive and establishing a community library or reading program.
- Creating educational resources, such as websites or videos, to help students with their studies.
- Promoting STEM (Science, Technology, Engineering, and Mathematics) education through workshops and activities.

How do the aims relate to the Learner Profile?

Aims

The aims of the Community Projects are to encourage and enable students 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.

IB Learner Profile

Knowledgeable

- Thinker
- Communicator
- Principled
- Open-minded
- Caring
- Risk Taker
- Balanced
- Reflective

Requirements

- A group with up to 3 to 6 students
- 3 Meeting with supervisor, conducting research, developing the project
- Reporting the project (Criterion A,B,C,D)
- Project must be connected to an MYP GLOBAL CONTEXT
- Complete a PROCESS JOURNAL recording your experiences on Managebac

Components

- Service project
- Process journal
- Reflection
- Presentation

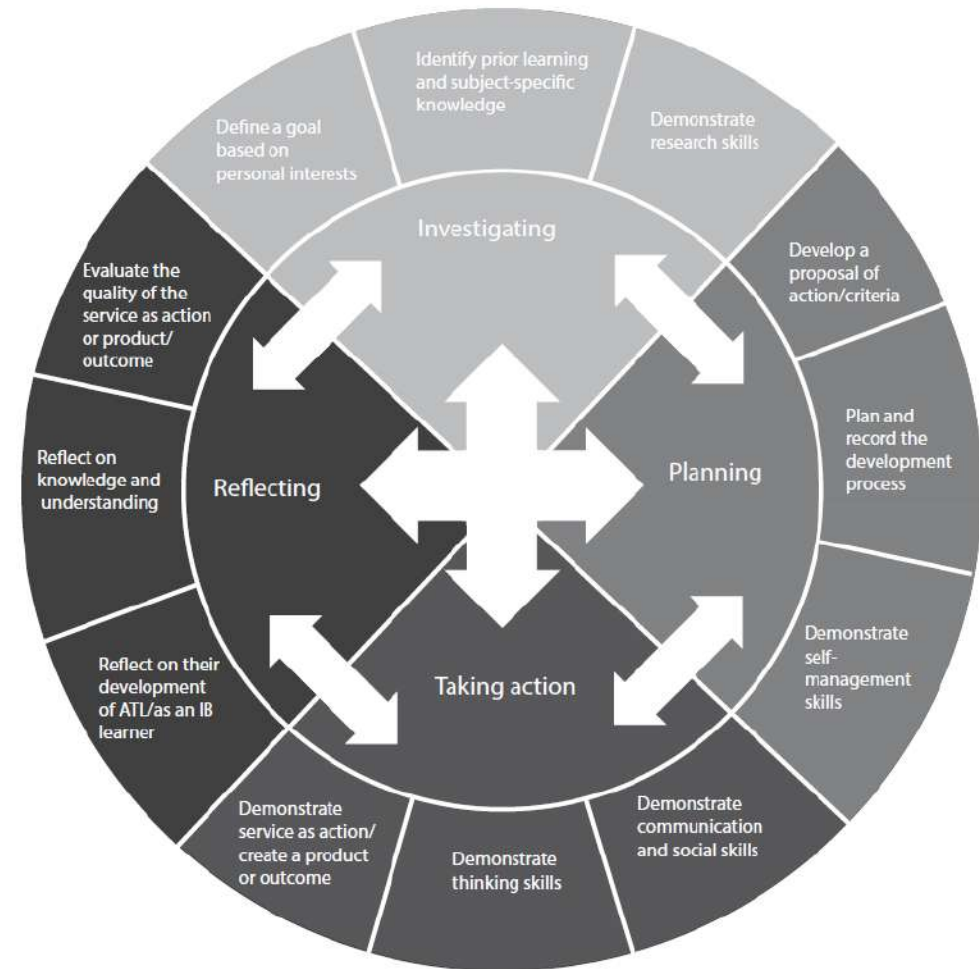
Project Objectives

Criterion A: Investigating

Criterion B: Planning

Criterion C: Taking action

Criterion D: Reflecting



Objective A: Investigating

Maximum: 8 In the community project, students should be able to:

- 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
- iii. demonstrate research skills.



Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1-2	Students: <ol style="list-style-type: none">i. state a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibilityii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevanceiii. demonstrate limited research skills.
3-4	Students: <ol style="list-style-type: none">i. outline an adequate goal to address a need within a community, based on personal interestsii. identify basic prior learning and subject-specific knowledge relevant to some areas of the projectiii. demonstrate adequate research skills.
5-6	Students: <ol style="list-style-type: none">i. define a clear and challenging goal to address a need within a community, based on personal interestsii. identify prior learning and subject-specific knowledge generally relevant to the projectiii. demonstrate substantial research skills.
7-8	Students: <ol style="list-style-type: none">i. define a clear and highly challenging goal to address a need within a community, based on personal interestsii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the projectiii. demonstrate excellent research skills.

Objective B: Planning

Maximum: 8 In the community project, students should be able to:

- i. develop a proposal for action to serve the need in the community
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.



Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1-2	Students: <ol style="list-style-type: none">i. develop a limited proposal for action to serve the need in the communityii. present a limited or partial plan and record of the development process of the projectiii. demonstrate limited self-management skills.
3-4	Students: <ol style="list-style-type: none">i. develop an adequate proposal for action to serve the need in the communityii. present an adequate plan and record of the development process of the projectiii. demonstrate adequate self-management skills.
5-6	Students: <ol style="list-style-type: none">i. develop a suitable proposal for action to serve the need in the communityii. present a substantial plan and record of the development process of the projectiii. demonstrate substantial self-management skills.
7-8	Students: <ol style="list-style-type: none">i. develop a detailed, appropriate and thoughtful proposal for action to serve the need in the communityii. present a detailed and accurate plan and record of the development process of the projectiii. demonstrate excellent self-management skills.

Objective C: Taking action

Maximum: 8 In the community project, students should be able to:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.



Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1-2	Students: <ol style="list-style-type: none">i. demonstrate limited service as action as a result of the projectii. demonstrate limited thinking skillsiii. demonstrate limited communication and social skills.
3-4	Students: <ol style="list-style-type: none">i. demonstrate adequate service as action as a result of the projectii. demonstrate adequate thinking skillsiii. demonstrate adequate communication and social skills.
5-6	Students: <ol style="list-style-type: none">i. demonstrate substantial service as action as a result of the projectii. demonstrate substantial thinking skillsiii. demonstrate substantial communication and social skills.
7-8	Students: <ol style="list-style-type: none">i. demonstrate excellent service as action as a result of the projectii. demonstrate excellent thinking skillsiii. demonstrate excellent communication and social skills.

Objective D: Reflecting

Maximum: 8 In the community project, students should be able to:

- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. reflect on their development of ATL skills.



Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1-2	Students: <ol style="list-style-type: none">i. present a limited evaluation of the quality of the service as action against the proposalii. present limited reflections on how completing the project has extended their knowledge and understanding of service learningiii. present limited reflections on their development of ATL skills.
3-4	Students: <ol style="list-style-type: none">i. present an adequate evaluation of the quality of the service as action against the proposalii. present adequate reflections on how completing the project has extended their knowledge and understanding of service learningiii. present adequate reflections on their development of ATL skills.
5-6	Students: <ol style="list-style-type: none">i. present a substantial evaluation of the quality of the service as action against the proposalii. present substantial reflections on how completing the project has extended their knowledge and understanding of service learningiii. present substantial reflections on their development of ATL skills.
7-8	Students: <ol style="list-style-type: none">i. present an excellent evaluation of the quality of the service as action against the proposalii. present excellent reflections on how completing the project has extended their knowledge and understanding of service learningiii. present detailed and accurate reflections on their development of ATL skills.

What types of Services I can Choose?

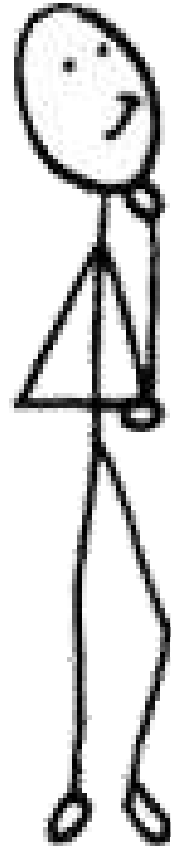
Direct

Indirect

???

Advocacy

Research



Direct

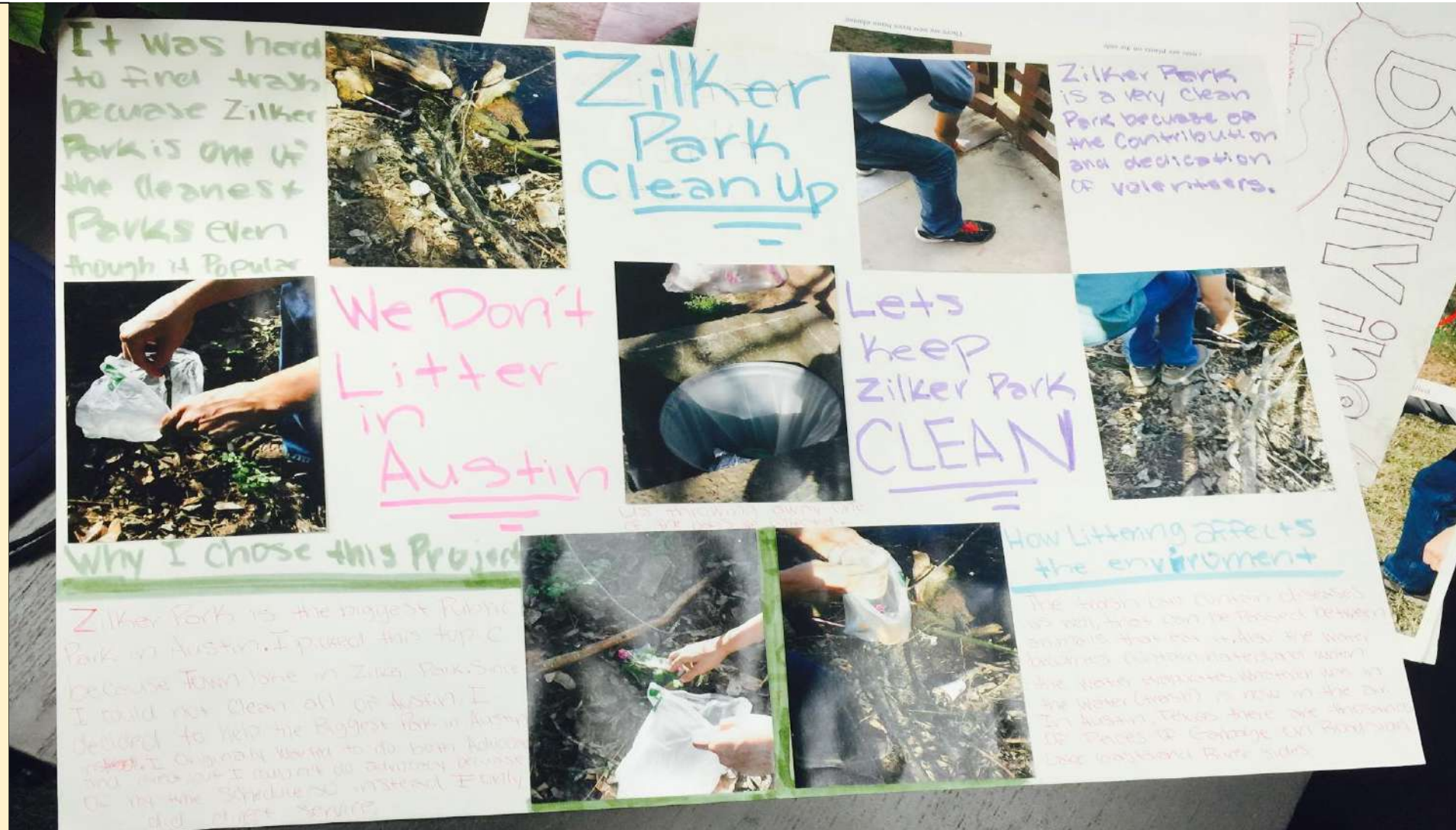
You will work with people, the environment or animals.

Examples include:

- one-on-one tutoring
- developing a garden alongside refugees
- teaching dogs behaviors to prepare them for adoption.

Direct Action Project

Park Clean up



Indirect

Although you do not see the recipients during indirect service, you have verified that your actions will benefit the community or environment.

Examples include:

- redesigning an organization's website
- writing original picture books to teach a language
- raising fish to restore a stream.

Indirect Action Project

Free Sports Clinic



Advocacy

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
- creating a video on sustainable water solutions.

Research

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 your school
- contributing to a study of animal migration patterns
- compiling the most effective means to reduce litter in public spaces.

Research Project

Benefits of Video Gaming

BENEFITS OF VIDEO GAMING

★ ECONOMIC BENEFITS

The video gaming industry affords the economy an exciting economic boost and an increase in sales.

Overall - In the year 2012, world-wide sales topped \$9.9 billion. In the United States alone, sales were \$4.1 billion in 2012, according to the Electronic Arts website.

By the 2013, companies used video game computer earned revenues of \$4.5 billion in the United States with 140 million video games sold.

From - The video gaming industry added 1700 jobs to the video economy.

Even though several nations still prefer video production, in 2012, there had been 1,000 people involved in the video gaming industry. The industry, software development and hardware engineers more than 140,000 people. The average compensation for an experienced software engineer is \$90,000 a year.

★ EDUCATIONAL BENEFITS

There are many educational benefits to video gaming. There may be more educational benefits than any other benefit. Video games have become a tool used across the globe for school teachers. Some teachers have found that video games are useful for students to use when they play games, but the students are really learning. The following are examples of how video gaming is beneficial to education in a video game.

Language Arts - Accounting and sharing. Following instructions and giving instructions during to each part of speech, being a character type, and visual aids.

Math - promoting basic math skills across games are made specifically on math, adding, subtracting, multiplication, division, and also promoting basic math skills while students play some computer. Reading - some video games have character dialogues that need to be read aloud to finish the play the game.

History - some video games are based on historical events or the student must learn about something historical in order to play the game.

Researchers hope that video games to help learning children in their development of spatial abilities, problem solving, mathematical abilities and motivation in these areas. Spatial ability is the capacity to understand and remember the spatial relations among objects. This ability is a unique type of intelligence, distinguishable from other forms of intelligence, such as verbal ability, reasoning ability, and memory skills.

★ PERSONAL EXPERIENCE

In my personal experience with video gaming, it is that however I do use the best video gaming, personally benefits me.

Attention - Video gaming has helped me with concentration, as well as struggle with slow learning disabilities and ADHD. In some of the games I play, I can be successful when I want and have to concentrate. In other games I have to concentrate on the job or things. In other games I have to concentrate on how to complete through the game.

Player Goals - In the past, I was not what I needed to do for a career. Playing video games had helped me to create my goals, but give me inspiration to have complete programming.

Skills - Through video gaming, I have met many people my age from around the world who play the same video games. I have learned about other countries, people, traditions, etc. From video gaming, it makes me feel happy to meet people with the same interests and to connect with people like me that other video games was impossible to do without.

★ HEALTH CARE BENEFITS

Several videogames have been developed specifically for children with chronic medical conditions. One example is a game called *Rocky and Socks*. This game helps both children and adults with the soft spot skills and shallow breathing. Other examples are *Bravely Default* for asthma, *Angry Birds* for pain and low bone mass for osteoporosis prevention. The most famous health related game is called *Re-Mission*. It is a game designed for children with cancer. In this game, the player controls a nanobot character called *Re-Mission*. In this game, the nanobot character can kill cancer cells, neutralize infections and other particles to cause cancer. It is important to note that the *Re-Mission* game shows significantly greater adherence to videogame protocol, self care and cancer related knowledge. Video games are also used in rehabilitation. These games monitor the patient's motivation to succeed on the game and reward attention away from their discomfort.

★ COGNITIVE BENEFITS

Playing video games provides a large range of cognitive skills. This is especially true for the action games, the "shooter" type games, many of which are considered violent games. There are many study years of research regarding the negative effects of violent games, but it is also important to discuss the benefits of these games.

Research studies in 2012 and 2013 showed players who participated in their video game shooter games and were given attention allocation, higher spatial correlation to visual processing and enhanced mental rotation abilities. The spatial skills improvements can be made in a short period of time, and most importantly, these skills transfer to other tasks outside of video gaming.

Research also determined that these cognitive benefits were significant in terms of processing and efficiency. Research has also shown a functional response, involving using machine (MUD) to study the connections that exist in attention allocation. The study showed that when people played their attention allocation more efficiently and their attention allocation increased their attention quality.

★ SOCIAL BENEFITS

Over 70% of video gamers play games with other people either online or competitively. Some video games have over 1.7 million regular players worldwide. This means that gamers are connecting with other people from around the world, not just from their own neighborhood.

Online gamers are learning social skills that they may not learn so well in their social environments outside of the game environment. One study showed that playing general games where gamers have interacted with other players, whether a friend or not, helped gamers learn "helping" behaviors outside of the game environment.

One study found that adolescents who play multiplayer online role playing games were more likely to be involved in social and civic involvement, the reason being for charity and volunteering in their own day lives.

★ REFERENCES

Peter Gray, Cognitive Benefits of Playing Video Games. *Frontiers in Human Psychology*, 2015, pp. 1-14

Yoshiko Oishi, Adam Lind and Roger C.M. Taylor, *Journal of Personality and Social Psychology*, The Benefits of Playing Video Games. *American Psychologist*, January 2014, pp. 46-51

Jordan Shapiro, Benefits of Gaming. *What Research Shows*, June 17, 2014, pp. 1-7

Entertainment Software Association, *Games: Inspiring the Future*, 2014, pp. 1-10

EVA Newsletter, The U.S. Video Game Industry's Economic Impact, 2014, pp. 1-10

Scott Habers, *Macmillan Encyclopedia of Technology, Video Games in Education*, 2012, pp. 1-14

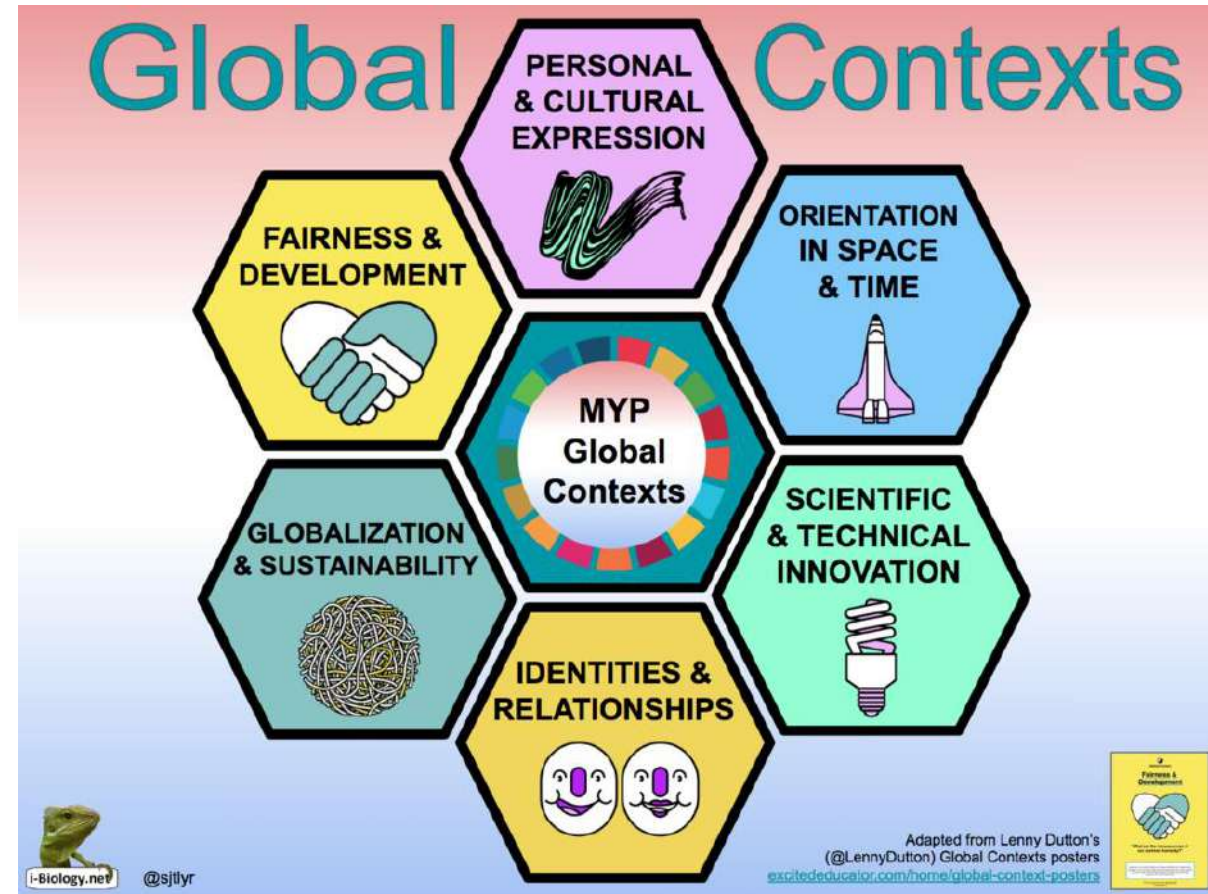
Mark Griffiths, The Educational Benefits of Videogames. *Education and Health*, Vol 20 No. 4, 2003

Choose a Global Context

You must identify one of the global contexts for your project and establish the relevance of their inquiry (why it matters).

When selecting a global context, keep in mind the following questions:

- What do I want to achieve through my project?
- What do I want others to understand through my project?
- What impact do I want my project to have?
- How can a specific context give greater purpose to my project?



ATL Skills

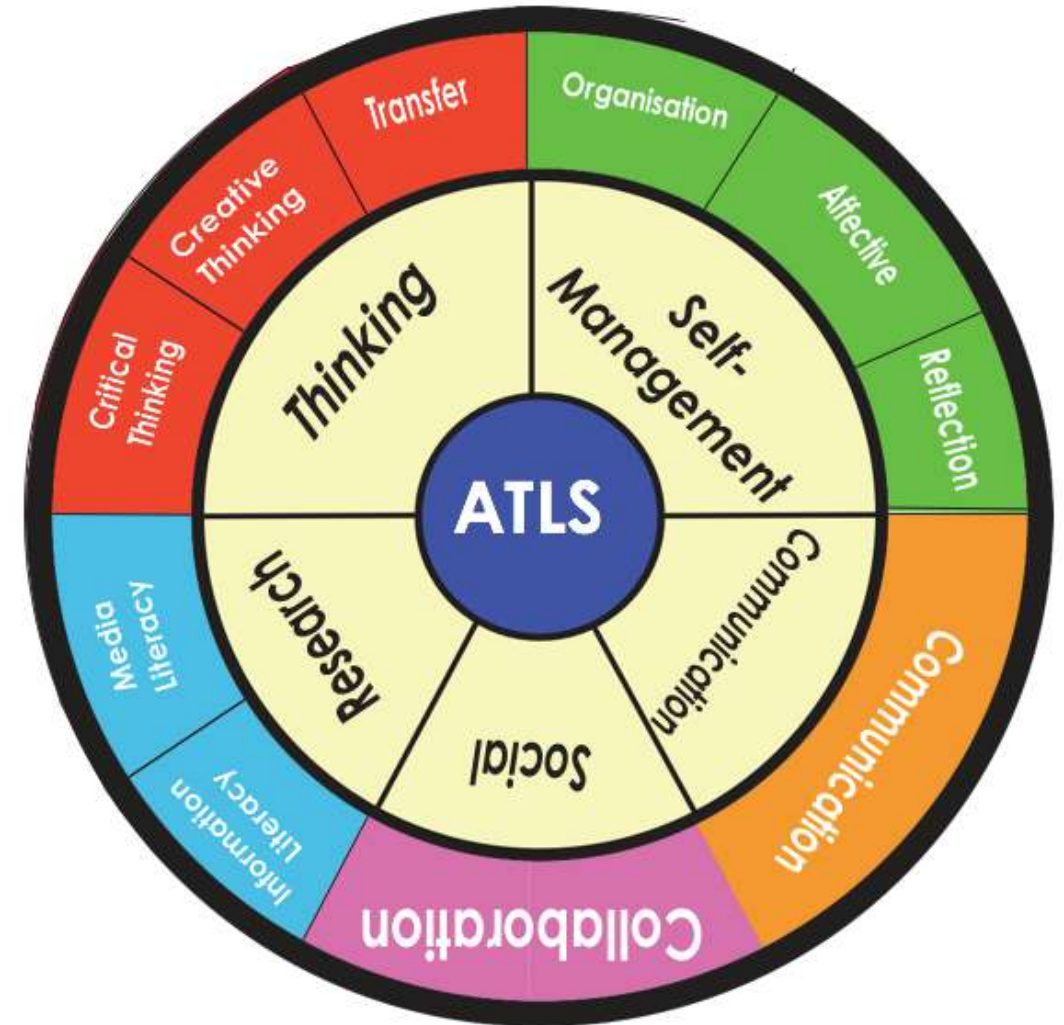
Communication Skills

Research Skills

Self-Management Skills

Social Skills

Thinking Skills



How to write a SMART Goal

Action Goal_need_Target Community

If the Action Goal: To participate actively and the
Need & Target audience: collecting funds for people who
lost their home due to flood in Pakistan.

Goal will be: To participate actively in collecting funds for
people who lost their home due to flood in Pakistan.

By the end of the CP you should have:

- Criterion A, B, C & D documents
- uploaded on managebac
- 5 Process journal entries per criterion on Managebac
- 3 Meeting with your supervisor logged in
- Flip grid Presentation

Project Proposal on Mangebac (Individual Task)

- To update the project Proposal on manage bac as follow these steps.
- Please note that this task is not a group work, all students have to complete this individually by logging on to managebac.
- Find the details of your [Project Proposal here](#).
(This is from the FORM filled)

Deadline: 6th Nov 2023

Step 1: Login to Managebac

Step 2: Click on MYP and DP batches

The screenshot shows the Managebac dashboard. On the left is a dark purple navigation menu with the following items: General (Dashboard, Tasks & Deadlines, Portfolio), Academics (MYP and DP batches, Classes, Groups), and Explore (Guides & Handbooks). An orange arrow points from the 'MYP and DP batches' menu item to the 'Step 2' instruction box. The main content area has a purple header 'Dashboard' and a calendar for 'Next 2 Weeks' (Tuesday and Wednesday). The calendar shows 'Today' with a '10AM Mathematics Assessment Criterion A' event. Below the calendar is an 'Upcoming' section.

Step 3: Click on Community Project

This screenshot shows the top navigation bar of the Managebac dashboard. It includes a search bar with 'IB MYP Class of 2023 (Year 10)' and a row of icons for SA, Personal Projects, Community Project, Messages, Calendar, Files, and Members. An orange arrow points from the 'Community Project' icon to the 'Step 3' instruction box. Below the icons is a purple header 'SA Experiences'.

Step 4: Click on Edit Community project Worksheet

This screenshot shows the 'Community Project' page in Managebac. At the top, there's a search bar 'Search Dubai International Academy' and a notification bell with '63'. Below is a row of icons for Messages, Calendar, Files, and Members. An orange arrow points from the 'Edit Community Project Worksheet' button to the 'Step 4' instruction box. The right sidebar contains a 'Quick Start Guide' and 'Community Project Status' which is 'Approved'. It also shows 'Overall Progress' as 'On-track' and 'Links' for 'Journal' and 'Academic Honesty'. The bottom of the page shows a 'Citation: EasyBib MLA/APA' link.

Step 5: Fill in Topic, Goal, Need, Community, Global Context, Type of Action and supervisor

Edit Community Project Worksheet

Worksheet Journal Academic Honesty

Topic
Kids without Education

Goal
Raise awareness for poor kids without education and organizations that are working to help get children in low income households education

A Need
Children in poverty not being able to get the education needed to escape poverty

A Community
Children of low income families in Pakistan

Global Context
Why are we engaged in this inquiry? Why are these concepts important? Why is it important for me to understand? Why do people care about this topic?

<input type="checkbox"/> Identities and relationships ⓘ	<input type="checkbox"/> Orientation in space and time ⓘ
<input type="checkbox"/> Personal and cultural expression ⓘ	<input type="checkbox"/> Scientific and technical innovation ⓘ
<input type="checkbox"/> Globalization and sustainability ⓘ	<input checked="" type="checkbox"/> Fairness and development ⓘ
<input type="checkbox"/> Other	

Types of Action

<input type="checkbox"/> Direct service	<input type="checkbox"/> Indirect service
<input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Research

Supervisor

Save Changes or Cancel

The text here is just an example. Please use the details that you filled in the form to complete the proposal.

Step 6: Click Save Changes

No need to fill the supervisor. This will be done by the CP Coordinator (Ms. Faryal Arsalan)



Deadline: 4th Dec 2023

Dubai International Academy – Emirates Hills

MYP Community Project Criterion A Guide

Please note that Criterion A will be completed in groups.

There are 3 steps you need to complete in Criterion A

- Criterion A PowerPoint shared on managebac
- 5 process journal entries on managebac
- Upload Criterion A on managebac

Objective A: Investigating

Maximum: 8 In the community project, students should be able to:

- i. define a goal to address a need within a community, based on personal interests
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- iii. demonstrate research skills.



Achievement level	Level descriptor
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Step 1: Criterion A document

Criterion A document from Managebac

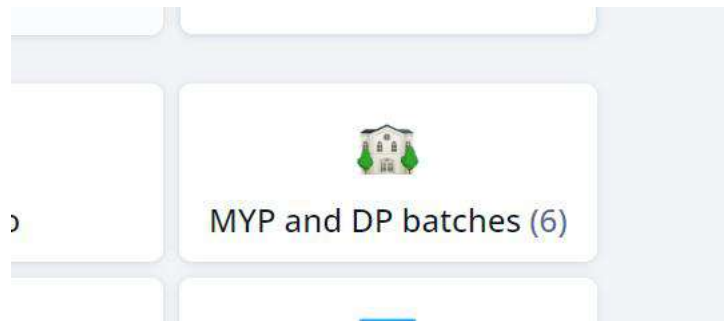
This should be completed in your groups.

Step 1: Login to Managebac - <https://diadubai.managebac.com/>



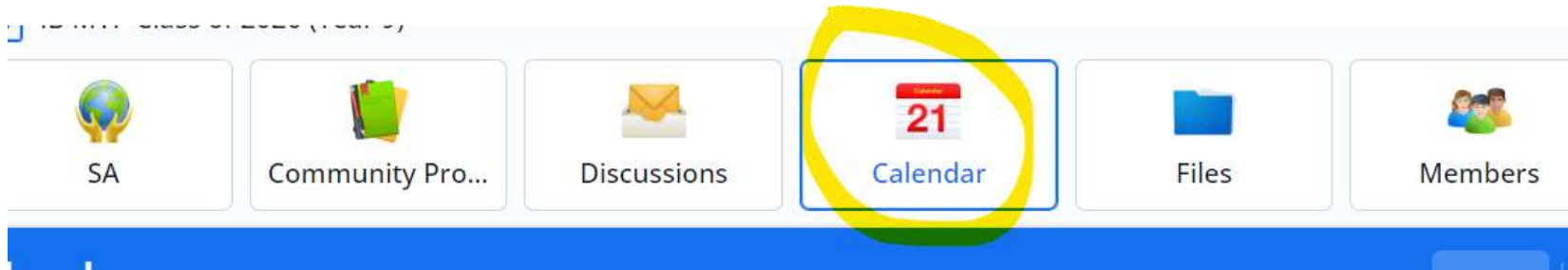
ManageBac

Step 2: Click on MYP and DP batches

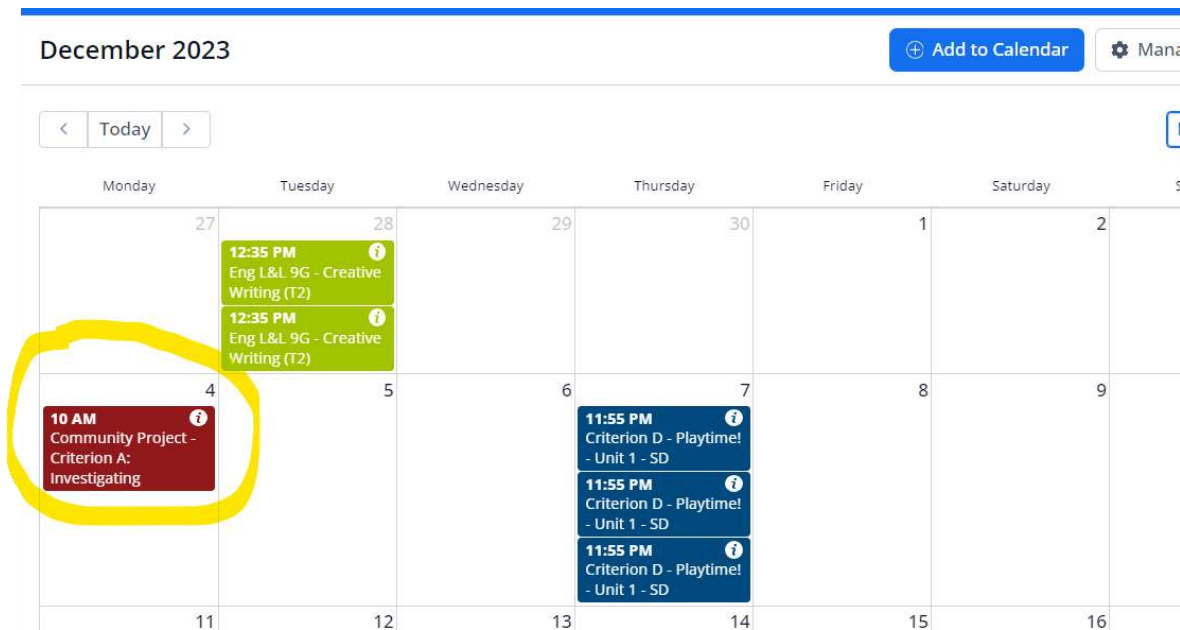


Criterion A document from Managebac

Step 3: Click on "Calendar"



Step 4: Go to December 4th and click on "Community Project Criterion A –Investigating"



Criterion A document from Managebac


Step 5: You will see a “CP_Criterion_A.docx”, click and download this and save it to your computer.

DEC Community Project - Criterion A: Investigating
4 10:00 AM

To-Dos [Add To-Do](#)

No To-Dos
No To-Dos have been added yet

Attachments

 CP_Criterion_A.pptx
300 KB PowerPoint Presentation [Download](#)

Discussions [View all Discussions](#) [Create Discussion](#)



Dubai International Academy – Emirates Hills

MYP Communities Decision

All members name should be here

Group Names: Names of the group

Supervisor: Supervisor Name

Project Title: Title of your project

This is your Supervisor.
Find it on managebac

Put the title of the project

(i) Define a goal to address a need within a community, based on personal interests

Specify the target audience for your project here. Please be specific.

Target Audience

Children of low-income families in Pakistan

Need

Specify what is the need of the selected project (at least 150 words)

In modern-day society, we would like to believe that things are generally fair and that no matter who you are or where you are from you can achieve success. This is of course not true as many of the poor or low-income houses of our current society do not have the money required to get one of the key pillars required for success: education. The United Nations Development Program stated that around 260 million children, larger than the population of Russia, and that only 60% of children would complete secondary education by 2030. A large portion of these children were from either sub-Saharan Africa or South Asia. Without a good education getting well-paying jobs needed to escape poverty is much harder, and if they cannot get out of poverty than their children will not be able to get education either trapping them all in a vicious cycle keeping them in poverty.

ACTION GOAL: What is the purpose of your Community Project?

What do you hope to achieve?

Circle type of goal:

- | | | |
|--|---|--|
| <input type="checkbox"/> To participate actively | <input type="checkbox"/> To inform others | <input type="checkbox"/> To change behaviors |
| <input type="checkbox"/> To raise awareness | <input type="checkbox"/> To research | <input type="checkbox"/> To create/ innovate/ advocate |

Select any one goal that is relevant to your project

Action Goal:

Our goal for this project is to create an online platform to raise awareness for children in low-income households without education and the organizations working towards fixing this issue.

Action Goal should be written by combining

Goal + Need + Target audience

E.g. To participate actively in collecting funds for people who lost their home due to flood in Pakistan.

GLOBAL CONTEXT: Circle type of goal:

Identities and relationships

Personal and cultural expression

Scientific and Technical innovation

Select any one Global context that is relevant to your project

Fairness and development

Globalization and sustainability

How is this Global Context relevant? Why?

This issue is a matter of fairness and development, as not everyone in these situations is given a fair chance and giving everyone equal footing would greatly develop society by allowing more people to show their talents.

Explain why the selected global context is relevant and the reason for selection (at least 100 words)

(ii) Identify prior learning and subject-specific knowledge relevant to the project

From our journey through the MYP and IB curriculum, there are a few subjects in particular that will help complete this project. The three we have taken knowledge from are **Moral Education, Individuals & Societies, and Digital Design**. Moral education is based around four pillars and the one that relates to this topic is Character & Morality. This pillar centers around ethics which is important as this is an inherently ethical issue of making everyone have a fair chance in life. Individuals & societies gives us a greater understanding and context for the world and cultures around us, as well as the individual people living the world and how certain problems affect them. This is incredibly important as this issue is something that happens on a global scale but is also focused on certain areas more than others. This subject has helped us realize not only the scale and effect of this issue but also where exactly we should be targeting with our website. Digital design will be important as we plan to create a website or app and we have learnt both how to create those during digital design but also what other applications and software's will help us create them. Furthermore, the photoshop skills we have been taught can help us design the visual elements of the website or app.

Here you need to have a paragraph where you link 3 MYP subjects that will be helpful for the selected project.

(iii) Demonstrate research skills.

What questions do you need to answer? Where will you look for the answer?

Remember to look for reliable sources of information. Use the OPVL of Website Evaluation form for all websites

List 10 questions

Who are the potential target audiences? **Source: survey**

What do you mean by under privilege people? **Source: Research on google**

Why education is important? **Source: Interview/research**

What are some important goals for education? **Source: Research on google**

Here you will jot down at least **10 question** that will help you research about the topic.

Also specify **the source for each question** that is where will you look for the answer

OPVL

Use the OPVL of Website Evaluation form for all websites you have used to answer the above questions

Source	O	P	V	L
https://www.un.org/%20sustainabledevelopment%20/education/	United Nations Sustainable Development Goals.	The source aims to convey the scale of the issue using figures, and how the issue has been affected by COVID-19	The source has data and figures that indicate the percentages of unprevailed children.	The source is very reliable as it contains the content that provide exact information about education in Pakistan.

EVALUATING SOURCES

O

ORIGIN

- Where does this source come from?
- When was the information published or posted?
- Who is the author, publisher, source, or sponsor?
- Are the author's credentials or organizational affiliations given? What are them?

P

PURPOSE

- What was the purpose of the information?
- What perspective is the author trying to convey?
- Is the purpose clear?
- Is the information: fact, opinion, or propaganda?
- Does the point of view appear objective or impartial?

V

VALUE

- How useful is this source?
- How can it be applied to my project?
- Has the information been reviewed or referred?
- Can you verify the information in another source?

L

LIMITATION

- How reliable is this source?
- Is it objective or subjective?
- Are there political, institutional, religious, cultural, ideological, or personal biases?

Evaluate each website you used for find the answers for the question **(at least 5)**

Click [here](#) for help on OPVL

Summary of Research

This project will rely on research to not only construct the website but also to ensure that all information on the site is accurate and does not misrepresent anything. There are a few essential skills to ensure this. Firstly, we will need trustworthy sources which can be found by looking at the publisher as some publishers have previous credibility such as BBC, New York Times, and more. Furthermore, we will crosscheck the information with other sources to ensure further accuracy.

Summarize the findings of your research that is answer all your research questions here in a form of a paragraph (at least 150 words)

There will also be an OPVL of all sources. Information citing your sources is important as it adds credibility to your information, we will do this by recording all sources in a bibliography in MLA 8 format as that is the format our school and a large portion of the world uses. Thirdly, plagiarizing work is a serious offence as it is a matter of academic honesty and integrity. Plagiarizing actively reduces the credibility of your work causing people to doubt the importance of your cause. To avoid this issue, we will rewrite information into our own words, paraphrasing, quotations, all along with the use of in-text citations.

Step 2: Five Process Journal Entries

The **process journal** is an essential aid in working on the personal project. The journal is meant to document both the student's process and progress in working on the project.

Here are the key points about the journal.

- It is meant to capture your growth in the five Approaches to Learning (ATL) **skills** established by the IB: Thinking, Social, Communication, Self-Management, and Research.
- You need to document the process and progress of the project along four **criteria** or stages: Investigating, Planning, Taking action, and Reflecting. That is 5 process journal entries each criterion and 20 for all 4 Criteria.
- You may record a variety of information (such as conversations, observations, and comments) by a variety of sources (such as teachers, seniors, and experts). Example one kind of record could be an audio file, another a video, yet another a photo, one simply a short note, and so on.

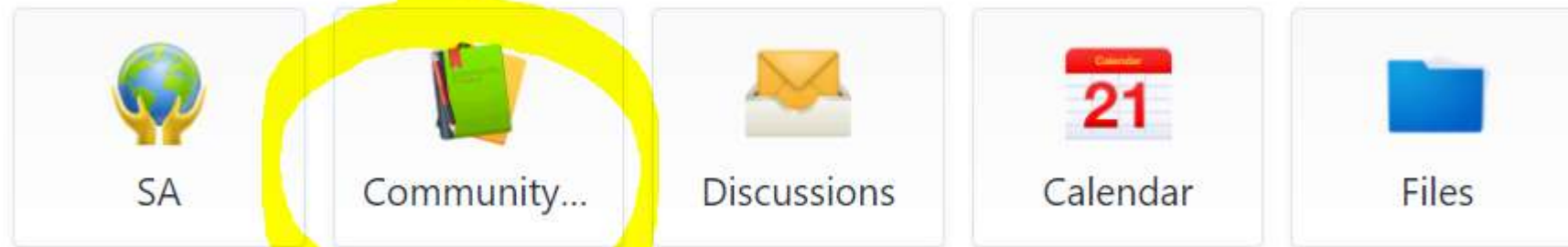
Process Journal on Managebac

Step 1: Login to managebac

Step 2: Click on MYP and DP batches



Step 3: Click on community Project



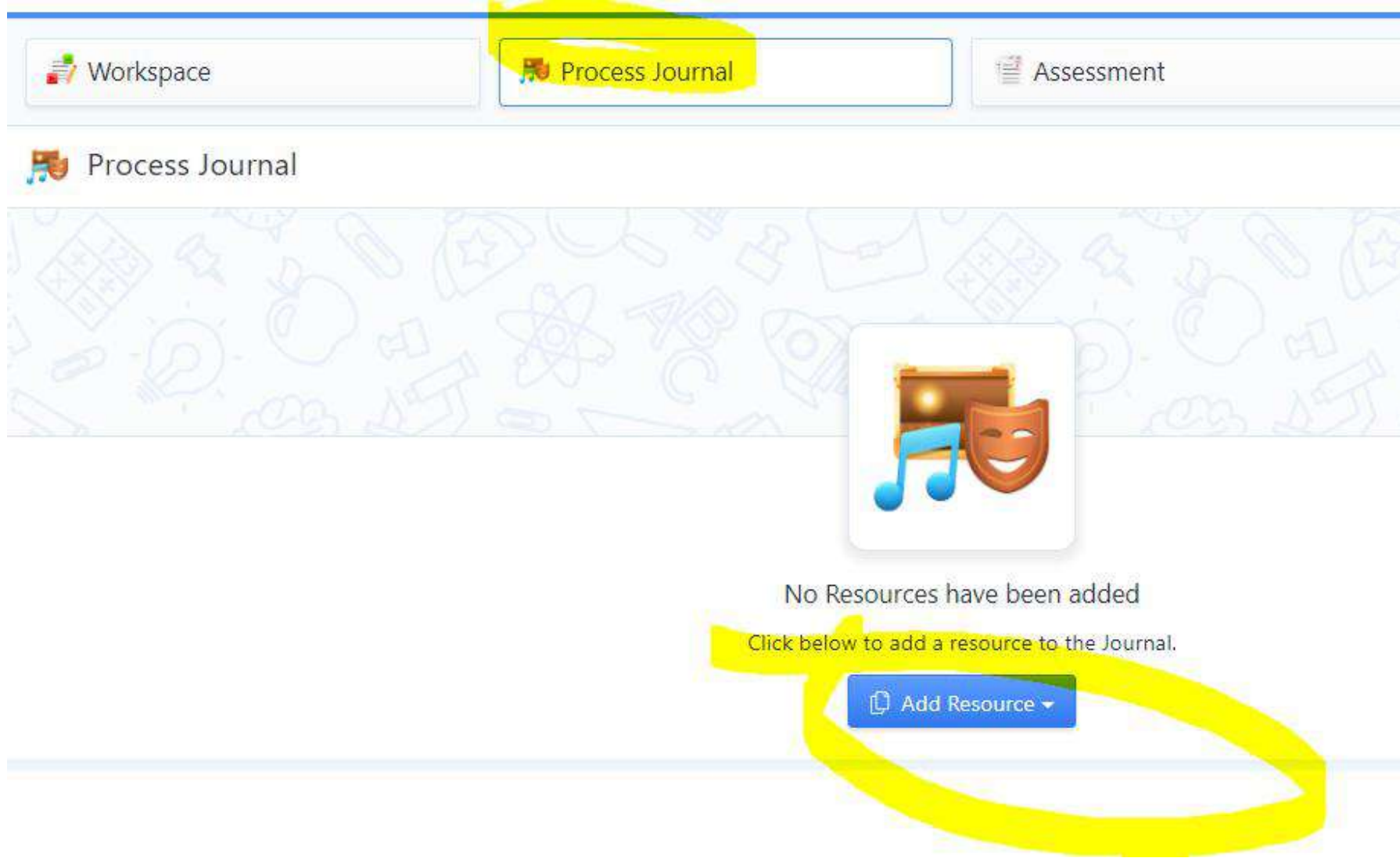
Every member of the group will do this on their managebac login.

5 Process Journal entries should be added.
All members can add the same entries

These entries should be related to process of completing the criterion A

Process Journal on Managebac

Step 4: Click on Process Journal → then click “Add Resources



The screenshot displays the Managebac interface. At the top, there are three navigation tabs: 'Workspace', 'Process Journal', and 'Assessment'. The 'Process Journal' tab is highlighted in yellow. Below the tabs, the 'Process Journal' section is visible, featuring a light blue background with various educational icons. A central graphic shows a brown treasure chest with a glowing light, a blue musical note, and a brown theater mask. Below this graphic, the text reads: 'No Resources have been added' and 'Click below to add a resource to the Journal.' A blue button labeled 'Add Resource' with a dropdown arrow is highlighted with a yellow circle.

Process Journal on Managebac

Step 4: Click on Process Journal → then click “Add Resources” → Choose Add Journal

No Resources have been added

Click below to add a resource to the Journal.

 Add Resource ▾

 Add Journal

 Add Files

 Add Video

 Add Website

 Add Photos

Process Journal on Managebac

Step 5: Fill in the First Process Journal entry: See Example below

Title
Deciding Goal and outcome of our community project

Description
Deciding the group and plan of action

Body *

our topic, goal, and eventual outcome was going to be. We discussed our interests and hobbies to get an idea of what was
e would enjoy making and be passionate about. Our general interests were programming, swimming, and formula 1. We did not have many interests that
cussion we concluded that the main
en us was our education. From there we started to research problems to do with education and the main one we found was the number of kids that could
we decided to focus our awareness campaign on Pakistan as one of our group members is from there and as it is in South Asia which is an area with
ation.

Title of the entry

A brief outline of the entry

Explanation of the activity. It is a good idea to put some evidence in.

What ALTs this entry relates to. Choose one

Step 6: Once done filling all the fields Press "Add Entry" Button and proceed to add more

- Approaches to Learning
- Communication
- Research
- Self-Management
- Social
- Thinking

Add Entry or Cancel

Service as Action Outcomes

- Become more aware of your own strengths and areas for growth
- Undertake challenges that develop new skills
- Discuss, evaluate and plan student-initiated projects
- Persevere in action
- Work collaboratively with others
- Develop international-mindedness through global engagement, multilingualism and intercultural understanding
- Consider the ethical implications of your actions

What can be the SA outcome for this entry. Choose one

Step 3: Uploading Criterion A document on Managebac

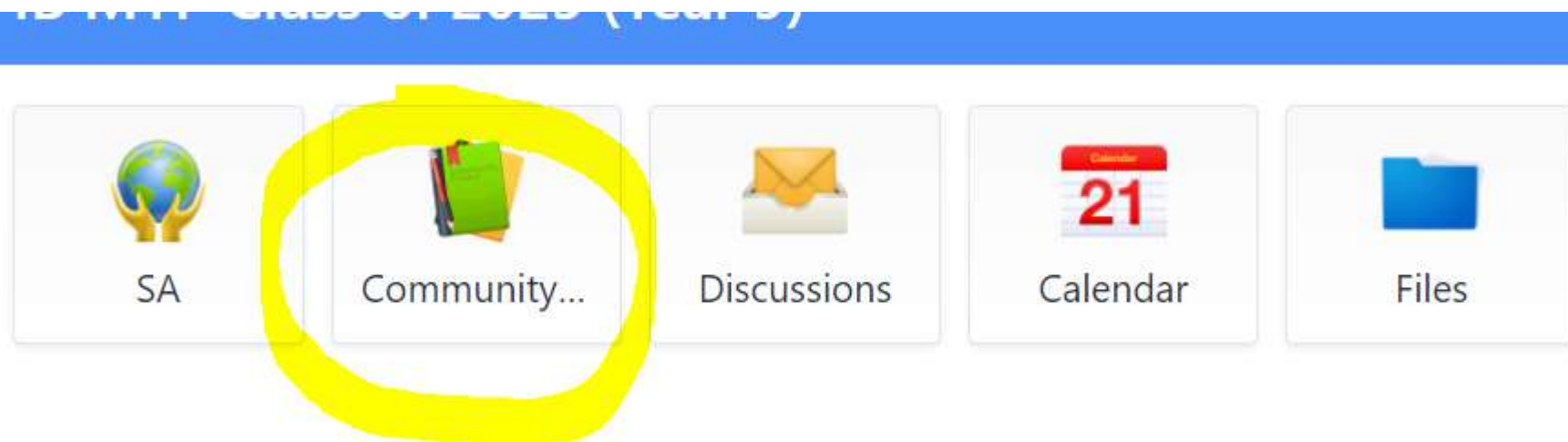
Uploading Criterion A on Managebac

Step 2: Login to managebac

Step 3: Click on MYP and DP batches

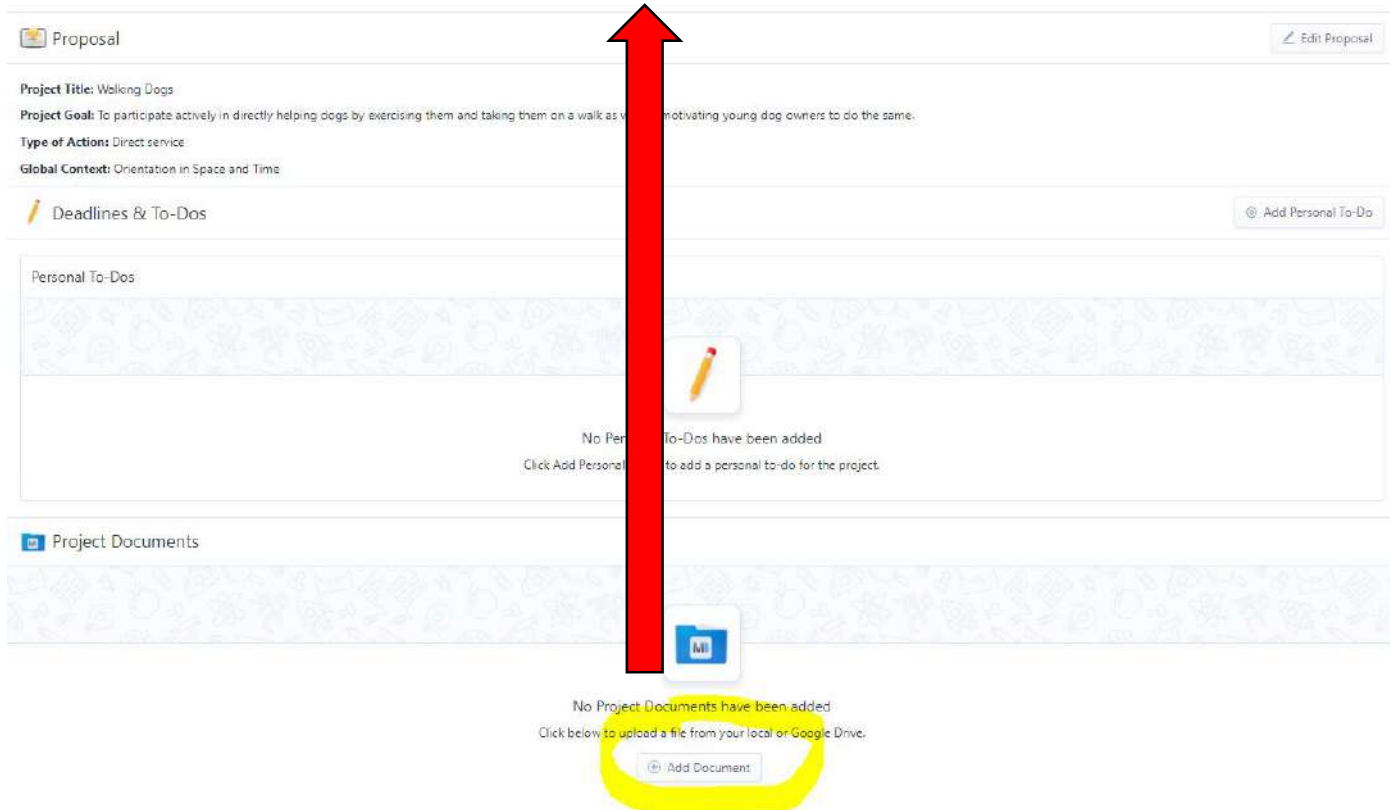


Step 4: Click on community Project



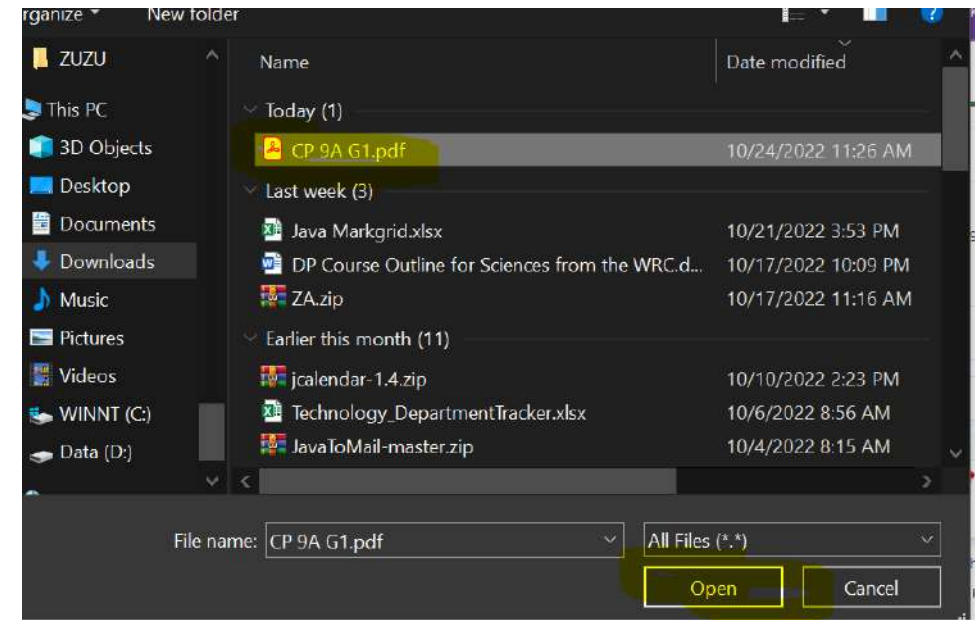
Uploading Criterion A on Managebac

Step 6: Click on the “add document” Button



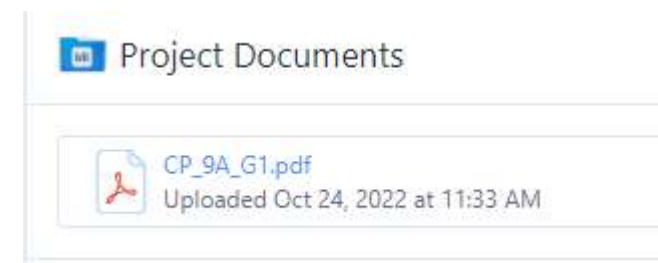
The screenshot shows the Managebac proposal interface. The 'Project Documents' section is visible at the bottom, with a message: "No Project Documents have been added. Click below to upload a file from your local or Google Drive." Below this message is a button labeled "Add Document", which is circled in yellow. A large red arrow points upwards from this button towards the top of the page.

Step 7: Browse for the Criterion A PDF in the Documents folder → Click open



The screenshot shows a Windows File Explorer window. The left sidebar shows the navigation pane with 'Documents' selected. The main pane displays a list of files and folders. The file 'CP_9A_G1.pdf' is highlighted in yellow. The 'File name' field at the bottom contains 'CP_9A_G1.pdf' and the file type is set to 'All Files (*.*)'. The 'Open' button is highlighted in yellow.

Step 8: Document is added on Mnagebac



The screenshot shows the 'Project Documents' section of the Managebac interface. A document icon is displayed next to the file name 'CP_9A_G1.pdf', with the text 'Uploaded Oct 24, 2022 at 11:33 AM' below it.

Well Done. Criterion A is completed and submitted



Deadline: 31st January 2024

Dubai International Academy – Emirates Hills

MYP Community Project Criterion B Guide

Please note that Criterion B will be completed in groups.

There are 3 steps you need to complete in Criterion B

- Criterion B is after criterion A slides shared in your Teams individual channels
- 5 process journal entries on managebac
- Upload Criterion B on managebac

Objective B: Planning

Maximum: 8 In the community project, students should be able to:

- i. develop a proposal for action to serve the need in the community
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.



Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1-2	Students: <ol style="list-style-type: none">i. develop a limited proposal for action to serve the need in the communityii. present a limited or partial plan and record of the development process of the projectiii. demonstrate limited self-management skills.
3-4	Students: <ol style="list-style-type: none">i. develop an adequate proposal for action to serve the need in the communityii. present an adequate plan and record of the development process of the projectiii. demonstrate adequate self-management skills.
5-6	Students: <ol style="list-style-type: none">i. develop a suitable proposal for action to serve the need in the communityii. present a substantial plan and record of the development process of the projectiii. demonstrate substantial self-management skills.
7-8	Students: <ol style="list-style-type: none">i. develop a detailed, appropriate and thoughtful proposal for action to serve the need in the communityii. present a detailed and accurate plan and record of the development process of the projectiii. demonstrate excellent self-management skills.

Step 1: Criterion B document

Criterion A document from Managebac

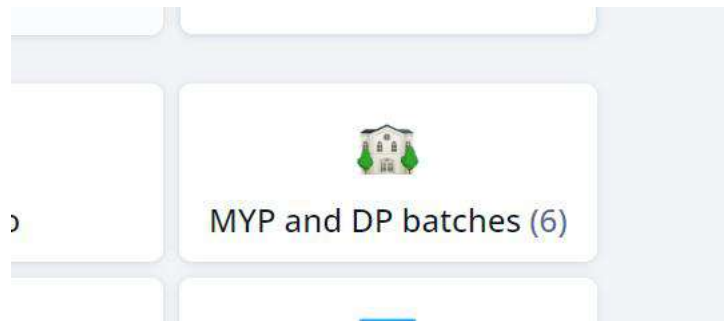
This should be completed in your groups.

Step 1: Login to Managebac - <https://diadubai.managebac.com/>



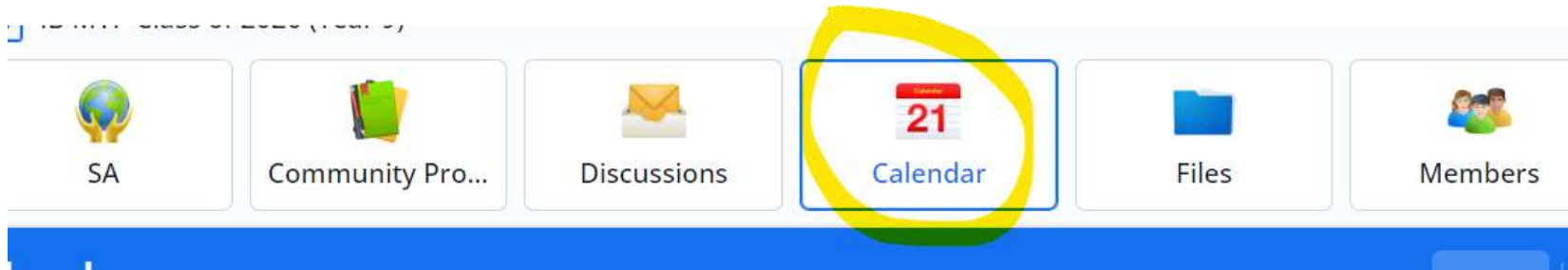
ManageBac

Step 2: Click on MYP and DP batches

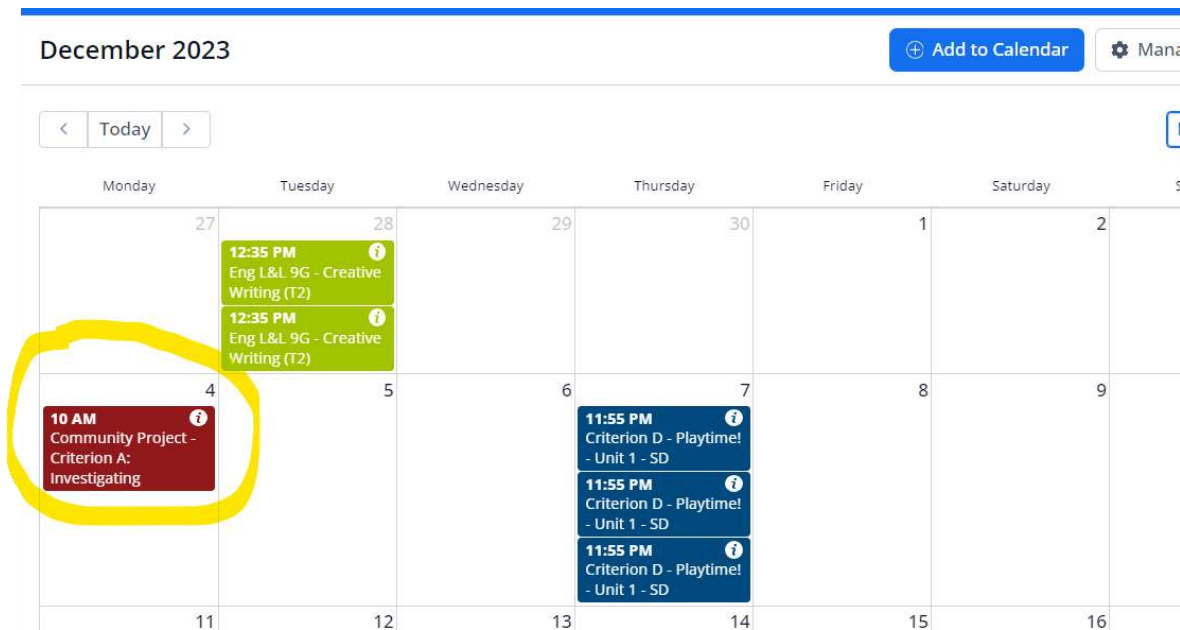


Criterion A document from Managebac

Step 3: Click on "Calendar"



Step 4: Go to December 4th and click on "Community Project Criterion A –Investigating"



Criterion A document from Managebac

Step 5: You will see a “CP_Criterion_A.docx”, click and download this and save it to your computer.

DEC Community Project - Criterion A: Investigating
4 10:00 AM

To-Dos Add To-Do

No To-Dos
No To-Dos have been added yet

Attachments

CP_Criterion_A.pptx
300 KB PowerPoint Presentation Download

Discussions View all Discussions Create Discussion

(i) develop a proposal for action to serve the need in the community

Proposal	
Need	In modern-day society, we would like to believe that things are generally fair and that no matter who you are or where you are from you can achieve success. This is of course not true as many of the poor or low-income houses of our current society do not have the money required to get one of the key pillars required for success: education. The United Nations Development Program stated that around 260 million children, larger than the population of Russia, and that only 60% of children would complete secondary education by 2030. A large portion of these children were from either sub-Saharan Africa or South Asia. Without a good education getting well-paying jobs needed to escape poverty is much harder, and if they cannot get out of poverty than their children will not be able to get education either trapping them all in a vicious cycle keeping them in poverty.
Community	Children of low-income families in Pakistan
Global Context	Fairness and development
Action Goal	To raise awareness
Time Frame	10 days
Location	Teams/zoom
How will you get the word out? We plan to post the link of our website on social media platform.	
What materials and resources are needed to achieve your product/outcome? Since we are creating the website, we need google sites account, relevant information that we have already collected in criterion A. Zoom meetings to work and collaborate together.	

This is already there in Criterion A. You can copy past the same information

Specify the time frame I,e how long you need to complete the whole community project.

Keep in mind all criterion and a video towards the end

(ii) plan and record the development process of the project

Date	Members assigned	Description of Task	Justification
March 4, 2021	All	Deciding the problem we wanted to solve, and the method we will use. Then complete the form assigned to us.	This was a necessary step as it determines what actions we will need to take from here on and gives us an achievable end goal.
March 15, 2021	All	Complete and upload the proposal onto managebac for review.	This would allow us to refine the idea further and ensure that it was approved by the faculty of our school.
March 16, 2021	All	Begin our Criterion A. Complete the first section "Goal of the project."	While seemingly similar to the previous tasks this required us to look more carefully into the figures and impact behind the problem.
March 17, 2021	All	Continue Criterion A. Complete the second section "Prior Learning and Subject-Specific Knowledge."	This gave us the opportunity to understand what skills and knowledge we would need to complete this project
March 18, 2021	All	Finish Criterion A. Do the last section "Report on your Research Skills."	

The planning journal should have all the steps including Criterion A, B, C, D and the video you are going to create towards the end.

At least 20 steps

(iii) demonstrate self-management skills.

Identify 2 self management skills listed below, that will be demonstrated during this project. Explain why you selected these skills in at least 300 words.

- 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 performance
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information
- Use appropriate strategies for organizing complex information
- Understand and use sensory learning preferences (learning styles)
- Select and use technology effectively and productively

Here select 2 skills from the list of self management.

(iii) demonstrate self-management skills.

The IB program states that communication skills give and receive meaningful feedback throughout the entire course of the project as we split the work in the group, we can ask others for their feedback and then change our work according to the feedback given. We should also be able to use intercultural understanding to interpret communication when working together. As well as being able to collaborate with peers and experts using a variety of digital environments and media. We should also be able to use a variety of speaking techniques to communicate with a variety of audiences our work should be clear to everyone that comes across our project. Negotiate ideas and knowledge with peers and teachers is important to communicate with your group as well as your supervisor to make sure everyone is on the same page.

Based on the skills selected in the previous slide explain:

Why you have selected these skills

How you are demonstrating these skills during your community project.

You can also map if you have learnt/ practiced these skills in any other subject.

Step 2: Five Process Journal Entries

The **process journal** is an essential aid in working on the personal project. The journal is meant to document both the student's process and progress in working on the project.

Here are the key points about the journal.

- It is meant to capture your growth in the five Approaches to Learning (ATL) **skills** established by the IB: Thinking, Social, Communication, Self-Management, and Research.
- You need to document the process and progress of the project along four **criteria** or stages: Investigating, Planning, Taking action, and Reflecting. That is 5 process journal entries each criterion and 20 for all 4 Criteria.
- You may record a variety of information (such as conversations, observations, and comments) by a variety of sources (such as teachers, seniors, and experts). Example one kind of record could be an audio file, another a video, yet another a photo, one simply a short note, and so on.

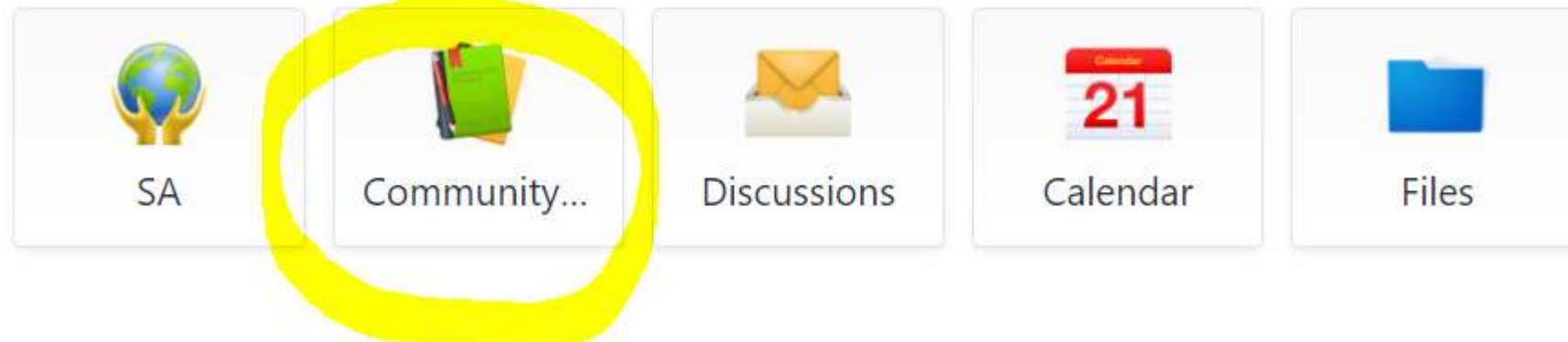
Process Journal on Managebac

Step 1: Login to managebac

Step 2: Click on MYP and DP batches



Step 3: Click on community Project



Every member of the group will do this on their managebac login.

5 Process Journal entries should be added.
All members can add the same entries

These entries should be related to process of completing the criterion B

Process Journal on Managebac

Step 4: Click on Process Journal → then click “Add Resources

Workspace Process Journal Assessment

Process Journal

No Resources have been added

Click below to add a resource to the Journal.

Add Resource ▾

Process Journal on Managebac

Step 4: Click on Process Journal → then click “Add Resources” → Choose Add Journal

No Resources have been added

Click below to add a resource to the Journal.

 Add Resource ▾

 Add Journal

 Add Files

 Add Video

 Add Website

 Add Photos

Process Journal on Managebac

Step 5: Fill in the First Process Journal entry: See Example below

Title
Deciding Goal and outcome of our community project

Description
Deciding the group and plan of action

Body *

our topic, goal, and eventual outcome was going to be. We discussed our interests and hobbies to get an idea of what was
e would enjoy making and be passionate about. Our general interests were programming, swimming, and formula 1. We did not have many interests that
cussion we concluded that the main
en us was our education. From there we started to research problems to do with education and the main one we found was the number of kids that could
we decided to focus our awareness campaign on Pakistan as one of our group members is from there and as it is in South Asia which is an area with
ation.

Title of the entry

A brief outline of the entry

Explanation of the activity. It is a good idea to put some evidence in.

What ALTs this entry relates to. Choose one

Step 6: Once done filling all the fields Press "Add Entry" Button and proceed to add more

- Approaches to Learning
- Communication
- Research
- Self-Management
- Social
- Thinking

Add Entry or Cancel

Service as Action Outcomes

- Become more aware of your own strengths and areas for growth
- Undertake challenges that develop new skills
- Discuss, evaluate and plan student-initiated projects
- Persevere in action
- Work collaboratively with others
- Develop international-mindedness through global engagement, multilingualism and intercultural understanding
- Consider the ethical implications of your actions

What can be the SA outcome for this entry. Choose one

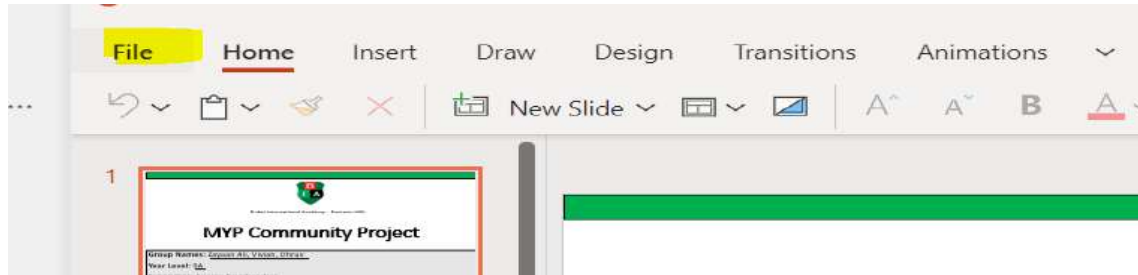
Step 3: Uploading Criterion B document on
Managebac

Uploading Criterion A on Managebac

Each member of the group will upload criterion B on managebac. Steps are given below:

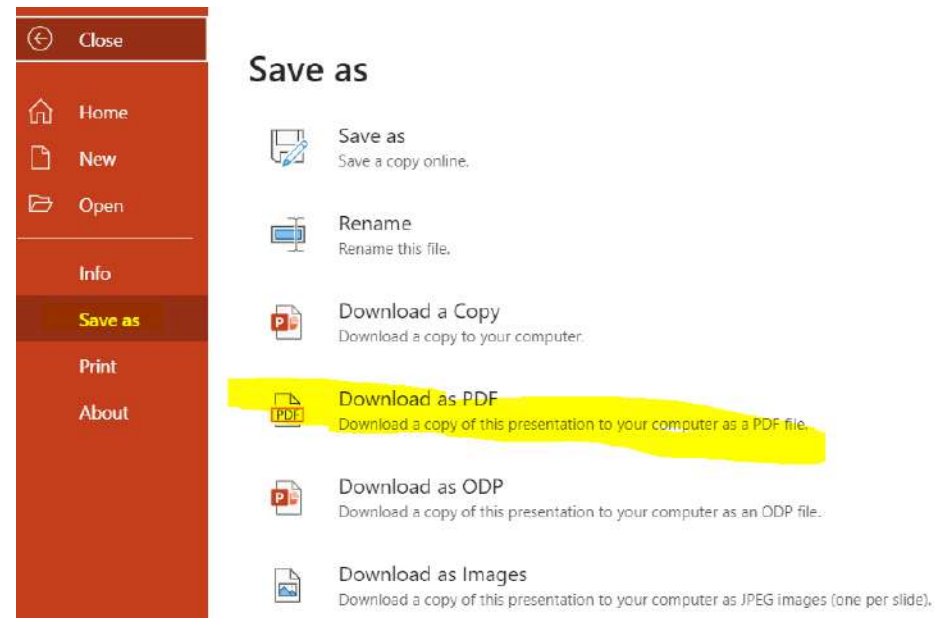
Step 1: Download the Criterion B slides as PDF:

Click on File



Save as → Download PDF

Please note this will be saved in the downloads folder.



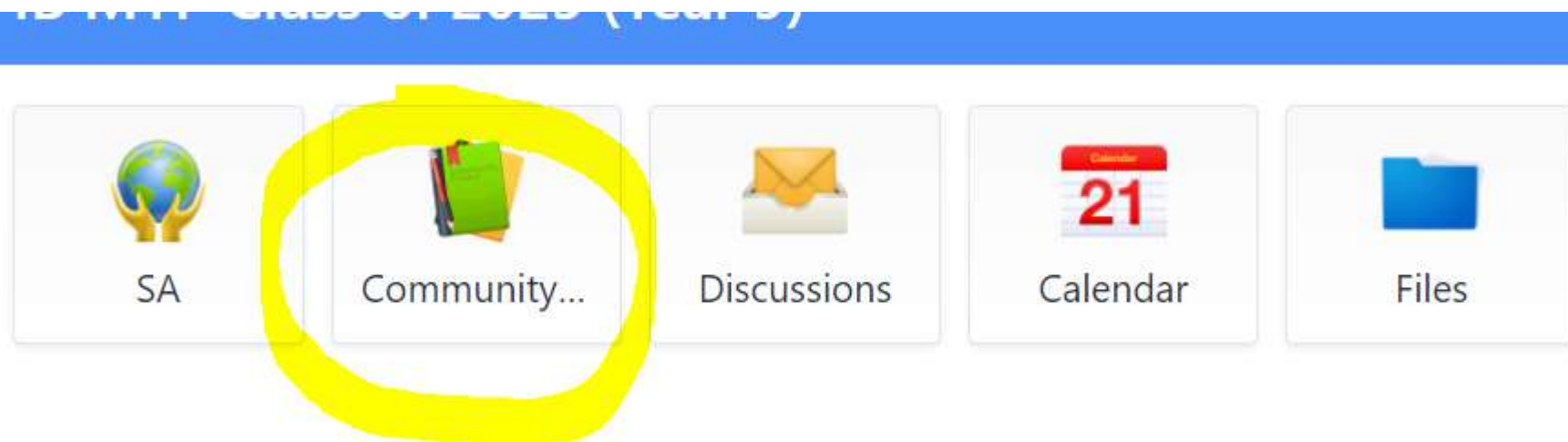
Uploading Criterion A on Managebac

Step 2: Login to managebac

Step 3: Click on MYP and DP batches

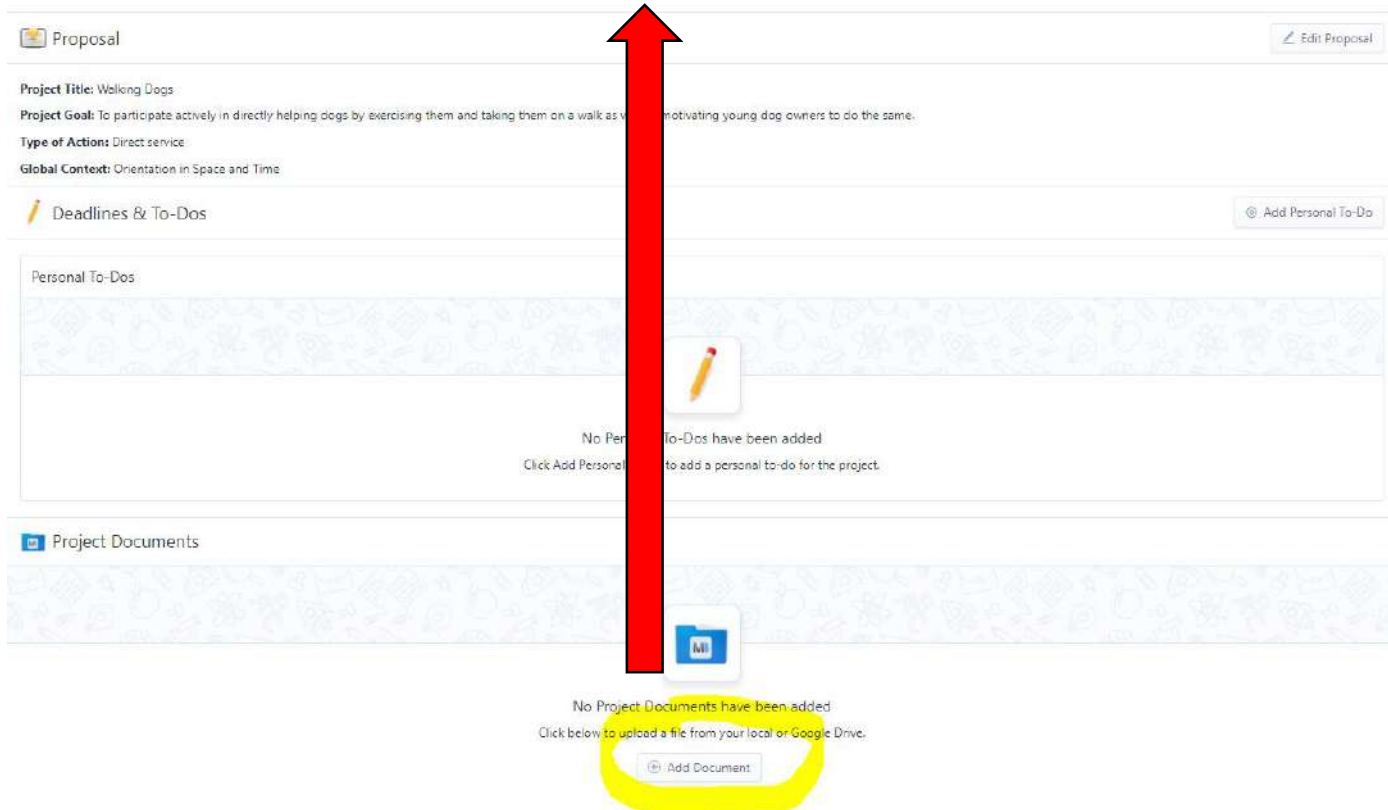


Step 4: Click on community Project



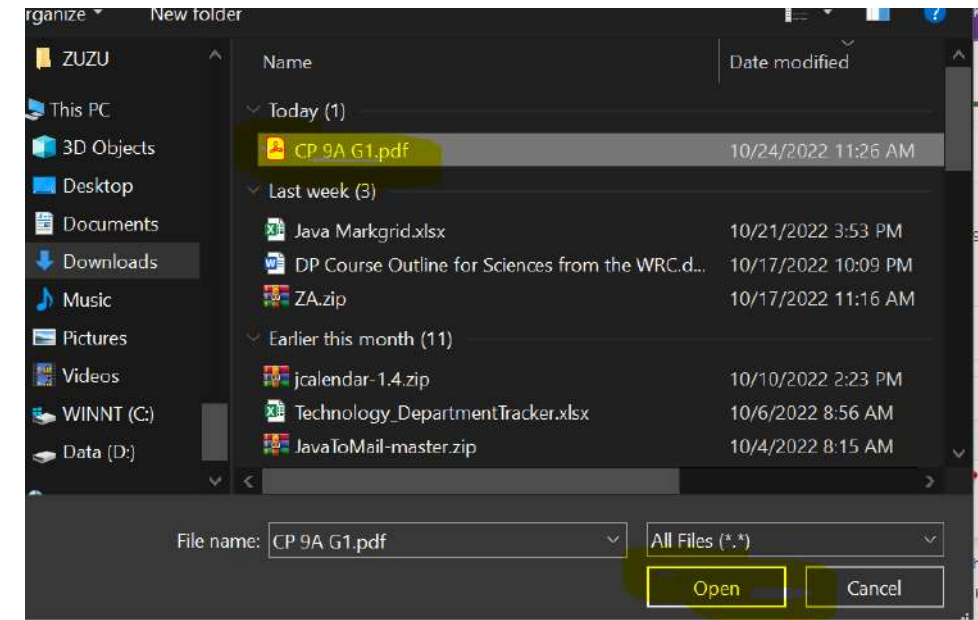
Uploading Criterion A on Managebac

Step 6: Click on the “add document” Button



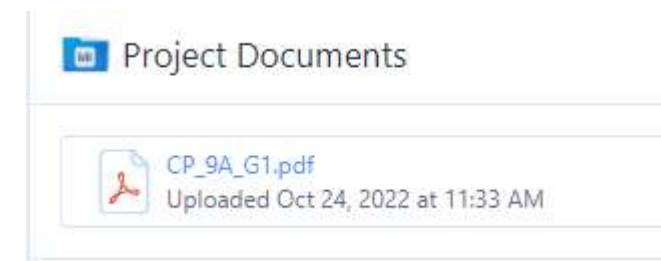
The screenshot shows the Managebac proposal interface. The 'Project Documents' section is visible at the bottom, with a message: "No Project Documents have been added. Click below to upload a file from your local or Google Drive." Below this message is a button labeled "Add Document", which is circled in yellow. A large red arrow points upwards from this button towards the top of the page.

Step 7: Browse for the Criterion A PDF in the Documents folder → Click open



The screenshot shows a Windows File Explorer window. The left sidebar shows the navigation pane with 'Documents' selected. The main pane displays a list of files and folders. The file 'CP_9A_G1.pdf' is highlighted in yellow. The 'File name' field at the bottom contains 'CP_9A_G1.pdf' and the file type is set to 'All Files (*.*)'. The 'Open' button is highlighted in yellow.

Step 8: Document is added on Mnagebac



The screenshot shows the 'Project Documents' section of the Managebac interface. A document icon is displayed next to the file name 'CP_9A_G1.pdf'. Below the file name, it says "Uploaded Oct 24, 2022 at 11:33 AM".

Well Done. Criterion B is completed and submitted



Deadline: 29th February 2024

Dubai International Academy – Emirates Hills

MYP Community Project Criterion C Guide

Please note that Criterion C will be completed in groups.

There are 3 steps you need to complete in Criterion C

- Criterion C is after criterion B slides shared in your Teams individual channels
- 5 process journal entries on managebac
- Upload Criterion C on managebac

Objective C: Taking Action

Maximum: 8 In the community project, students should be able to:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.



Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1-2	Students: <ol style="list-style-type: none">i. demonstrate limited service as action as a result of the projectii. demonstrate limited thinking skillsiii. demonstrate limited communication and social skills.
3-4	Students: <ol style="list-style-type: none">i. demonstrate adequate service as action as a result of the projectii. demonstrate adequate thinking skillsiii. demonstrate adequate communication and social skills.
5-6	Students: <ol style="list-style-type: none">i. demonstrate substantial service as action as a result of the projectii. demonstrate substantial thinking skillsiii. demonstrate substantial communication and social skills.
7-8	Students: <ol style="list-style-type: none">i. demonstrate excellent service as action as a result of the projectii. demonstrate excellent thinking skillsiii. demonstrate excellent communication and social skills.

Step 1: Criterion C document

Criterion A document from Managebac

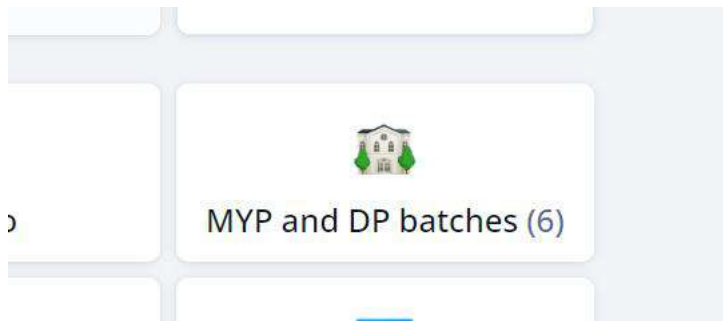
This should be completed in your groups.

Step 1: Login to Managebac - <https://diadubai.managebac.com/>



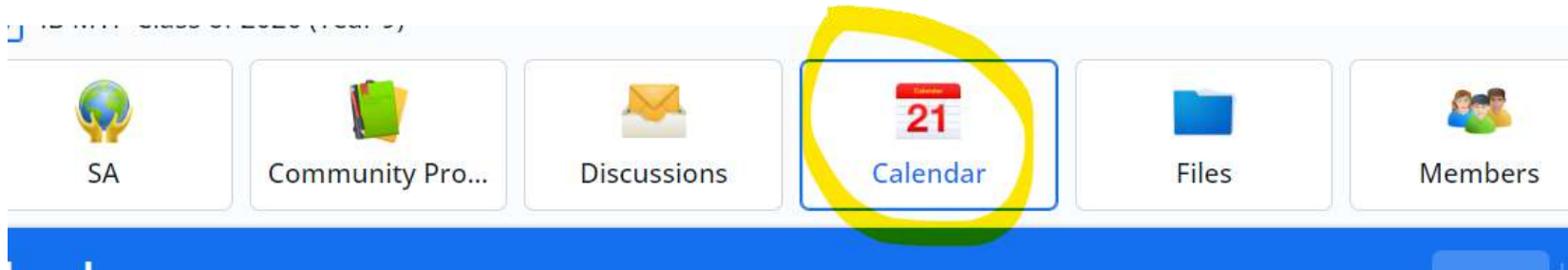
ManageBac

Step 2: Click on MYP and DP batches

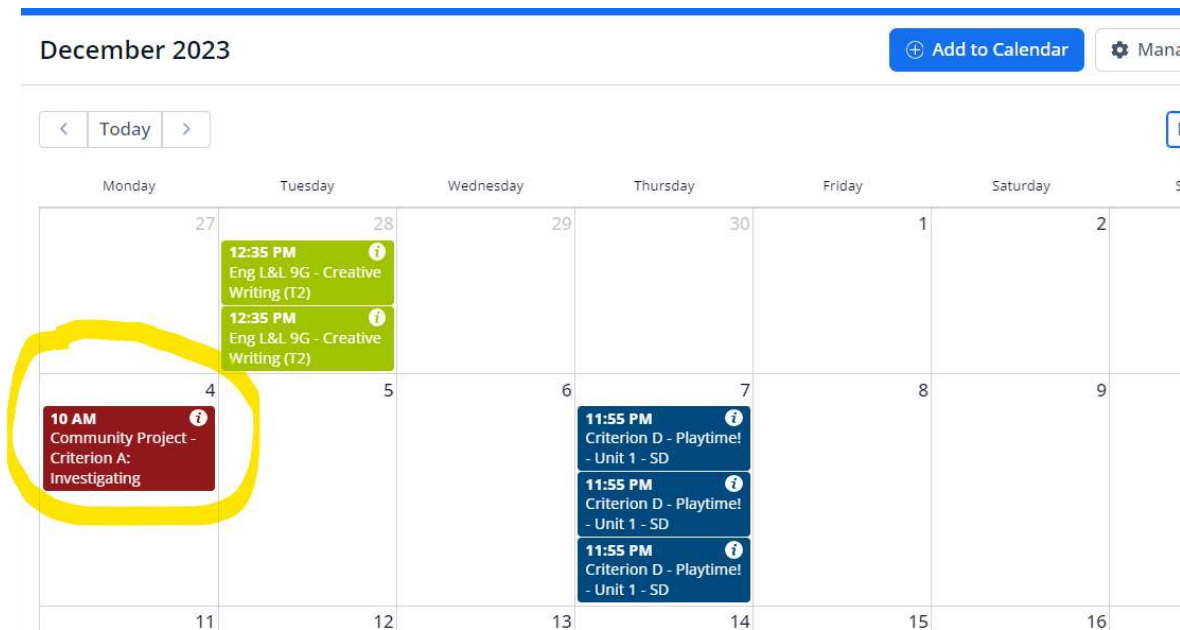


Criterion A document from Managebac

Step 3: Click on "Calendar"



Step 4: Go to December 4th and click on "Community Project Criterion A –Investigating"



Criterion A document from Managebac


Step 5: You will see a “CP_Criterion_A.docx”, click and download this and save it to your computer.

DEC Community Project - Criterion A: Investigating
4 10:00 AM

To-Dos Add To-Do

No To-Dos
No To-Dos have been added yet

Attachments

 CP_Criterion_A.pptx
300 KB PowerPoint Presentation Download

Discussions View all Discussions Create Discussion

(i) demonstrate service as action as a result of the project

We have created a website and app that raises awareness on the children coming from low-income households without access to adequate education, the website and app allows the users to learn more about the issue and visit charity sites to donate. We want to try our best to help these kids so our goal for this project is to create an online platform to raise awareness for children in low-income households without education, because many of the poor or low-income houses of our current society do not have the money required to get one of the key pillars required for success which is education.

Explain in detail what is the outcome of the service as action.(150 words)

(i) demonstrate service as action as a result of the project

Date	Members Assigned	Description of Task	Evidence	Progress
March 4, 2021	All	Deciding the problem, we wanted to solve, and the method we will use. Then complete the form assigned to us.	This was a necessary step as it determines what actions we will need to take from here on and gives us an achievable end goal.	
March 15, 2021	All	Complete and upload the proposal onto managebac for review.	This would allow us to refine the idea further and ensure that it was approved by the faculty of our school.	
March 16, 2021	All	Begin our Criterion A. Complete the first section "Goal of the project."	While seemingly similar to the previous tasks this required us to look more carefully into the figures and impact behind the problem.	
March 17, 2021	All	Continue Criterion A. Complete the second section "Prior Learning and Subject-Specific Knowledge."	This gave us the opportunity to understand what skills and knowledge we would need to complete this project and where we have learned these from.	
March 18, 2021	All	Finish Criterion A. Do the last section "Report on your Research Skills."	This step lets us reflect on our own strengths and shortcomings. Giving us a good understanding of what to improve if we wish to complete the project.	
April 18, 2021	Zuhayr	Work on Criterion B. Complete the "Proposal" section.	We will be able to refine the concept and execution of our solution.	
April 18, 2021	Kasper	Work on Criterion B. Complete the "reflective"	This gave us a good idea as to what we were lacking in	

Copy paste the complete plan table from criterion B and add progress column. Track your progress use the following key:

Not Done	In Progress	Done

(ii) demonstrate thinking skills (150 words)

There are a few skills from other lessons that have helped complete this project. Digital design has helped because it has taught us how to create a website or app, and how to structure it to make it enjoyable to use. We have also learnt things like photoshop to help design the site. I&S was useful as the PEEL structure for writing we learnt was used throughout the website and app to convince the reader of the importance of the issue.

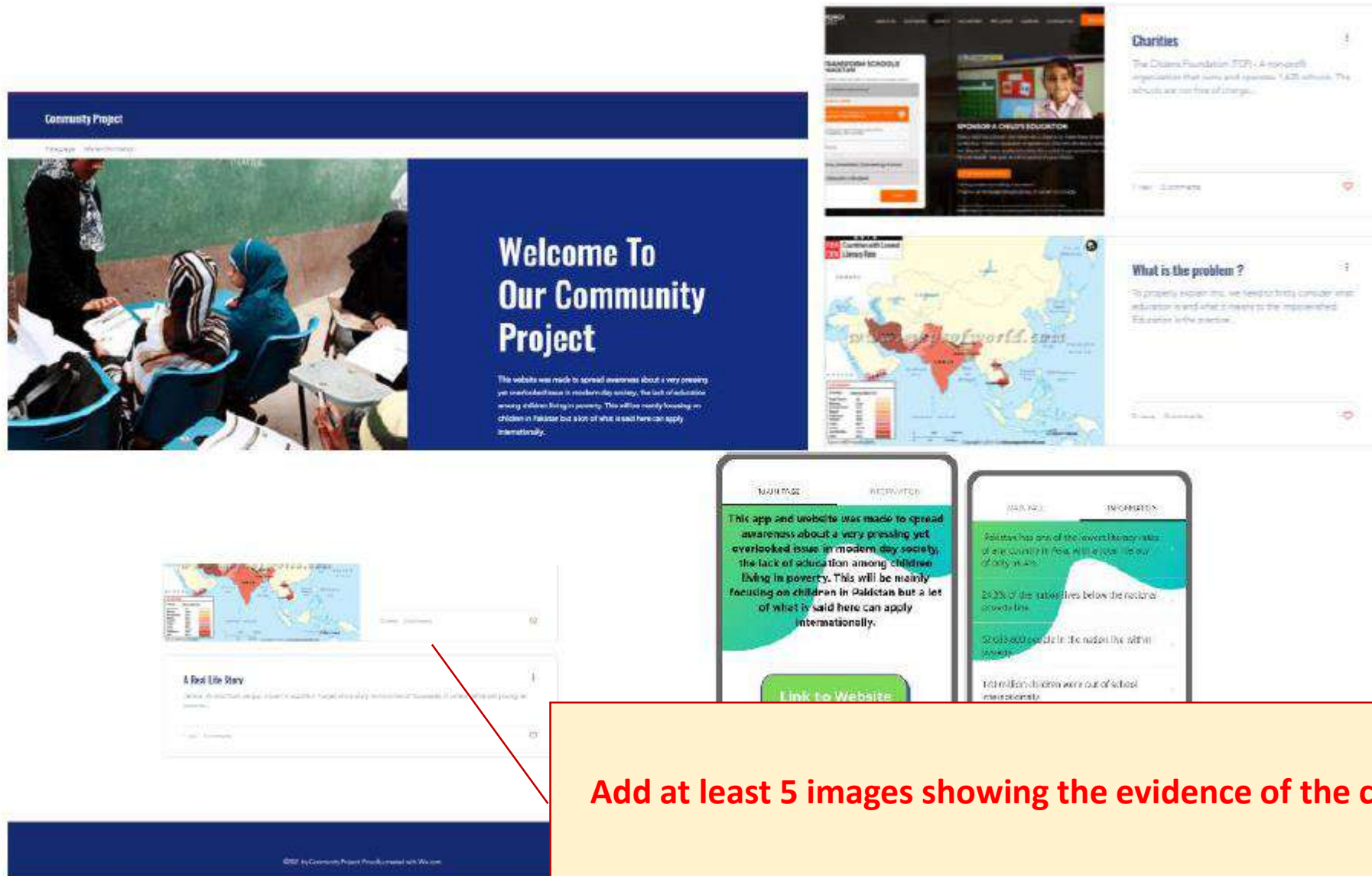
Explain in detail with reference to the subject what thinking skills have you demonstrated during the course of community project(150 words)

(iii) demonstrate communication and social skills (150 words)

Communication was one of the main aspects in this project as it was used in multiple situations. communication is extremely important when working in a group. As it is a group project we need to communicate to decide the topic you're doing, who's taking what portion of the work when everyone is free to meet and work together. This is key as you want to make sure everyone is on the same track and that the work is being sorted evenly. This is extremely important because without a strong concept of communication everything can go downhill as we would find it incredibly difficult if not impossible, to effectively work as a group and bring together our efforts to have the best possible outcome as a group. The effects of lack communication are large.

Explain in detail with examples how well were you able to demonstrate communication and social skills (working together as team) during the course of community project(150 words)

Outcome of service as action (at least 5 images)



Step 2: Five Process Journal Entries

The **process journal** is an essential aid in working on the personal project. The journal is meant to document both the student's process and progress in working on the project.

Here are the key points about the journal.

- It is meant to capture your growth in the five Approaches to Learning (ATL) **skills** established by the IB: Thinking, Social, Communication, Self-Management, and Research.
- You need to document the process and progress of the project along four **criteria** or stages: Investigating, Planning, Taking action, and Reflecting. That is 5 process journal entries each criterion and 20 for all 4 Criteria.
- You may record a variety of information (such as conversations, observations, and comments) by a variety of sources (such as teachers, seniors, and experts). Example one kind of record could be an audio file, another a video, yet another a photo, one simply a short note, and so on.

Process Journal on Managebac

Step 1: Login to managebac

Step 2: Click on MYP and DP batches



Step 3: Click on community Project



Every member of the group will do this on their managebac login.

5 Process Journal entries should be added.
All members can add the same entries

These entries should be related to process of completing the criterion C

Process Journal on Managebac

Step 4: Click on Process Journal → then click “Add Resources

Workspace Process Journal Assessment

Process Journal

No Resources have been added
Click below to add a resource to the Journal.

Add Resource ▾

Process Journal on Managebac

Step 4: Click on Process Journal → then click “Add Resources” → Choose Add Journal

No Resources have been added

Click below to add a resource to the Journal.

 Add Resource ▾

 Add Journal

 Add Files

 Add Video

 Add Website

 Add Photos

Process Journal on Managebac

Step 5: Fill in the First Process Journal entry: See Example below

Title
Deciding Goal and outcome of our community project

Description
Deciding the group and plan of action

Body *

our topic, goal, and eventual outcome was going to be. We discussed our interests and hobbies to get an idea of what was
e would enjoy making and be passionate about. Our general interests were programming, swimming, and formula 1. We did not have many interests that
cussion we concluded that the main
en us was our education. From there we started to research problems to do with education and the main one we found was the number of kids that could
we decided to focus our awareness campaign on Pakistan as one of our group members is from there and as it is in South Asia which is an area with
ation.

Title of the entry

A brief outline of the entry

Explanation of the activity. It is a good idea to put some evidence in.

What ALTs this entry relates to. Choose one

Step 6: Once done filling all the fields Press "Add Entry" Button and proceed to add more

- Approaches to Learning
- Communication
- Research
- Self-Management
- Social
- Thinking

Add Entry or Cancel

Service as Action Outcomes

- Become more aware of your own strengths and areas for growth
- Undertake challenges that develop new skills
- Discuss, evaluate and plan student-initiated projects
- Persevere in action
- Work collaboratively with others
- Develop international-mindedness through global engagement, multilingualism and intercultural understanding
- Consider the ethical implications of your actions

What can be the SA outcome for this entry. Choose one

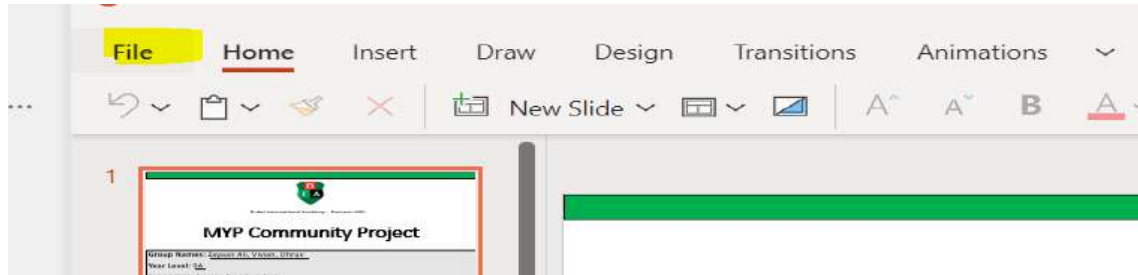
Step 3: Uploading Criterion C document on Managebac

Uploading Criterion C on Managebac

Each member of the group will upload criterion C on managebac. Steps are given below:

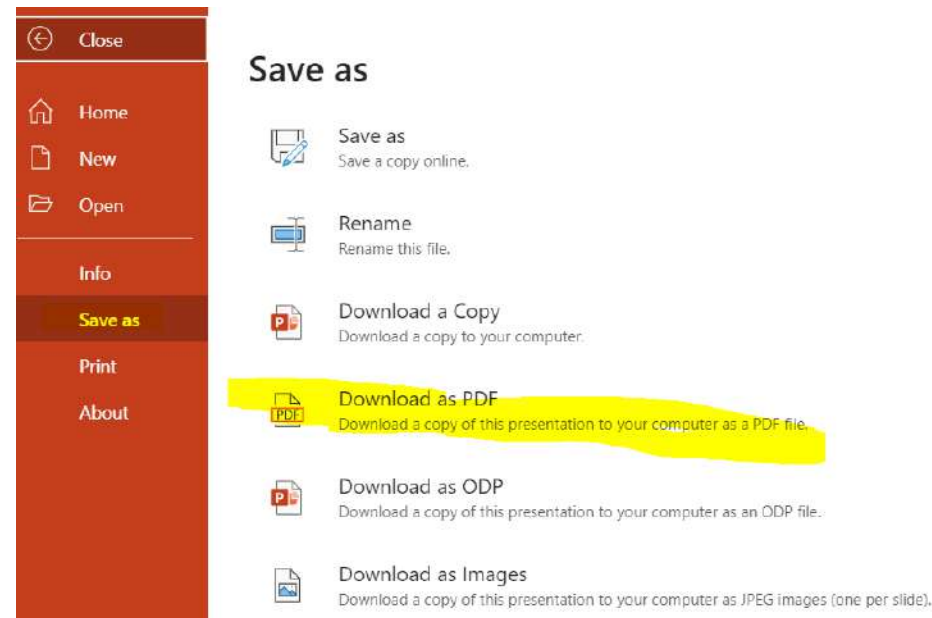
Step 1: Download the Criterion C slides as PDF:

Click on File



Save as → Download PDF

Please note this will be saved in the downloads folder.



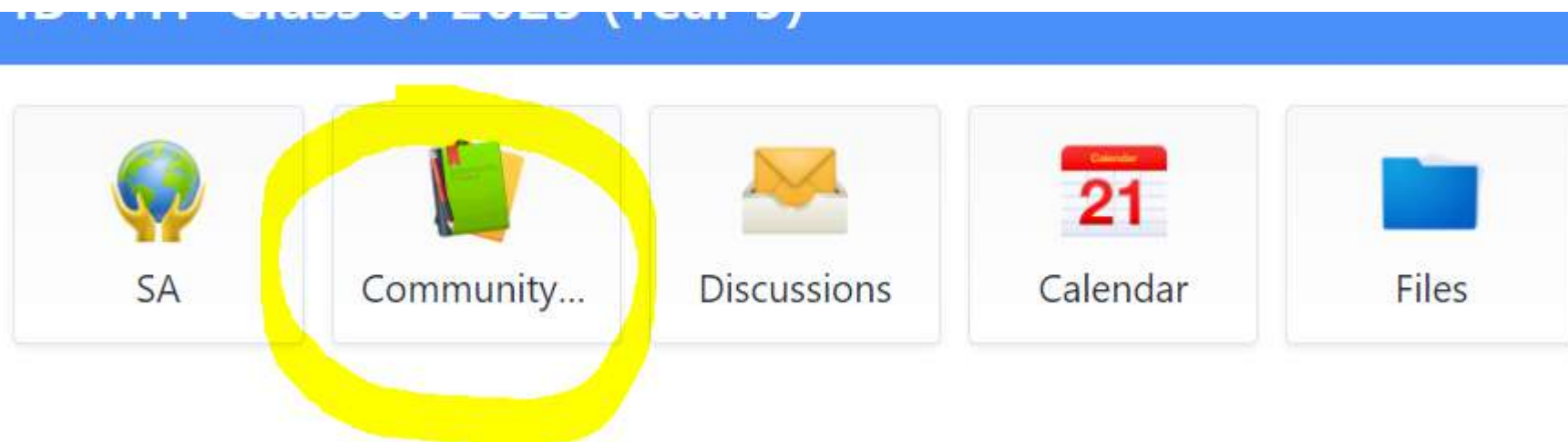
Uploading Criterion C on Managebac

Step 2: Login to managebac

Step 3: Click on MYP and DP batches

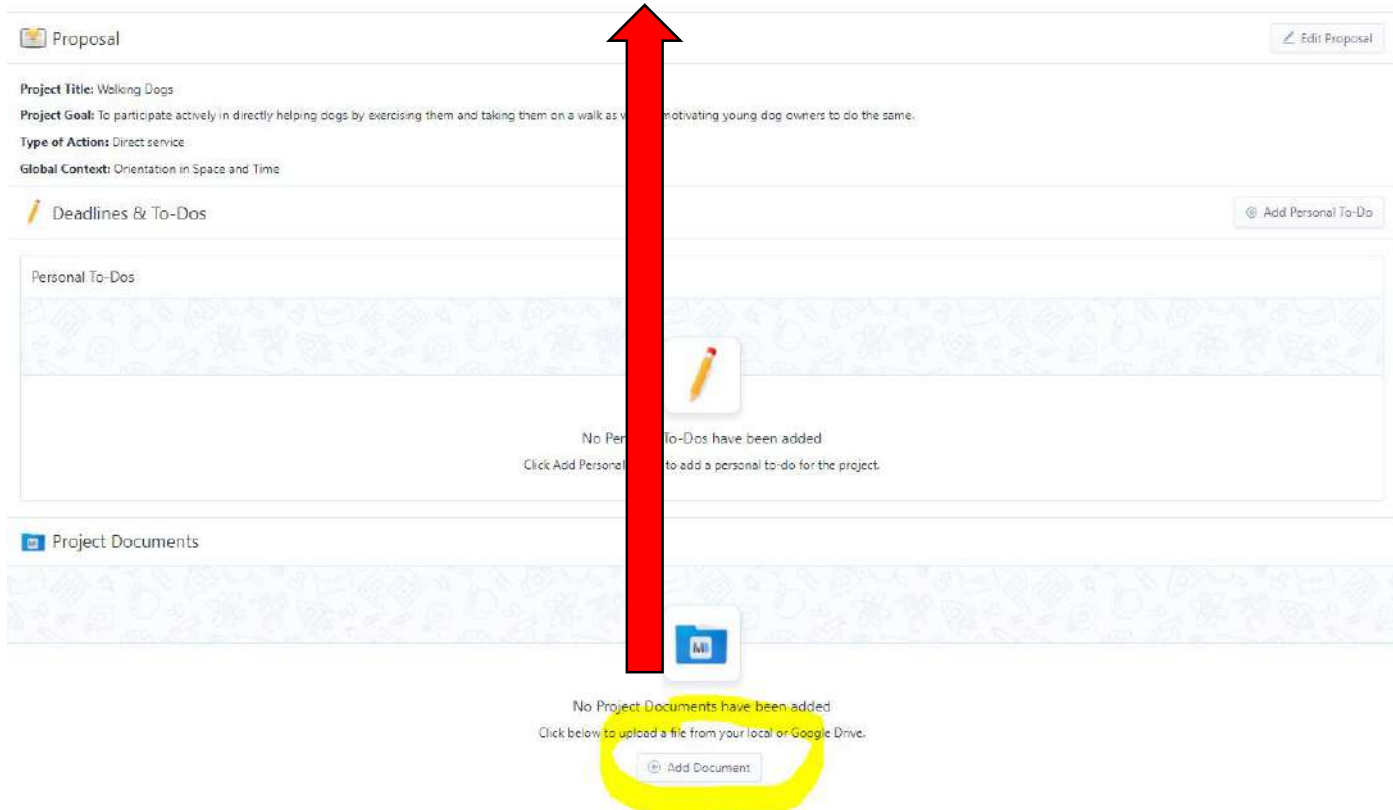


Step 4: Click on community Project



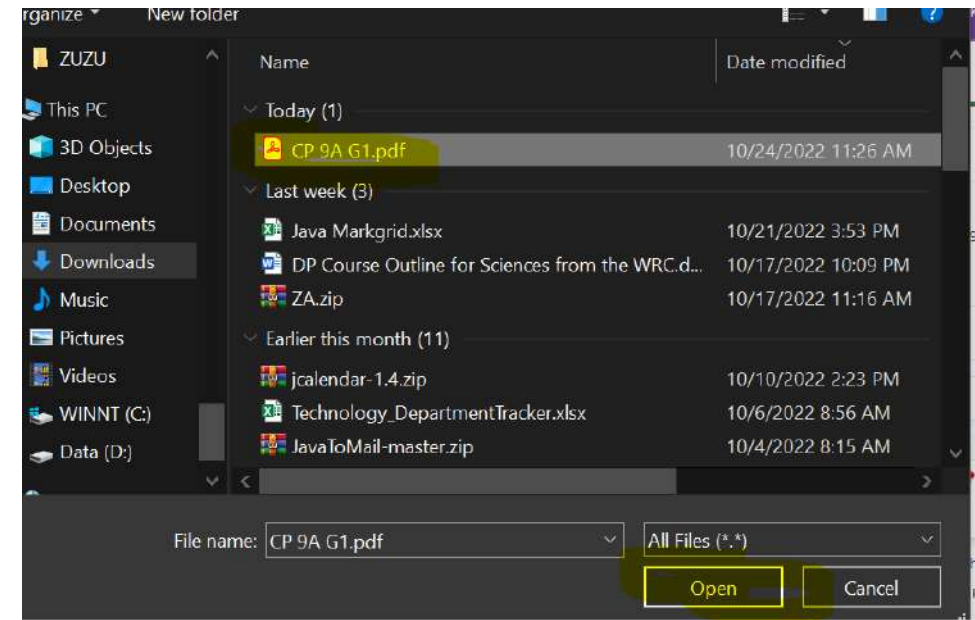
Uploading Criterion C on Managebac

Step 6: Click on the “add document” Button



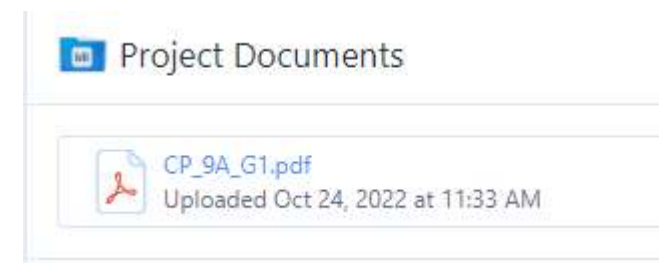
The screenshot shows the Managebac proposal interface. The 'Project Documents' section is visible at the bottom, with a message: "No Project Documents have been added. Click below to upload a file from your local or Google Drive." Below this message is a button labeled "Add Document", which is circled in yellow. A large red arrow points upwards from this button towards the top of the page.

Step 7: Browse for the Criterion C PDF in the Documents folder → Click open



The screenshot shows a Windows File Explorer window. The left sidebar shows the 'Documents' folder selected. The main pane displays a list of files and folders. The file 'CP_9A_G1.pdf' is highlighted in yellow. The 'File name' field at the bottom contains 'CP_9A_G1.pdf' and the file type is set to 'All Files (*.*)'. The 'Open' button is highlighted in yellow.

Step 8: Document is added on Mnagebac



The screenshot shows the 'Project Documents' section of the Managebac interface. A document icon is displayed next to the file name 'CP_9A_G1.pdf' and the upload date 'Uploaded Oct 24, 2022 at 11:33 AM'.

Well Done. Criterion C is completed and submitted



Deadline: 18th March 2023

Dubai International Academy – Emirates Hills

MYP Community Project Criterion D Guide

Please note that Criterion D will be completed in groups.

There are 3 steps you need to complete in Criterion D

- Criterion D is after criterion C slides shared in your Teams individual channels
- Record the video in groups on flipgrid
- Upload Criterion D on managebac

Objective D: Reflecting

Maximum: 8 In the community project, students should be able to:

- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. reflect on their development of ATL skills.



Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1-2	Students: <ol style="list-style-type: none">i. present a limited evaluation of the quality of the service as action against the proposalii. present limited reflections on how completing the project has extended their knowledge and understanding of service learningiii. present limited reflections on their development of ATL skills.
3-4	Students: <ol style="list-style-type: none">i. present an adequate evaluation of the quality of the service as action against the proposalii. present adequate reflections on how completing the project has extended their knowledge and understanding of service learningiii. present adequate reflections on their development of ATL skills.
5-6	Students: <ol style="list-style-type: none">i. present a substantial evaluation of the quality of the service as action against the proposalii. present substantial reflections on how completing the project has extended their knowledge and understanding of service learningiii. present substantial reflections on their development of ATL skills.
7-8	Students: <ol style="list-style-type: none">i. present an excellent evaluation of the quality of the service as action against the proposalii. present excellent reflections on how completing the project has extended their knowledge and understanding of service learningiii. present detailed and accurate reflections on their development of ATL skills.

Step 1: Criterion D document

Criterion A document from Managebac

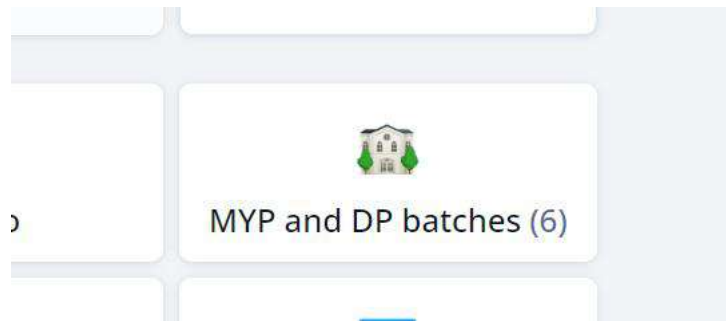
This should be completed in your groups.

Step 1: Login to Managebac - <https://diadubai.managebac.com/>



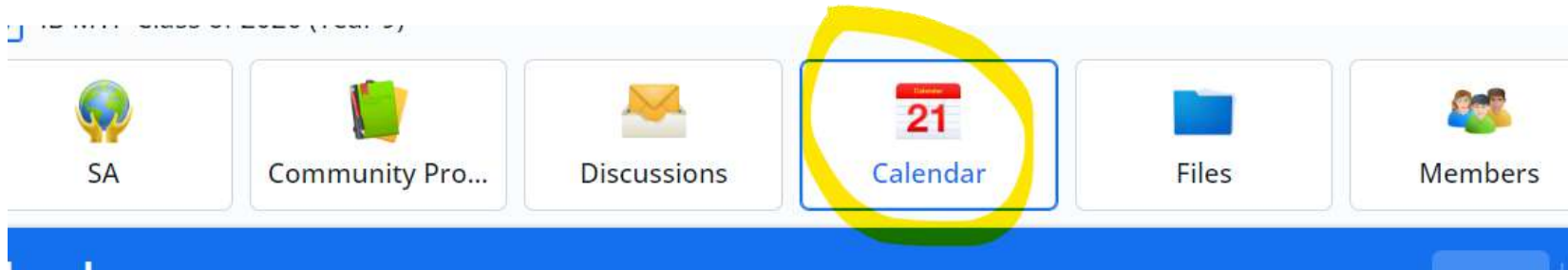
ManageBac

Step 2: Click on MYP and DP batches

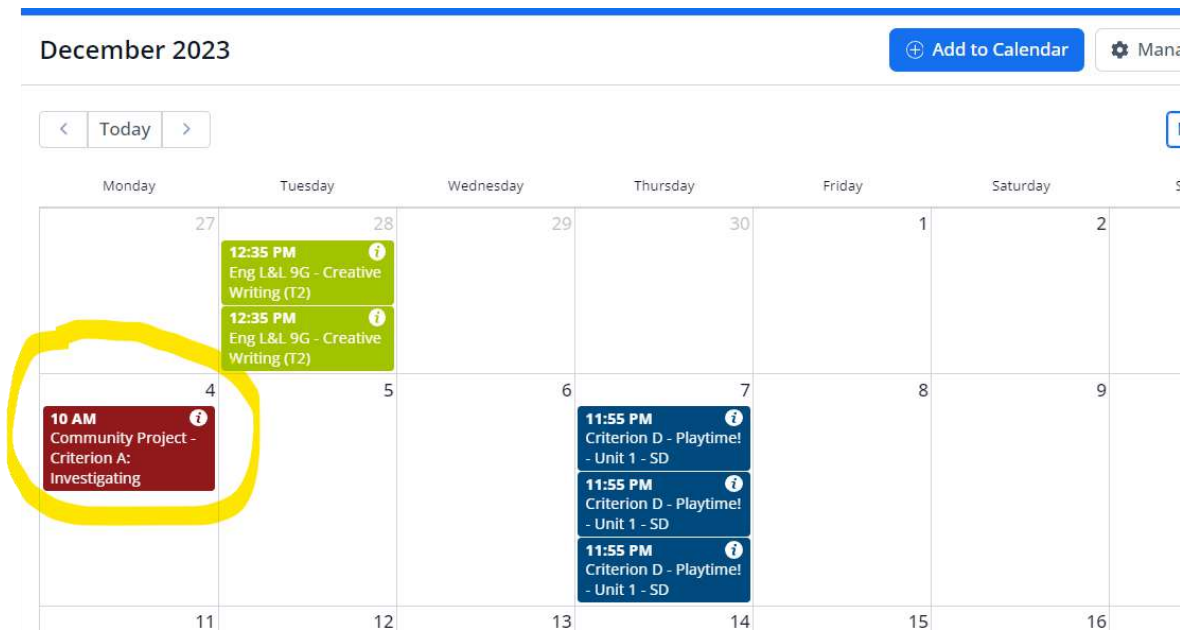


Criterion A document from Managebac

Step 3: Click on "Calendar"



Step 4: Go to December 4th and click on "Community Project Criterion A –Investigating"




Criterion A document from Managebac


Step 5: You will see a “CP_Criterion_A.docx”, click and download this and save it to your computer.

DEC Community Project - Criterion A: Investigating
4 10:00 AM

To-Dos [Add To-Do](#)


No To-Dos
No To-Dos have been added yet

Attachments

 **CP_Criterion_A.pptx**
300 KB PowerPoint Presentation [Download](#)

Discussions [View all Discussions](#) [Create Discussion](#)

(i) Evaluate the quality of the service as action against the proposal

We met the surface level requirements for our proposal, but I feel we could have extended ourselves more. Our websites met the requirements we set out for ourselves it had a page for information and a page that linked to charities. But I think we could have included more in terms of activities for the user to keep them engaged or allow them to discuss with each other. More hands-on activities, like a quiz, could have made the user be more engaged with the information and allowed them to retain it better. I still feel that we did achieve our original goal.

**Brief explanation of what your problem/ideas was
Evaluation of project against your proposal (Did it turn
out as you'd planned?) (150-200 words)**

(ii) Reflect on how completing the project has extended their knowledge and understanding of service learning (150-200 words)

The goal was to spread awareness and promote charities helping to fight the issue of the lack of educated children in Pakistan. The website was able to reach an international audience thanks to the nature of the internet's widespread use, especially in covid. I feel that through the process of creating the website and app, through all the discussion, research, and brainstorming I have learnt a lot more about the issue. When you look at plain facts, figures, and statistics it can be hard to get a grasp of a humanitarian issue like this. You will feel bad about number of children not able to get education, but it is not until you investigate the issue properly that you start to understand the effect this has on the lives of these children and just how much of an issue this is. Many of these children are living in conditions that no adult ever should, let alone a child, and that means that they might never get the chance to escape.

**Selected extracts from the process journal
(demonstrating your design/learning
process) (150-200 words)**

(ii) Reflect on their development of ATL skills(150-200 words).

The main ATL skill developed throughout this process was my information literacy skill. This is a very widespread and talked about issue, so information about it is common. It was important that we did not just blindly trust everything we saw and instead focused on trustworthy sources that offered relevant information. An IB skill that I feel developed greatly through this project was my communicator skill. At the start I had a habit of wanting to do everything myself but by the end I have come to trust and rely on my teammates much more. Communicating my thoughts and ideas on how to handle certain sections and split up work has been a large part of this. Overall, while not perfect I feel this project was a very important part of my development through this year both academically and as an individual.

Reflection on your learning (Global Contexts, ATLs and Learner Profile)

Step 2: Record the video

Flip grip video – Deadline 29th April 2024

Flip grid link: <https://flip.com/df4cb6bd> 

- There should be one fligrd entry per group (No individual submissions)
- The video should not be more then 5 mins
- The title of the flip grid should be your group name e.g. CP 9A 1
- The deadline to complete this is by 5th June 2023

Please note that this link will be shared with your parents and teachers. So be CREATIVE.

The video should have:

- This is the video presentation.
- Title: Topic, group members name, year group and section and global context.
- Goal, need and community
- Through out the video ATLs and IB learner profile demonstrated should be evident
- The video should contain the process of development and some good entries from the process journal.
- Conclusion that is final reflection from criterion D.

[Sample](#)



**The video is the most vital part of MYP Community project.
Please note that a group of teachers will moderate this project by watching this video.**

Step 3: Uploading Criterion D document on
Managebac

Uploading Criterion D on Managebac

Each member of the group will upload criterion D on managebac. Steps are given below:

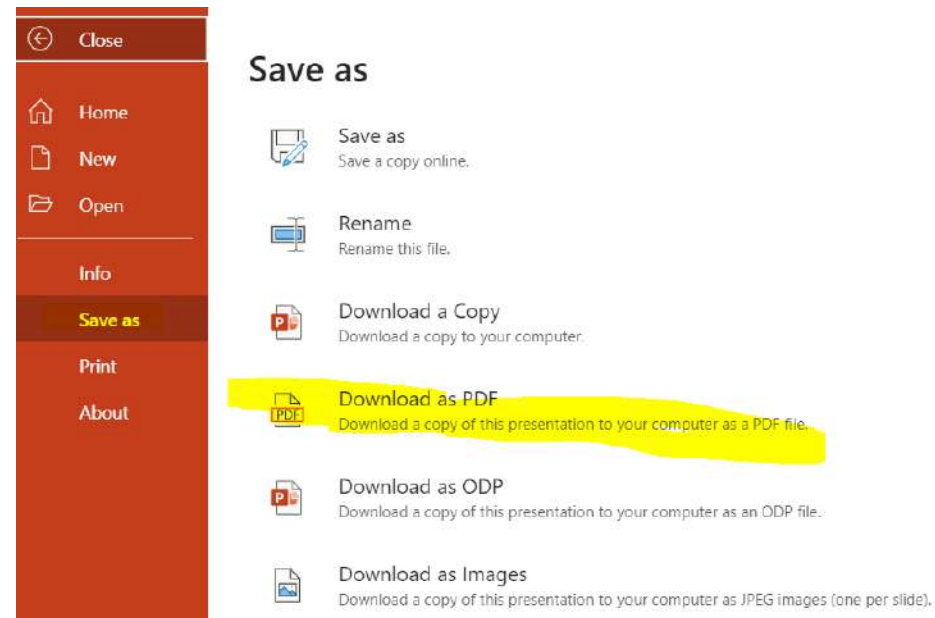
Step 1: Download the Criterion D slides as PDF:

Click on File



Save as → Download PDF

Please note this will be saved in the downloads folder.



Uploading Criterion D on Managebac

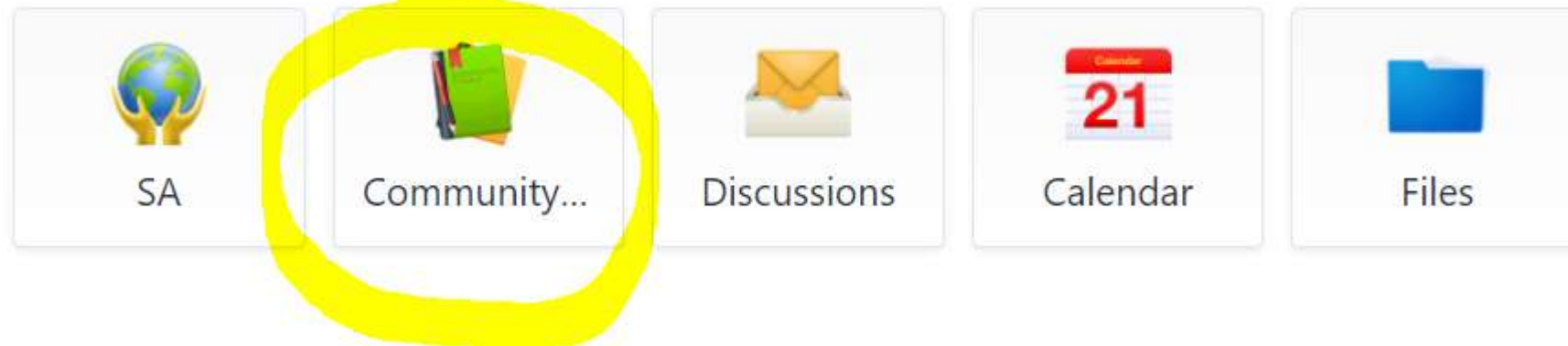
Step 2: Login to managebac

Step 3: Click on MYP and DP batches



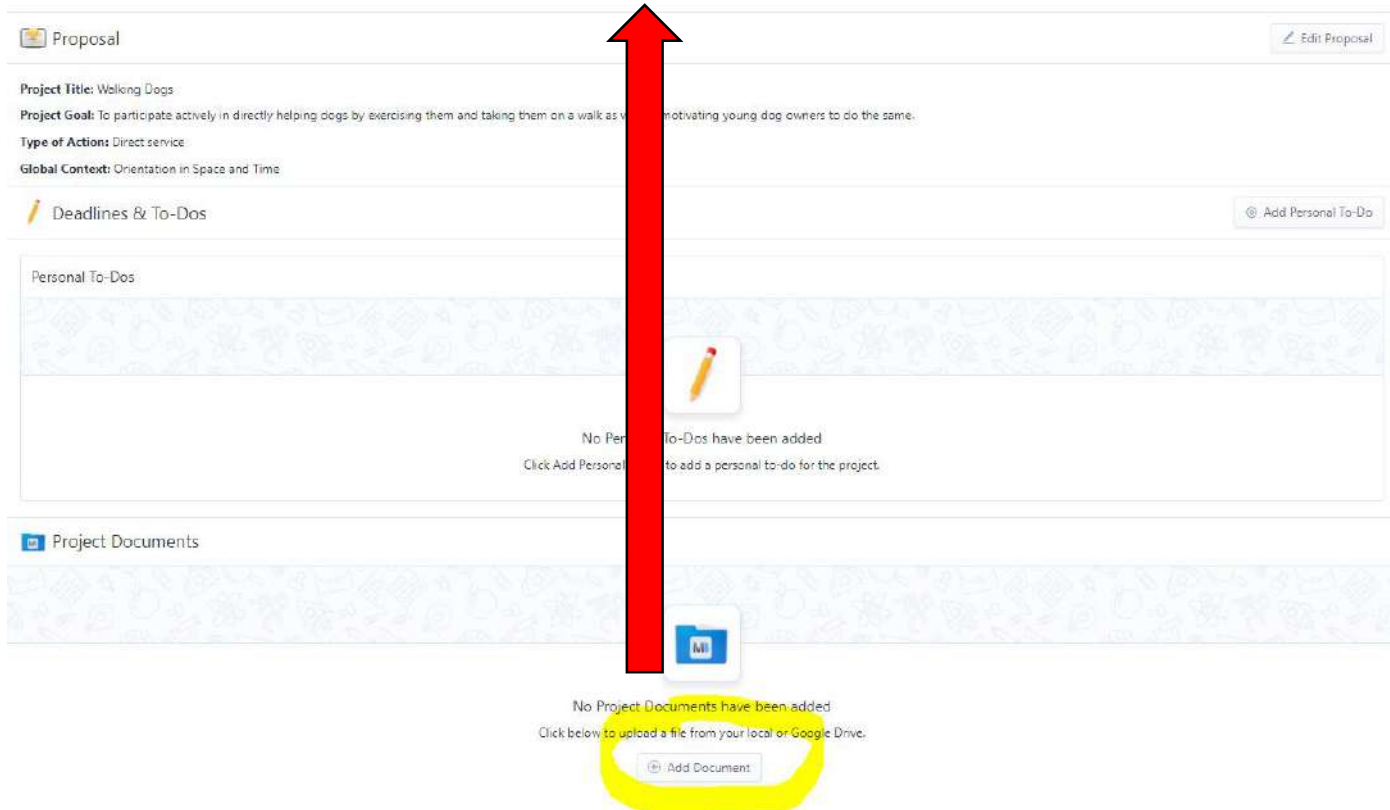
Step 4: Click on community Project

15 MYP CLASS OF 2025 (Year 5)

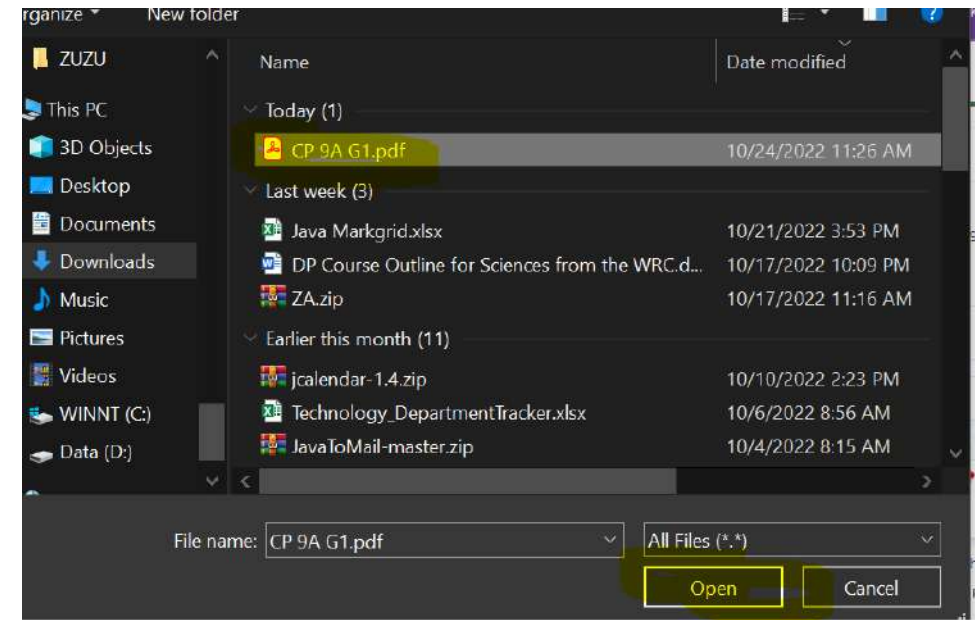


Uploading Criterion D on Managebac

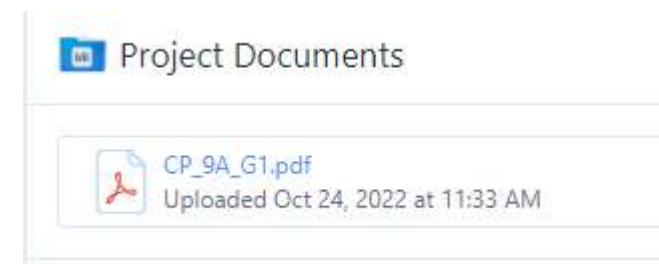
Step 6: Click on the “add document” Button



Step 7: Browse for the Criterion D PDF in the Documents folder → Click open



Step 8: Document is added on Mnagebac



Well Done. Criterion D is completed and submitted