

IB Community Service Project

A Guide for Students & Teachers

Community Project Guidelines:

- 15 hours of work dedicated to the project in total, to be supervised by your advisory teacher.
- Keep a log of your time spent working on the project in this document (page 9)
- Prepare a visual presentation about your project to share with our campus and our community.
- This document should be opened and worked on collaboratively as a class.

Phase 1: Investigate Sept/Oct	Phase 2: Plan Nov/Dec	Phase 3: Take Action Jan/Feb	Phase 4: Reflect Mar/Apr
Identify the <u>topic</u> of your community service as well as the <u>type</u> of service you can contribute.	<u>Decide method</u> of project execution [direct service, indirect service, advocacy, research]	<u>Participate</u> in service in action by in accordance with the plan your group has created.	<u>Gather</u> feedback and data from your service in action project. Include this in your collaborative google document.
Identify <u>needs</u> in your community based on interest and establish <u>goals</u> .	<u>Assess resources</u> you will need [technology, funds, transportation, human support]	<u>Document</u> your service in action [process journal, photos, evidence, interviews etc.]	<u>Analyze</u> what worked/went well with project and what challenges you faced.
Identify the <u>community</u> and the <u>global context</u> for your project	<u>Design a rubric</u> for determining the success of your project	<u>Monitor</u> your service in action and adjust plan to meet goals.	<u>Plan</u> your presentation for the Youth Philanthropy Showcase
<u>Research</u> statistics, greatest need, causes, solutions, organizations & contacts	<u>Create a timeline</u> for your service project with dates and activities to meet your goals		<u>Present and celebrate</u> the project your group planned and executed within our community.

Phase 1: Investigation

Step 1: Start a conversation about *passion* and how you can use that to drive your topic selection for the project. Explore these topics and select 1-2 for the year.

- Environmental Quality
- Natural Disasters/Disaster Relief
- Children/Youth
- Elderly/Senior Citizens
- Refugees/Immigrants
- Families in need
- LGBTQ Community
- Minority populations
- Homelessness
- Veterans/Armed Forces
- Animals
- Health/Wellness/Fighting Disease
- Arts/Cultural preservation
- Housing/Home Building
- ANYTHING NOT ON THIS LIST!?!?

Please take a minute to fill-out the Google survey below about the topic(s) that your class has selected. This will help the IB Coordinator find resources and partners for you and your class. Here is the link:

<https://goo.gl/forms/g0yUeEly5BBewU593>

- ❑ **Step 2:** Begin researching local organizations who work within the topic that your class has selected. These organizations can help you to identify communities in need as well as potential projects that may already be on their radar. **CHECK OUT THE LAST PAGE OF THIS DOCUMENT FOR A LIST OF ORGANIZATIONAL WEBSITES BY TOPIC!** Below are links to some general websites where you may be able to find organizations to partner with you and give you more information about your topic.

www.volunteermatch.org

www.austinjuniorforum.org

www.teensgive.org

www.allforgood.org

<http://kut.org/topic/get-involved>

www.justserve.org

<https://www.nationalservice.gov/vcla>

<https://amplifyatx.ilivehereigivehere.org/nonprofits>

- ❑ **Step 3:** Based on your availability and resources, determine the **type** of community service you are capable of. Keep in mind time, financial and transportation constraints before selecting how you will implement the project.
 - ❑ **Direct Service:** Being physically present at an organization or location to engage in service. This may require transportation to the service location as well as organization of volunteers and resources.. Examples include one-on-one tutoring, park clean-ups, developing a garden alongside community members or teaching dogs behaviors before they find a home for adoption.
 - ❑ **Indirect Service:** You may not have *direct* interaction with the community but you have verified that your actions will benefit the community or environment. This can involve collection of goods, creation of materials or organizing an event. Examples include redesigning an organization's website, writing original picture books to teach a language or raising fish to restore a local stream.
 - ❑ **Advocacy:** Speaking 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 about replacing bullying with respect or creating a video about sustainable water solutions.
 - ❑ **Research:** Collecting information through a variety of sources, analyzing data and reporting 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 a list of the most effective way to reduce litter in your local parks.

- ❑ **Step 4:** Identify the **community** that your project will serve. A community can be local, national, global or even virtual. Look at the table below for examples of the various types of communities, both general and specific. Add yours to the bottom row in **blue**.

Community	Specific Examples		
A group of people living in the same place	Austin's Asian heritage neighborhood	non-American citizens living in the United States	Homeless community across central Texas
A group of people sharing particular characteristics, beliefs and/or values	An online forum for students with Autism	Vegetarians and/or Vegans	Students who take Spanish as a foreign language
A body of nations or states unified by common interests	United Nations Children's Fund	Austin Independent School District	Texas Chapter of the National Association for the Advancement of Colored People
A group of interdependent plants or animals growing or living together in a specified habitat	Central Texas' native bird population	Trees and shrubs of north Texas and southern Oklahoma	Texas' Gulf of Mexico coastline (wetland preserves)

- ❑ **Step 5:** Create a **goal** for your project. Examples of goals are:

- to raise awareness about...
- to participate actively in service to...
- to create research about...
- to inform others about...

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- to innovate/invent something to...
- to change behaviors/attitudes about...
- to advocate for...

Write your class' goal in the space below:


→

- Step 6:** Identify a **need** that your project will meet. A *need* can be defined as --
 - ★ a condition/situation in which something is required or wanted
 - ★ a duty or obligation
 - ★ a lack of something that is desired or useful to the community

Write the need your project will seek to address in question form. For example, *How can we make sure that kids in Central Texas have three balanced meals a day?*


- Step 7:** Establish which of the IB **Global Contexts** your project fits most closely with. This will help drive your inquiry and research. Choose only ONE

Fairness and Development




What are the consequences of our common humanity?

Orientation in Time and Space




Where? When?

Globalization and Sustainability




How is everything connected?

Identities and Relationships




Who am I? Who are we?

Personal and Cultural Expression




What is the nature and purpose of creative expression?

Scientific and Technical Innovation



How do we understand the world in which we live?

MYP GLOBAL CONTEXTS



Clip art from sxc.hu

□ **Step 8: Begin researching to find out more about your project**

- Facts & Statistics [how many people does it affect? Who is most affected?]
- Setting of greatest need [location most affected population]
- Cause(s) [why does this problem exist?]
- Possible solutions [what has already been done? Is there something missing?]
- Organization [contact person & details]
- Other information you think is important

□ **Step 9: Establishing expectations.** Answer the questions below to guide your project.

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★ What do we hope to achieve with this project?

★ What issue do we seek to understand?

★ What impact do we work to make on our community?

Phase 2: Planning

Step 10: Assess the **resources** your class will need for your project:

→ Technology

→ Funds

→ Materials

→ Transportation

→ Parental support

→ Community support

→ Mentor/Teacher support

→ Other support

Step 2: Design a **rubric** to evaluate the success of the project. You can use the example below as your template and guide. Change it however you want.

Disaster Relief: Helping Louisiana flood victims create a home.

Goal: Collect home decor items and send to Baton Rouge, Louisiana to help with flood relief.

<i>(max score each phase = 8)</i>	1-2 Limited	3-4 Adequate	5-6 Substantial	7-8 Excellent
Phase 1: Investigating	Project is limited in depth or not easily “do-able”. Research is lacking and/or very minimal..	Project is “do-able” but lacks depth. Some research but needs more..	Project is realistic and has depth. Research has been compiled and is significant.	Project is impactful and challenging. Research is abundant and clearly presented.
Phase 2: Planning	Plan for project is partial or incomplete.	Project plan is complete but lacking	Project plan is complete and	Plan is appropriate, detailed and

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	Self-management skills need improvement.	detail. Acceptably self-managed.	suitable. Mostly self-managed.	thoughtful. Excellent self-management skills were demonstrated throughout.
Phase 3: Acting	Limited service in action, limited thinking, social and communication skills were practiced..	Adequate service in action, some thinking, social and communication skills practiced.	Substantial service to the community. Demonstrated thinking, social and communication skills.	Excellent service in action was demonstrated while practicing highly developed thinking, social and communication skills throughout the process.
Phase 4: Reflecting	Evaluation of the project's quality is limited. Limited ability to demonstrate how the project has impacted them personally and how it has served the community.	Adequate evaluation of project's quality. Adequate demonstration of project's impact on them personally and how it has served the community.	Evaluation of the project's quality is substantial and detailed. Substantial demonstration of the project's personal and community impact.	Present an excellent evaluation of the project's quality and how it measures against their plan. Excellent demonstration of the project's personal impact and detailed evaluation of the impact on the community.

- ❑ **Step 3: Create a timeline** for the execution of your project. Set specific targets for how and when each goal will be met. Be sure to include resources needed for each step. You can use the example below to guide this final step in the planning phase.

Project Timeline: Disaster Relief: Helping Louisiana flood victims create a home.			
January	February	March	April
Finish creating posters and designing video to market home decor campaign [resources: poster paper, printer, iphone for recording]	Install collection bins at local businesses. Include signage for the bins about what items are acceptable for donation. [resources: bins, signs, a ride]	Collect feedback from Louisiana Red Cross about who boxes were delivered to, see if we can get interviews/writing from them. [resources: internet, phone]	Prepare our poster board and photo book for the Youth Philanthropy Fair. [resources: poster board, photo printer, internet]
Hang posters around school and the community. Upload video to youtube, facebook, instagram, twitter. Use #helploouisianarecover	Collect items received (by February 20th) and begin boxing them for mailing. [resources: a ride, boxes, packing supplies, postage]	Organize photos taken during January & February of our posters, our youtube video, social media campaign, bins and photos from boxing up	Brainstorm common questions that visitors to the fair might ask and prepare answers about our project. [resources: google docs]

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<p>Seek permission from local businesses to install collection bins [HEB, Randalls, local schools, post office, Churches]</p>	<p>Send boxes to Ted Le Favre at Louisiana Red Cross. [resources: postage, Ted's address from phase 1]</p>	<p>Create a plan for how we will present our project at the Youth Philanthropy Fair [resources: internet, google docs]</p>	<p>Present our project and get excellent evaluations from our teachers, parents, community members.</p>
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Phase 3: Taking Action

- Step 1:** Begin following the timeline you set in Phase 2. Keep track of your progress from step 2 in your collaborative document. Use a different color or font type for your changes to the timeline and action plan to track your reflections & modifications.
- Step 2:** For each step of action in your plan from phase 2, collect documentation in each of the following areas:
 - **Act, then reflect** on each step; give yourselves visible feedback and modify future steps based on your experiences
 - Get **feedback** from each group member
 - Get **feedback** from the IB Coordinator and your parent(s)
 - Collect **documentation** (writings, emails, photos etc.) for each step of your action plan. You can use these materials later for your presentation at the showcase.

Phase 4: Reflection

- Step 1:** Evaluate the expectations you set for yourselves in step 8 of phase 1. Answer the reflection questions honestly and with detailed and thoughtful responses. Use data and specific examples where appropriate.
 - ★ Did our project achieve what we hoped it would?
 - ★ Did our project help us to understand the issue better?
 - ★ What lasting impact will our project make on the community?
 - ★ What did we personally gain/learn from doing this project?
 - ★ How can we continue the work we started in our project?

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- Step 5:** Begin planning how you will present your project to students, teachers, parents and community members. You will have a 'booth' at the Youth Philanthropy Showcase night. What elements do you want to display? How will you display?

Community Project Time Log

DATE	HOURS LOGGED	ACTIVITY

Youth Philanthropy Showcase

(April-May 2018 Exact date TBD)

Teachers, students, parents and community members will be invited to participate in an evening event hosted by Murchison's IB program. Advisories will display their projects and have some students available to answer questions, explain their projects and engage with visitors about the impact of their projects. Visitors will complete an evaluation and this feedback will be shared with both the presenting groups, their teacher(s) and the IB coordinator. The purpose of this event is to celebrate student accomplishments and share their experiences with the school and local community. You may wish to invite your partner organization to attend as well.

Community Impact Project Resources

Social Concern Categories, Topics and Possible Community Partners

Advocacy & Human Rights

- LGBTQ - local: <http://www.hrc.org/local-issues/community/austin>
- LGBTQ - national groups: <http://www.lgbtcenters.org/localstatenational-groups.aspx>
 - Anti-Racism - local: <http://www.undoingracismaustin.org/>
- National groups against Racism: <http://www.heartsandminds.org/links/racelinks.htm>
 - Migrants – global: <http://www.iom.int/>

Children & Youth

- Dell Children's Hospital – local: <https://www.dellchildrens.net/support-dell-childrens/get-involved/>
 - Bookspring – local: <https://www.bookspring.org/>
- STARRY(gifts for foster kids) – local: <http://www.starry.org/Site/Ways-You-Can-Help/Get-Involved/Volunteer.aspx>
- Milk & Bookies – national to local: <http://www.milkandbookies.org/host-your-own/class-project/>
 - Make-A-Wish Central & South TX – local to natl: www.cstx.wish.org
 - Project Linus – local to national: <https://projectlinus.org/volunteer/>
- **Helping Hand Home - local:** <http://helpinghandhome.org/>
 - Nobility Project (books) – local/global: <http://nobilityinschools.org/>
 - Arrive Kenya – local to global: <http://www.arrivekenya.org/>
- Miracle Foundation (orphans) – local to global: <http://www.miraclefoundation.org/>
 - Save the Children – global: <http://www.savethechildren.org/>

Community

- Youth2Seniors – local: <http://www.youth2seniors.org/>
- Little Free Library – national to local: <https://littlefreelibrary.org/>
 - The Austin Project – local: www.austinrecovery.org
 - Green Doors – local: www.greendoors.org

Disaster Relief

- Texas Search & Rescue - local: <http://www.texasar.org/>
- Red Cross – local: <http://www.redcross.org/local/texas/central-and-south-texas>
 - Red Cross – national: <http://www.redcross.org/>
- Doctors Without Borders – global: <http://www.dwb.org/>
 - Hunger Plus – global: <http://www.hungerplus.org/>
 - International Rescue – global: <http://www.theirc.org/>
 - Relief International – global: <http://www.ri.org/>

Environment

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- Keep Austin Beautiful – local: www.keeptaustinbeautiful.org/volunteer
 - Tree Folks – local: <http://www.treefolks.org/city-shade/>
- Green Corn Project – local: <http://www.greencornproject.org/>
 - Austin Parks Foundation – local: www.austinparks.org
 - The Trail Foundation – local: www.thetrailfoundation.org
 - Central Texas Trail Tamers – local: www.trailtamers.org
 - Ecology Action – local: www.ecology-action.org
- Rainforest Partnership – local to global: <https://rainforestpartnership.org/>
 - Well Aware – local to global: <http://wellawareworld.org/>
 - Nobility Project – local/global: <http://nobilityinschools.org/>
- Colorado River Alliance - local: <http://www.coloradoriver.org/>
- Waller Creek Conservancy - local: <https://www.wallercreek.org/>

Homelessness & Housing

- Front Steps – local: <http://frontsteps.org/>
- Caritas – local: <http://www.caritasaustin.org/>
- Austin Habitat for Humanity – local: www.austinhabitat.org
 - LifeWorks - local: <http://www.lifeworksaustin.org/>
 - The Austin Project – local: www.austinrecovery.org
 - Green Doors – local: www.greendoors.org
- Community First! Village - local: <http://mlf.org/community-first/>

Health & Wellness

- Dell Children's Hospital – local: <https://www.dellchildrens.net/support-dell-childrens/get-involved/>
 - People's Clinic – local: <https://www.austinpcc.org/>
 - Susan G. Komen for the Cure – local to nat'l: www.komenaustin.org

Hunger

- Central Texas Food Bank – local: <https://www.centraltexasfoodbank.org/>
 - Meals on Wheels & More – local: www.mealsonwheelsandmore.org
 - Green Corn Project – local: <http://www.greencornproject.org/>
- Hunger Volunteer Connection – local to national: <http://www.hungervolunteerconnection.org/how-to-get-involved>
 - Action Against Hunger – global: <http://www.aah-usa.org/>
 - CARE – global: <http://www.careusa.org/>

Poverty & Workforce Development

- Caritas – local: <http://www.caritasaustin.org/>
- Oxfam – global network: <http://www.oxfam.org/>
- Goodwill - local: <https://www.goodwillcentraltexas.org/>

Veterans & Armed Forces

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- A Million Thanks - national: <http://www.amillionthanks.org/>
- Any Soldier – national: <http://www.anysoldier.com/index.cfm>
- Cell Phones for Soldiers - national: <https://www.cellphonesforsoldiers.com/>
 - Operation Gratitude – national: <http://www.operationgratitude.com/>
- Operation Supply Drop – local to national: <https://operationsupplydrop.org/>
 - Freedom Alliance – national: <https://freedomalliance.org/>

Local Resources:

- **Austin area service/volunteer opportunities:**

<https://www.volunteermatch.org/search?l=Austin%2C+TX%2C+USA>

<http://www.givingcityaustin.com/>

<http://www.allforgood.org/volunteer-opportunities-in-austin-tx>

<http://greatnonprofits.org/city/austin/TX>

<http://www.austin360.com/entertainment/night-life/austin-volunteer-opportunities/d73i07tUhqIJCz63ZPD74I/>

National Resources:

- **Compact for Learning and Citizenship.** This link offers many downloadable publications and toolkits to help anyone interested in starting their own service-learning project. www.ecs.org/html/projectsPartners/clc/CLCPublications.asp
- **National Commission on Service-Learning.** This organization released a report called Learning in Deed: The Power of Service Learning in American Schools. It has also fostered Learning In Deed, a \$13 million four-year initiative that will encourage more school systems across the country to adopt service-learning, making quality service-learning opportunities available to youth in every classroom in grades K-12 throughout the country. www.learningindeed.org/slcommission/
- **Points of Light Foundation and Volunteer Center National Network** engages and mobilizes millions of volunteers who are helping to solve serious social problems in thousands of communities. Through a variety of programs and services, the Foundation encourages people from all walks of life — businesses, nonprofits, faith-based organizations, low-income communities, families, youth, and older adults — to volunteer. www.pointsoflight.org and its kid-focused GenerationOn. <http://www.generationon.org/orgs>
- **Learn and Serve America/CNCS (Corporation for National & Community Service)** <http://www.serve.gov/>

Youth Philanthropy info:

http://foundationcenter.org/gainknowledge/research/pdf/youth_philanthropy_2014.pdf

<https://www.learningtogive.org/resources/youth-philanthropy>

<http://www.ypin.org/>

<http://www.signupgenius.com/nonprofit/teencommunityserviceideas.cfm>

<http://character.org/articles/free-program-helps-teachers-plan-the-perfect-service-learning-project/>

Compact for Learning and Citizenship. This link offers many downloadable publications and toolkits to help anyone interested in starting their own service-learning project. www.ecs.org/html/projectsPartners/clc/CLCPublications.asp

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Disney Channel. This site has a section specifically for service learning programs, what they are, the steps, why serve and additional resources. There is a downloadable toolkit as well. A great site to encourage the younger students with the Disney tie-in. www.disney.go.com/disneychannel/learningtoserve/

Indiana Department of Education: Service Learning Program. The website offers information about service-learning and the key elements. There are links to funding opportunities, resources and Learn and Serve America. www.doe.state.in.us/opd/srvlrn/

Learn and Serve America is a great resource offering information about service-learning and its impact. It also contains program links for individuals or organizations. www.learnandserve.gov/home/site_map/index.asp

The National Service-Learning Clearinghouse website offers resources, fact sheets, and hot topics, along with lesson plans and syllabi. It is a wonderful site to gain ideas and information about starting a service-learning program.

www.servicelearning.org

Project/Activity Ideas:

<http://www.generationon.org/orgs/resources/projects>

<http://character.org/key-topics/service-learning/>

<http://www.weareteachers.com/7-creative-ideas-for-service-learning-2/>

<https://www.pinterest.com/explore/service-learning/>

<https://www.edutopia.org/blogs/tag/service-learning>

<https://www.epa.gov/students/community-service-project-ideas-students-and-educators>

Student Grant Opportunities:

- **SIF (Social Innovation Fund)/CNCS (Corporation for National & Community Service)**

<https://nationalservice.tumblr.com/search/SIFund>

- GenerationOn resource page. <http://www.generationon.org/orgs/resources/grant-opportunities>