

Sample Pages

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Investigating

■ ATL skills

- Communication skills
- Critical-thinking skills
- Organization skills
- Creative-thinking skills
- Information literacy skills
- Transfer skills
- Media literacy skills

LEARNER PROFILE ATTRIBUTES

Inquirers	Caring	Thinkers
Communicators	Knowledgeable	Principled

The community

In order to effectively implement or participate in service as action, you must learn about the community you are serving. This is called service learning, or service as action. Essentially, it means learning about a community in order to serve them to the best of your ability.

Although the community project is organized through using your approaches to learning skills, strengths and interests to engage in service as action, the community project is ultimately about others. It requires you to care about a community and develop empathy skills in order to meet the needs of others. Within this chapter, you will be equipped with the skills to effectively learn about the community you have chosen and how you can best engage with this community in order to serve them in a meaningful and empowering manner.

■ Focus on something that interests you

We always learn and serve best when what we are engaging in is important to us. The community project gives you an opportunity to explore and serve others within an area that is of interest to you. It might be helpful to read the questions below and reflect on your skills and interests. If you are working in a pair or a group of three, simply consider the question as a group question to respond to. These are questions that you can discuss and, through collaboration, respond accordingly.

ACTIVITY: WHAT INTERESTS ME?

In your process journal, begin to brainstorm the following questions:

- What interests me?
- What am I passionate about?
- What communities am I interested in learning about?
- What communities am I interested in serving?
- What could I commit to over a long time period that will keep me engaged and interested?

Defining a need within a community

Before you launch into developing a goal to address a need within a community, let's establish a clear understanding of the terminology we will be using in order to develop this goal.

■ What is a need?

A need can be defined as:

- a condition or situation in which something is required or wanted for a community to flourish
- a duty or obligation
- something that is desirable or useful.

■ What is a community?

The community may be local, national, virtual or global. There is a wide range of definitions of community. The MYP key concept of community is defined as follows:

Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.

MYP: From principles into practice (May 2014)

Here are some examples of the various types of communities from the IBO Projects guide:

Community	Examples		
A group of people living in the same place	Singapore's Indian neighbourhood	Belgian citizens	Korowai people of Papua
A group of people sharing particular characteristics, beliefs and/or values	An online forum for people with Down's syndrome	Vegetarians	History club Year 3 students
A body of nations or states unified by common interests	European Union	United States of America	United Nations Human Rights Council
A group of interdependent plants or animals growing or living together in a specified habitat	Madagascar's indigenous bird population	Flora of the Middle East in Western Asia	South Korea's Ecorium project (wetland reserve)

When considering a community to serve, think very carefully about how you might specifically address needs in this community. Consider the following questions:

- Do I have access to the resources I would need to serve the community effectively?
- Is there a sufficient amount of information available regarding this community so I can truly learn about them?
- Can I acquire enough knowledge to serve the community within the time frame allotted and to the best of my ability?

Your turn:

With this foundational terminology established, and your brainstorm about your interests and passions completed, it is your turn to choose the community that you wish to serve through the community project.

Thinking about your community

ACTIVITY: SWOT CHART

■ ATL skills

■ Information literacy skills

- Collect and analyse data to identify solutions and make informed decisions

■ Critical-thinking skills

- Practise observing carefully in order to recognize problems
- Draw reasonable conclusions and generalizations

A good place to start when considering the needs of the community that you have chosen is through the use of a SWOT chart that focuses on the community overall.

In your process journal create a SWOT chart template, like the one below, and use the following guiding questions to think deeply about this community.

Consider the following question prompts:

- Strengths – what are the strengths of this community?
- Weaknesses – what are the weaknesses in this community?
- Opportunities – what opportunities are available for you to serve this community?
- Threats – what external or internal obstacles will you face in serving this community?

Strengths	Weaknesses
Opportunities	Threats

■ Addressing a need

Now that you have started to think about the community, let's narrow our thinking of this community into deciding on one need to address within this community.

To help you think deeply about the chosen need within this community, a good place to start is using a SOAR chart.

A SOAR chart is similar to the SWOT chart; however, it becomes much more focused on setting a clear goal.



ACTIVITY: SOAR CHART

■ ATL skills

■ Creative-thinking skills

- Use brainstorming and visual diagrams to generate new ideas and inquiries

■ Critical-thinking skills

- Draw reasonable conclusions and generalizations

■ Affective skills

- Practise positive thinking

In your process journal, create a SOAR chart template and use the prompting questions below to consider the specific needs of this community.

Consider the following question prompts:

- Strengths – what is already underway to meet the need you have chosen? What is already working well to meet the need within this community?
- Opportunities – what opportunities are there for you to meet this need? Is anything not working well to meet the need within this community?
- Aspirations – what would you like to achieve through meeting this need?
- Results – what results will you look for to know your service has been successful?

Strengths	Weaknesses
Aspirations	Results

With this developing understanding of the community and the need you have chosen to address, you should consider the type of service that you will engage in throughout the community project.

Types of service

Service is expressed in multiple ways and the purpose is always to meet the needs of others. Now that you have chosen a community to serve and have identified a need within this community, consider the approach in which you will serve. The approach you choose for your community project is the type of service that will provide you with the best possible opportunity to meet the need in the community.

Read through the types of service below and, in your process journal, identify the type of service you plan to engage in and explain why this type of service is essential to you meeting the need within the community you have chosen.



Direct service

This is an interaction that involves people, the environment or animals.



Indirect service

You do not see the community you are serving during indirect service; however, you can verify that your actions will benefit the community and the environment.



Advocacy

Through advocacy, you speak on behalf of a cause or concern to promote action on an issue of public interest.



Research

You collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice.

Remember to consider your personal strengths and interests when deciding on the type of service you wish to engage in.

Establish the goal

In order for the community's aspirations to be met and the results of your service as action to be evident, consider how you might place this into an achievable, rewarding and highly challenging goal. The community project is an important project that requires lots of deep thinking, collaboration and self-motivation. You need to make sure that your goal is highly challenging and that it will extend you and help you grow as a caring and self-managed learner.

EXPERT TIP

When choosing a type of service for your community project, it is a good idea to consider your resources. Make sure you have the resources to meet the identified need in this community to the best of your ability.

Here are some examples of goals that have been further developed to grow from a challenging goal to a highly challenging goal.

Challenging goal	Highly challenging goal
You may recognize an issue of cyber-bullying among your school community and raise awareness through an information campaign.	You may instigate a change in the disciplinary procedures taken against cyber-bullying among school peers, through negotiations with various school stakeholders such as teachers, student leadership council, heads of school, etc.
You may hear that the local children's hospital is understaffed and volunteer your services for a set period of time.	You create a puppet show to entertain children and to tour several schools and hospitals.
You may think your school needs to support a local autism society next door to the campus, so you design and create a children's story to educate your peers on what autism is.	You may work with the autism society members to write and publish a children's story together, which is then showcased at the school's open day, hosted by students and society members.
You may raise awareness of the need for blood donation at a local hospital or clinic.	You may organize a blood drive to be held at your school during student-led conferences.

ACTIVITY: EXTENSION SCAFFOLD

■ ATL skills

■ Organization skills

- Set goals that are challenging and realistic

■ Critical-thinking skills

- Practise observing carefully in order to recognize opportunities

In your process journal, create an Extension Scaffold that can help you extend the features of a challenging goal into a highly challenging goal.

Place in the first column an ATL skill that is required for a challenging goal, extend this by including a complementary and more advanced skill to the

centre column. Once you have combined these two together, consider just how these two working together will create an opportunity for a highly challenging goal.

Consider the following question prompts:

- What ATL skills are required in a challenging goal, and what ATL skills are required in a highly challenging goal?
- How many members of a community are impacted in a challenging goal and how many members of a community are impacted in a highly challenging goal?
- If possible, how is the community invited to participate in the challenging goal, and how is the community invited to participate in the highly challenging goal?

Challenging goal	Highly challenging goal	Combined and transferred
Skill required for a challenging goal +	Add to this skill by thinking of how = it may be extended through extending the required skill	Draw the skills together and consider how they can be transferred to a highly challenging goal
Example		
Practising positive thinking	Practising resilience + positive thinking	The goal will require more than a one-off attempt; it will require a process and persistence that will need resilience through maintaining positive thinking.

Now that you have chosen the community you will serve, the need within this community that you will endeavour to meet, and you have the knowledge of what makes a highly challenging goal, take a risk and create your own highly challenging goal.

Reflect on what you discovered were the features of a highly challenging goal in comparison to a challenging goal and make sure your goal has those same features of multiple ATL skills, impact on members of the community, and community participation.

Defining a context

A global context provides a framework for your community project and connects your goal to a specific area of need that is relevant to all global citizens. A global context also provides different perspectives on your community project. Have a look at the list of global contexts below and using the global context perspectives lens consider how your community project goal can be connected to one of these contexts.

Questions to consider as you read through the global contexts:

- How can this global context help others understand just how important it is to address this need within the community?
- How can this global context cause others to care about this community?
- How can this global context connect others to this community project?

Global context	Examples of community projects
<i>Identities and relationships</i> You will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	<ul style="list-style-type: none"> ● Laughter therapy campaign in children's hospital or care home for the elderly ● Tutoring classes providing additional or special instruction to primary school students ● Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines
<i>Orientation in space and time</i> You will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.	<ul style="list-style-type: none"> ● Joining a museum or historical society in the community to contribute to maintaining, restoring and recording the local history ● Making a plan for wheelchair accessibility ● Inspired by the lack of facilities in the local community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions
<i>Personal and cultural expression</i> You will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<ul style="list-style-type: none"> ● Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors ● Performing a theatre play to raise awareness of bullying ● Promoting intercultural understanding through a graffiti contest

Global context	Examples of community projects
Scientific and technical innovation You will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.	<ul style="list-style-type: none"> Helping a local community make an efficient, low-cost use of energy-powered devices Developing a programme to promote the use of wind energy for domestic devices Campaigning to reduce paper use and to promote recycling Campaigning to reduce water, electricity or fuel waste
Globalization and sustainability You will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.	<ul style="list-style-type: none"> Campaigning to raise awareness and reduce plastic straw use Passing a plan to local authorities for tree planting in an area in need of re-greening Creating a school or community garden
Fairness and development You will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	<ul style="list-style-type: none"> Campaigning for fair-trade awareness Contributing to educational opportunities, for example, supporting a local non-governmental organization that works on literacy Addressing the concerns of immigrants and migrant populations

ACTIVITY: GLOBAL CONTEXT PERSPECTIVES LENS

■ ATL skills

■ Transfer skills

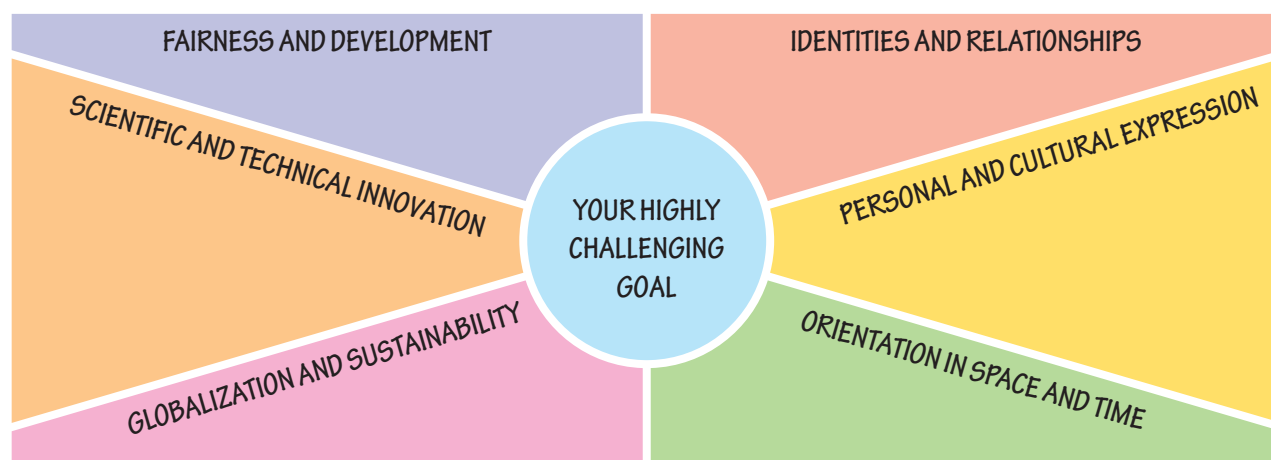
- Change the context of an inquiry to gain different perspectives

In your process journal, create the global context perspectives lens scaffold in order to structure your thinking about the various perspectives each of the global contexts provide your community project goal.

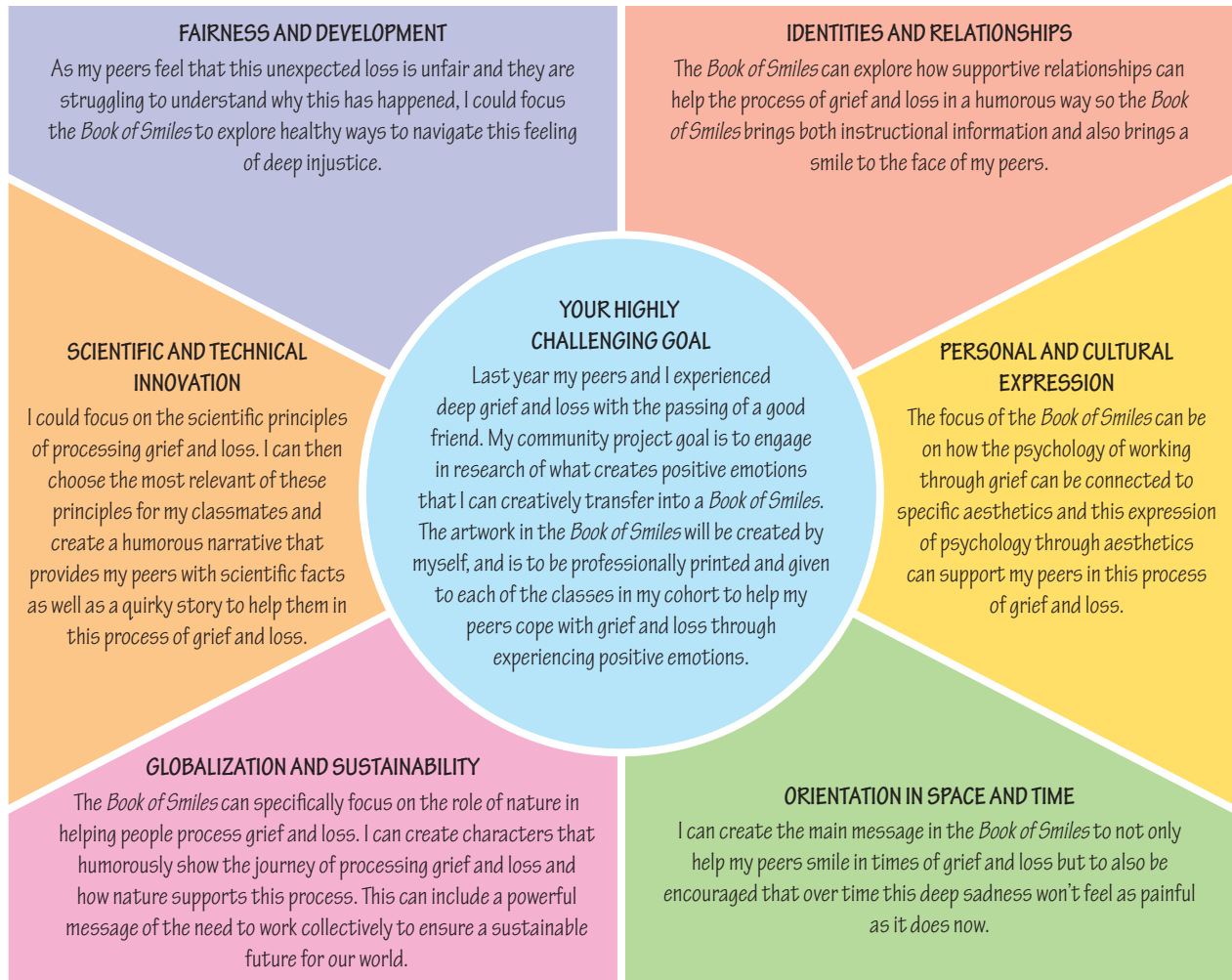
Thinking deeply through the lens of each of the six global contexts, explore how your community project goal can be extended by each of these global contexts.

Consider the following question prompts:

- How might this global context give my community project a wider sphere of influence?
- How might this global context help others understand just how important it is to meet the need in this community?
- How might this global context cause others to care about the need in this community?



Here is an example of a student's global perspectives lens on their goal.



Once you have selected one global context that you believe best suits your community project goal and allows others to understand just how important your service is, consider how you may need to adjust your goal. Do you need to include a different perspective provided by the chosen global context?

To be really sure that your community project goal is not only highly challenging but also well considered, appropriate and thoughtful, at this point it is a good idea to conduct a Circle of Viewpoints. The Circle of Viewpoints visible thinking routine provides a scaffold in which you can ensure that the way in which you intend to meet the need in the chosen community considers multiple perspectives.

ACTIVITY: CIRCLE OF VIEWPOINTS

■ ATL skills

■ Critical-thinking skills

- Consider ideas from multiple perspectives
- Use models to explore complex systems and issues

■ Collaboration skills

- Practise empathy

Draw up the following scaffold in your process journal and consider your community project goal from the perspective of a person or group of people impacted by your service.

- I am thinking of ... *[impact of the community project goal]* from the point of view of ...
- I think ... *[describe the impact from your chosen viewpoint. Be an actor – take on the character of your viewpoint].* Because ... *[explain your reasoning]*
- A question/concern I have from this viewpoint is ...

You may find that you need to conduct more than one Circle of Viewpoint in order to gather a more thorough picture of the possible points of view on your community project goal. **You may find that you need to adjust your community project goal as a result of this activity. This is absolutely okay as the community project cycle is interactive and each part impacts the other and requires reflection and adjustment. Just like a community.**



■ Highly challenging goal reflection – skills

In order to ensure that your community project goal is indeed a highly challenging goal, consider the questions below. The questions guide your thinking to consider how your community project goal will provide you with an opportunity to demonstrate each of the approaches to learning skills.

How does your community project goal provide you with an opportunity to ...

... exchange thoughts, messages and information effectively through interacting with others?

... read, write and use your language skills to gather information and communicate information?

... work effectively with others?

... manage your time and project effectively?

... manage your state of mind and wellbeing?

... reflect on the process of meeting the need in the community you have chosen?

... find, interpret, judge and create information?

... interact with different media to use and create ideas and information?

... analyse and evaluate issues and ideas?

... generate novel ideas and consider new perspectives?

... use skills and knowledge in multiple situations?

■ Highly challenging goal reflection – IB learner

In order to ensure that your community project goal is indeed a highly challenging goal, consider the questions below. The questions guide your thinking to consider how your community project goal will provide you with an opportunity to continue to strive to embody the characteristics of the IB learner profile attributes.

How does your community project goal provide you with an opportunity to ...

... continue to strive to be an inquirer?

... continue to strive to be a knowledgeable learner?

... continue to strive to be a thinker?

... continue to strive to be a communicator?

... continue to strive to be a principled learner?

... continue to strive to be an open-minded learner?

... continue to strive to be a caring learner?

... continue to strive to be a risk-taker?

... continue to strive to be balanced?

... continue to strive to be reflective?

Identify prior learning and subject-specific knowledge

■ Identify prior learning

Now that you have developed a highly challenging goal based on personal interest and have connected this goal to an MYP global context, you now need to identify prior learning that will help you achieve your goal.

ACTIVITY: PRIOR LEARNING REFLECTION

■ ATL skills

■ Transfer skills

- Apply skills and knowledge in unfamiliar situations

Think about the skills and knowledge that you already have from clubs, training, independent learning, family hobbies, skills you have learned outside of school and

all other forms of learning that you have engaged in that will help you achieve your community project goal. If you are working with a partner or in a group this means that you will have multiple elements of prior learning that will help you achieve your goal.

In your community project process journal, you can create the following table, or you can simply jot down ideas in an approach of your choice.

Prior learning (For example, clubs, training, online courses, programmes, etc.)	Explain how this prior learning will help you achieve your community project goal. (Explain in detail the specific prior learning that you can transfer to achieving your community project goal.)	What additional learning do you need to acquire in order to achieve your community project goal? (Explain what additional learning you need to acquire in order to achieve your community project goal.)

■ Identify subject-specific knowledge

Building on from prior learning, you now need to think about what you have learned through inquiry-based learning experiences in all your subjects and how that can help you achieve your community project goal.

ACTIVITY: SUBJECT-SPECIFIC KNOWLEDGE REFLECTION

■ ATL skills

■ Transfer skills

- Apply skills and knowledge in unfamiliar situations

Think deeply about the skills you are acquiring or have mastered from your learning, the subject-specific knowledge that you have gathered and the attitudes towards learning that you have developed in your classes.

In your community project process journal, you can create the following table, or you can simply jot down ideas in an approach of your choice.

MYP subject-specific skills and knowledge

(For example, Language and Literature: Features of a visual text for a film creation; Design – Engineering and Robotics: Programming for game creation, etc.)

How will these skills and knowledge help you achieve your community project goal?

(Explain in detail how you can transfer these skills and knowledge to achieving your community project goal. For example, if you are making a short movie about helping refugees settle into a new city, the film-making skills and film analysis skills you have acquired in Language and Literature can be transferred to helping you achieve your community project goal.)

Demonstrate research skills

Building on from your reflection and explanation of your prior learning and subject-specific knowledge, begin to think about just what further knowledge and skills you need in order to achieve your community project goal.

Research skills essential for community project success include:

- Media literacy
- Information literacy.

Media literacy skills involve interacting with media to use and create ideas and information. As you engage in the Investigating process you will find, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media. This includes digital social media and online networks.

A significant part of the media literacy skills required for the community project is to seek a range of perspectives from multiple and varied sources. It is important to analyze the accuracy of the sources you are using by seeking varied perspectives from other sources. This will enable you to make informed decisions regarding the accuracy of the source through making connections between the information presented in varied sources.

Information literacy skills involve finding, interpreting, judging and creating information. As you engage in the Investigating process you will access information to be informed about how to best serve the need in the community you have chosen. You will also collect information, compare the information you have collected and through this comparison determine the best solution for addressing the identified need in the community. Being a principled learner and creating a bibliography of all the sources you have employed to place your community project goal into action is another way in which you will develop and strengthen your information literacy skills.

ACTIVITY: KNOWLEDGE AND SKILLS RESEARCH QUESTIONS

■ ATL skills

■ Organization skills

- Set goals that are challenging and realistic

■ Transfer skills

- Apply skills and knowledge in unfamiliar situations

In your process journal, you can draw the following table that provides a scaffold for how you can outline just what you know and what you need to know in order to achieve your goal.

Knowledge:

What knowledge do I already have of how to achieve my community project goal?	What knowledge do I need to gain in order to achieve my community project goal?	How can I find this information? Where can I find this information? Who can support me in the search for new knowledge?

Skills:

What skills do I already have to achieve my community project goal?	What skills do I need to gain in order to achieve my community project goal?	How can I find information on how to develop these skills? Where can I find support and coaching? Who is an expert who can teach me the skills I need to acquire?

Convert the knowledge and skills that you need to acquire (middle column) in order to successfully achieve your community project goal into inquiry questions that can guide your research.

Document your inquiry questions in your process journal and ensure that they have direct relevance to achieving your community project goal and effectively serving the community you have chosen. As you progress throughout the community project inquiry cycle, you will find that many other inquiry questions arise – continue to add these questions as you progress.

EXPERT TIP

Quality inquiry questions are essential for quality research. Make sure your inquiry questions are focused and allow you to gather information that you can transfer directly to putting your community project goal into action.

■ Primary and secondary sources

Research is about connecting with sources in order to gather specific information. Make sure you gather information from both primary and secondary sources. Primary sources might include, but are not limited to, images, interviews, survey data, results of experiments or fieldwork. Secondary sources might include books, websites, journal articles or other published media. Depending on the type of project you undertake, you will likely use a combination of primary and secondary sources. There is no set number of sources which you must use as this will depend on the nature of the project itself.

Employing your communication and social skills, take risks and connect with primary sources in the community – there is a wealth of knowledge and skills to be gained beyond your classroom walls.

Book a time to meet with the Library team so they can support you in your research of secondary sources – the Teacher Librarian is the school research guru! Their help can be superb. To support you as you engage in the research process it is a good idea to check out Chapter 8: Academic honesty (see page 00). Here we have outlined approaches to practising academic honesty and discuss the requirements of your bibliography.

EXPERT TIP

It is a really good idea to create your bibliography continuously as you progress through your community project so you can accurately acknowledge sources you have used. There are multiple online sources that provide you with the tools to generate a bibliography. Liaise with your school's Teacher Librarian for the best possible online source to support you in developing a comprehensive bibliography.

Remember to be principled and in all your interactions be respectful. Ensure that all who you interact with are treated with dignity.

Research is a continual process throughout the community project. You will find as you work towards achieving your community project goal that research is an essential element of each section of the community project inquiry cycle.

When engaging in research for the community project you need to focus on the following skills:

- Summarising information
- Analysing information
- Transferring information
- Practising academic honesty.

To help you with this process, you can create the following scaffolds in your process journal or you can choose a different approach – it is up to you.

Currency When was the information published or posted? Has the information been changed or updated? Does your community project goal require current information, or will older sources work just as well?	Inquiry question:				
	Name of source:				
	Location /url:			Date accessed:	
	Summary notes: - - - - -				
	Currency:	Relevancy:	Accuracy:	Authority:	Purpose:
Transfer:					
Transfer How will you use and transfer this information in order to achieve your community project goal?	Purpose What is the author/publisher's purpose for sharing this information? Is it to sell, teach, inform, entertain or persuade? Is the information factual, opinion or propaganda? Are there cultural, political, religious or personal biases?				
Relevancy Does the information in this source relate directly to your community project goal and sufficiently answer this inquiry question? Who is the intended audience?	Accuracy Is the information in this source supported by evidence? Has the author provided references? Is the information unbiased and free of emotion? Can you easily identify spelling and punctuation errors?		Authority Who is the author/publisher of this source? Is the author/publisher qualified to share information on this topic? If this is a website, does the url reveal anything about the author or source? For example, .gov, .org.		

Enjoy the process of research! Make sure your research and analysis is clearly visible in your process journal throughout the project and enjoy making new discoveries and mastering new skills.

■ Surveys

Another way for you to demonstrate excellent research skills is through surveys. You may find that in order to gather as much data and information as possible on just how to effectively meet the need in the community you have chosen, your community project may benefit from conducting a survey.

There are several steps to take in developing an effective survey:

Step 1: Choose your target audience wisely

Consider the following questions:

- Who can give me the most accurate information?
- Who is impacted by the need in the community I have chosen?
- Who will give me honest information?

Step 2: Develop your survey questions

Here are some tips for developing quality survey questions:

- Write questions that are simple and direct.
- Use simple words for clear communication.
- Limit the number of ranking options. For example, it is often challenging to respond to a 10-point survey ranking, when the answer could easily be provided using a Strongly Agree – Agree – Disagree – Strongly Disagree scale.
- If you are using a multiple-choice question format, address all the options without any doubling up.
- To gather a wide range of feedback, it is a good idea to use different types of questions. For example, multiple-choice, true or false, agree or disagree, short answer and long answer types of questions.

Step 3: Choose survey software

There are multiple online programs and apps that provide you with quality tools for surveys. You may find that a survey conducted face-to-face using a paper copy of the survey attached to a clipboard suits you best. Choose the approach that best suits your learning style and your community project goal.

Step 4: Double-check, edit, fix

Make sure your survey does not have errors. Double-check and amend any errors.

Step 5: Engage your target audience

Send or deliver your survey. Make sure you place a closing date and time for your survey so you can collect the data in a time-efficient and organized manner.

Step 6: Analyse the data

When the data from your survey is in and you have an overall visualization of the data and information collected, consider just what to do with this data and information. The

following questions can be considered when thinking about just how you can apply this information to your community project:

- What does this information show me about my community project goal?
- What does this information tell me about the way in which I am planning to address the need in the community I have chosen?
- How can I transfer this first-hand information from the target audience I have identified to my community project goal?

Supervisor Check-in

- Share your initial ideas with your supervisor. Your supervisor may be able to help you narrow your ideas down to a focused, specific goal.
- Discuss with your supervisor how you might focus your community project through the different global context lenses. Which one seems most appropriate for your goal?
- Discuss the prior learning and subject-specific knowledge you have identified and gather feedback on how this can be transferred to your community project goal.
- Share your process journal with your supervisor.
- Share your research with your supervisor and gather feedback on your approach to demonstrating academic honesty.


A great tool to use when considering how you can communicate your community project goal is through a Compass Points visible thinking routine. You could have this prepared and ready for your meeting with your supervisor and use this as a flow for how you will discuss your project thus far.

ACTIVITY: KNOWLEDGE AND SKILLS RESEARCH QUESTIONS

■ ATL skills

- Organization skills
 - Set goals that are challenging and realistic
 - Plan strategies and take action to achieve personal and academic goals
- Transfer skills
 - Inquire in different contexts to gain a different perspective
- Communication skills
 - Negotiate ideas and knowledge with peers and teachers

In your process journal, draw a compass and consider the following questions:

<p>Worries What concerns do you have about the community project?</p>	<p>Needs What else do you need to find out, or skills do you need to acquire, to move forward?</p>
	
<p>Steps/Suggestions What should your next step be? What suggestions can your supervisor provide?</p>	<p>Excitements What excites you about the community project goal you have chosen?</p>

CHAPTER SUMMARY KEY POINTS

- The first objective of the community project is investigating.
- The first step in investigating is to define a need within a community and define a clear and highly challenging goal to meet the need of this community through service.
- To frame this goal, you need to select one global context in which to focus your community project. You can choose from:
 - Identities and relationships
 - Orientation in space and time
 - Personal and cultural expression
 - Scientific and technical innovation
 - Globalization and sustainability
 - Fairness and development.
- You should identify prior learning and subject-specific knowledge that you have gained within the MYP classroom and outside of the classroom that you can bring with you to the community project to help you place your goal into action.
- The community project provides you with an opportunity to demonstrate research skills and through the information you discover, develop your approaches to learning skill of transfer by transferring this information to your community project.