

2nd QTR Mark: _____ initials: _____ *Due 12/9/26
3rd QTR Mark: _____ initials: _____ *Due 3/10/27
4th QTR Mark: _____ initials: _____ *Due @ Presentation

International Baccalaureate Middle Years Program
The Community Project Process Journal



Winston Churchill Middle School
2026-2027
IBMYP Year 3 – 8th Grade

Student Name _____

Homeroom Teacher _____

Optional Partner(s) Name: _____, _____

****Student Agreement: I have reviewed this Community Project packet. I will complete this project to the best of my ability with academic honesty and integrity.**

AI may not be used for ANY portion of this project.

Student Signature: _____ *Date:* _____

****Guardian Acknowledgement: I have reviewed this Community Project packet.**

Guardian Signature: _____ *Date:* _____

EXEMPTIONS from the Community Project Requirement may be made under the decision of the Community Project Coordinator and the homeroom teacher, if there is an outstanding reason for the student to not be able to complete the project requirements. Students who enroll at Winston Churchill Middle School during 3rd & 4th quarter will be exempt from the requirement.

Community Project Coordinator: Lyndsay Lewis, lyndsay.lewis@sanjuan.edu Room 4

FIVE GLOBAL THEMES <https://sdgs.un.org/goals>

Health and Nutrition - PROBLEM: not having enough food, growing food in a way that is good for the planet, mental health, health care, exercise, good eating habits, and problems with being overweight.

Project IDEAS: _____

Citizenship and Responsibility - PROBLEM: people moving to new countries, money and jobs, war and conflict, freedom to speak your opinion, and how people use or misuse social media.

Project IDEAS: _____

Environment and Humanity - PROBLEM: climate change, energy use, controlling pollution, recycling, living in a way that protects the planet.

Project IDEAS: _____

Social Justice and Equality - PROBLEM: human rights, equal treatment of different races, equal treatment of different genders, LGBTQ+ rights.

Project IDEAS: _____

Education and Literacy - PROBLEM: technology changes learning, learning throughout your whole life, and making sure everyone can get an education and learn skills for the future.

Project IDEAS: _____

SERVICE LEARNING:

In the community project, action involves a participation in *service learning* (service as action). As you evolve through the service learning process, you will engage in one or more types of action:

- ***Direct service:*** Students help *in person*.
- ***Indirect service:*** Students help others, but they do *not* meet the people or animals they are helping. They know their work will still help the community or environment.
- ***Advocacy:*** Students speak up for an important issue and try to get others to take action.
- ***Research:*** Students look for information, study it, and share what they learn to help improve decisions or rules. **Research papers must be submitted using MLA style guide with in-text citations and include an annotated bibliography. Hand-written research notes and hand-written paper outline must be submitted with Process Journal for review.**

Use the following table to record EVERY time you engage in work with Community Project. This includes time spent during Homeroom AND time spent outside of school hours. Reminder - students MAY NOT miss school to complete their service projects.

[7/8]	Excellent Service: 15+ Hours dedicated to Community Project
[5/6]	Substantial Service: 10-14 Hours dedicated to Community Project
[3/4]	Adequate Service: 5-9 Hours dedicated to Community Project
[1/2]	Limited Service: 1-4 Hours Dedicated to Community Project

[Complete by March 10, 2027 for Grading With Criterion C]

Criterion A: Investigating [DUE DECEMBER 9th, 2026]

Process Journal

1a) What type of work would you like to do?

1b) Who do you want to help?

1c) Which global theme are you planning on addressing in your project? **Circle ONE BELOW**

Global Themes: Health and Nutrition, Citizenship Responsibility, Environment and Humanity, Social Justice, Equality Education and Literacy (see page 2 for more details).

2a) Have you ever helped someone before? How can this help you with this project?

2b) Why do you want to help the people/places/or animals you picked for #1?

3) RESEARCH: Use the space below to write the information you find about your topic. Your research can include facts, needs, numbers, and information about programs that already help with this topic. You must include your sources. You may organize your notes in any way you like.

Source: [write website here: _____]

Facts about my topic. *Is there a problem? How can it be solved? Is there a place already doing this kind of service?*

*

*

*

*

Source: [write website here: _____]

Facts about my topic. *Is there a problem? How can it be solved? Is there a place already doing this kind of service?*

*

*

*

*

Source: [write website here: _____]

Facts about my topic. *Is there a problem? How can it be solved? Is there a place already doing this kind of service?*

*

*

*

*

*additional research pages may be included in your project packet

Criterion A: Investigating [DUE DECEMBER 9th, 2026]

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	Task Specific Clarification
0	Students: do not achieve any standard described below.	
1 - 2	Students: i. state a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrate limited research skills.	i. #1 Answer limited words, may not include a global theme ii. #2 Answer limited words, may not include connections to prior learning and little explanation of their interest in this topic. iii. #3 Limited research notes taken, sources may not be listed.
3 - 4	Students: i. outline an adequate goal to address a need within a community, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills.	i. #1 Answer in incomplete sentences and may include a global theme they are interested in pursuing. ii. #2 Answer in incomplete sentences making limited connections to prior learning and little explanation of their interest in this topic. iii. #3 Adequate research notes taken, sources may be listed.
5 - 6	Students: i. define a clear and challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills.	i. #1 Answer in simple sentences and include a global theme they are interested in pursuing. ii. #2 Answer in simple sentences making connections to prior learning and explain their interest in this topic. iii. #3 Multiple detailed research notes taken, sources listed. <i>*Check for attached notes at the end of the packet.</i>
7 - 8	Students: i. define a clear and highly challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills.	i. #1 Answer in complete sentences and include a global theme they are interested in pursuing. ii. #2 Answer in complete sentences making connections to prior learning and explain their interest in this topic. iii. #3 Several detailed research notes taken, sources listed. <i>*Check for attached notes at the end of the packet.</i>

Criteria B: Planning [DUE DECEMBER 9th, 2026]

Process Journal

1) Create a plan to help your community.

Decide what type of service you will do: **CIRCLE ONE BELOW**

Direct service, Indirect service, Advocacy, or Research (see page 2 for details).

What **WORK** or **SERVICE** are you planning on doing to help others?

Include clear details about what your community service project will be.

List what you will need to complete it, such as rides to places, things to buy, or technology like a computer.

2) Write down ALL work you are doing for your project.

Write down ALL problems you may be having.

Write down ALL questions you need answered.

Write down ALL people who you need to work with, call, email.

Write all work in the boxes below.

*additional planning pages may be included in your project packet

3) Reflection

How much time have you spent on your project this quarter?

How do you think your plan is going so far this quarter? Good? Bad? Just okay? Why?

What has gone well while making your plan?

What problems or challenges have you had?

What do you need to do before you can start your community service next quarter?

Below is space for you to use to write out any other reminders you need for your project or to DRAW your plan for your work.

Criteria B: Planning [DUE DECEMBER 9th, 2026]

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	Task Specific Clarification
0	Students do not achieve a standard described by any of the descriptors below.	
1 - 2	Students: i. develop a limited proposal for action to serve the need in the community ii. present a limited or partial plan and record of the development process of the project iii. demonstrate limited self-management skills.	i. #1 Answer in limited words and include a limited proposal for their service project. ii. #2 Limited evidence of their planning process for their project. iii. #3 Answer in limited words answering a FEW reflection questions. Include little to no evidence of final plans before service begins.
3 - 4	Students: i. develop an adequate proposal for action to serve the need in the community ii. present an adequate plan and record of the development process of the project iii. demonstrate adequate self-management skills.	i. #1 Answer in incomplete sentences and include a basic proposal for their service project. ii. #2 Little evidence of their planning process for their project. iii. #3 Answer in incomplete sentences with reflection on their current plan for service, answering SOME reflection questions. Include little evidence of final plans before service begins.
5 - 6	Students: i. develop a suitable proposal for action to serve the need in the community ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills.	i. #1 Answer in simple sentences and include a suitable proposal for their service project. ii. #2 Substantial evidence of their planning process for their project. iii. #3 Answer in simple sentences with reflection on their current plan for service, answering MOST reflection questions. Include some evidence of final plans before service begins.
7 - 8	Students: i. develop a detailed , appropriate and thoughtful proposal for action to serve the need in the community ii. present a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills.	i. #1 Answer in complete sentences and include a detailed proposal for their service project. ii. #2 Detailed evidence of their planning process for their project. iii. #3 Answer in complete sentences thoughtful reflection on their current plan for service, answering ALL reflection questions. Include evidence of final plans before service begins.

Criterion C: Taking Action [DUE March 10, 2027]

Process Journal

1) Show how you helped others because of this project.

Include proof that you completed service during this quarter.

Use the space below to describe what you did.

*****MAKE SURE YOUR HOURS LOG IS COMPLETED BY MARCH 10th - PAGE 3 OF PROCESS JOURNAL*****

Proof can include items like the following:

- Photos of your service
- Examples of work you created
- Links to recordings that show your service work

*additional evidence pages may be included in your project packet

2) Critical Thinking

What part of your service project are you most proud of?

Why does this make you feel proud?

What part of your project would you change if you did this service again?

Why would you change it?

Who was helped by your service?

3) Personal Reflection

How did you work with other people on your project?

What good experiences did you have?

Did you have any bad or difficult experiences?

What did you learn from these challenges?

How can working with others help you in the future at school and in life?

Criterion C: Taking Action [DUE March 10, 2027]

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	Task Specific Clarification
0	Students do not achieve a standard described by any of the descriptors below.	
1 - 2	Students: i. demonstrate limited service as action as a result of the project ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills.	i. #1 Limited evidence of service project [1-4 hours logged , images, emails, student created work, resources - MAY only include 1 piece of evidence - evidence may be unclear or service] ii. #2 Answer in limited words answering FEW reflection questions. iii. #3 Answer in limited words answering FEW reflection questions.
3 - 4	Students: i. demonstrate adequate service as action as a result of the project ii. demonstrate adequate thinking skills iii. demonstrate adequate communication and social skills.	i. #1 Adequate evidence of service project [5-9 hours logged , images, emails, student created work, resources - MAY only include 1-2 pieces of evidence] ii. #2 Answer in incomplete sentences using limited critical thinking, answering SOME reflection questions. iii. #3 Answer in simple sentences using limited personal thinking to drive responses, answering SOME reflection questions.
5 - 6	Students: i. demonstrate substantial service as action as a result of the project ii. demonstrate substantial thinking skills iii. demonstrate substantial communication and social skills.	i. #1 Substantial evidence of service project [10-14 hours logged , images, emails, student created work, resources] ii. #2 Answer in simple sentences using basic critical thinking, answering MOST reflection questions. iii. #3 Answer in simple sentences using basic personal thinking to drive responses, answering MOST reflection questions.
7 - 8	Students: i. demonstrate excellent service as action as a result of the project ii. demonstrate excellent thinking skills iii. demonstrate excellent communication and social skills.	i. #1 Excellent evidence of service project [15+ hours logged , images, emails, student created work, resources] ii. #2 Answer in complete sentences using thoughtful critical thinking, answering ALL reflection questions. iii. #3 Answer in complete sentences using personal thinking to drive responses, answering ALL reflection questions.

Criterion D: Reflecting [DUE on Presentation Date - 4th QTR]

Process Journal

1) How close did your final project get to what you proposed?

Say whether it was very similar, somewhat similar, or very different. Explain.

2) Why did it meet or not meet the original proposal? (time, resources, new ideas, technical problems, feedback, etc.).

3) If your project matched the proposal, how did you make sure that happened? (regular check-ins, a timeline, tests, prototypes, getting feedback)

4) Can you see yourself participating in service and helping others in the future? How?

5) Identify which ATL skills you have developed during your Community Project?

(See page 13 for more information regarding ATL Skills)

ATL Skill: _____

Reflection: How can this skill be used in future experiences in school and beyond?

ATL Skill: _____

Reflection: How can this skill be used in future experiences in school and beyond?

ATL Skills: Research

Information Literacy Skills	Media Literacy Skills
Access information to be informed and inform others	Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
Find information in different media	Locate, organize, analyze, evaluate, synthesize and efficiently use information from a variety of sources and media
Read critically and for comprehension	Use and interpret a range of content-specific terminology
Read a variety of sources for information and for pleasure	Underline ways in which images and language interact to convey ideas, values, and beliefs
Collect research from a variety of print and digital resources	Identify different points of view
Collect and verify data	Demonstrate awareness of different media interpretations of events and ideas, including social media
Make connections between a variety of sources	Critically analyze various text forms for underlying meaning
Utilize different media to obtain different perspectives	Use a variety of technologies and media platforms to source information, including social media and online networks
Utilize appropriate multimedia technology to create effective presentation and representation	Utilize different media to obtain perspectives
Reference accurately and construct a bibliography according to recognized conventions	Communicate ideas effectively to multiple audience using a variety of media and formats
Understand and implement intellectual property rights and the value of academic honesty	Actively make connections between different media resources in presentations
Identify primary and secondary sources	Advocate and practice safe, legal, and responsible use of information
Demonstrate awareness of the effects of different modes of information representation and presentation	
Collect and analyze data to identify solutions and/or make decisions	

Final Presentation

Using your process journal, you will create a **3-5 minute presentation**. Students may use any platform of their choosing for presentation visual aid. All presentation slides must be submitted to your Homeroom Google Classroom. **All students will present individually and will have their own visual aid**, even if you worked in a partnership or team. *Students will sign up to present either to their own homeroom, or to a 6th or 7th grade homeroom.*

Partners/Teams must all present in different classrooms.

The presentation must include the following:

_____ Project Name [creative title]

_____ Student Name

_____ Global Theme (*Health & Nutrition, Citizenship & Responsibility, Environment & Humanity, Social Justice, Equality Education & Literacy*)

_____ Type of Service Project (*direct, indirect, advocacy, research*)

_____ Overview of project research findings

_____ Overview of project proposal

_____ Overview of project completion

_____ Multiple visuals to convey service project (images, graphics, charts, video footage, etc.)

LATE PRESENTATIONS WILL AUTOMATICALLY LOSE ONE LEVEL ON FINAL IB RUBRIC.

Criterion D: Reflecting [DUE on Presentation Date - 4th QTR]

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	Task Specific Clarification
0	Students do not achieve a standard described by any of the descriptors below.	
1 - 2	The student is able to: i. present a limited evaluation of the quality of the Service as action against the proposal ii. present limited reflection on how completing the project has extended their knowledge and understanding of service learning iii. present limited reflections on their development of ATL skills.	i. 1-2 presentation requirements met ii. presentation is under 1:00 minute iii. page 12 has limited/missing reflection
3 - 4	The student is able to: i. present an adequate evaluation of the quality of the Service as action against the proposal ii. present adequate reflection on how completing the project has extended their knowledge and understanding of service learning. iii. present adequate reflections on their development of ATL skills.	i. 3-4 presentation requirements met ii. presentation 1-1:59 minutes iii. page 12 has adequate reflection
5 - 6	The student is able to: i. present a substantial evaluation of the quality of the Service as actions against the proposal. ii. present substantial reflection on how completing the project has extended their knowledge and understanding of service learning. iii. present substantial reflection on their development of ATL skills.	i. 5-7 presentation requirements met ii. presentation 2-2:59 minutes iii. page 12 has substantial reflection
7 - 8	The student is able to: i. present an excellent evaluation of the quality of the Service as actions against the proposal. ii. present excellent reflection on how completing the project has extended their knowledge and understanding of service learning. iii. present detailed and accurate reflections on their development of ATL skills.	i. all 8 presentation requirements met ii. presentation 3-5 minutes iii. page 12 has detailed reflection

PRESENTATION TIME: _____

Criterion D - IB Rubric Mark: _____

***Report Card Mark Determined by Criterion D Score.

Presentation Date: April 12 April 13 April 19 April 20 April 21 [Makeups Only]

MYP projects academic honesty form

MYP Community project/MYP Personal project

(Delete as appropriate)

Student name										
Student number										
School name										
School number										
Supervisor name										
Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted. Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.										
	Date	Main points discussed				Signature/initials				
Meeting 1						Student: Supervisor:				
Meeting 2						Student: Supervisor:				

MYP projects academic honesty form

Meeting 3			Student:
			Supervisor:
Supervisor comment			
Student declaration			
I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).			
Supervisor declaration			
I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.			
Student's signature			Date
Supervisor's signature			Date

Winston Churchill Middle School

Community Project Inspiration

Students may create their project around ideas NOT on this page. This is simply a resource.

Things to keep in mind - PICK SOMETHING THAT INTERESTS YOU.

What do you truly enjoy doing? If you love skateboarding and are scared of dogs, do NOT pick working at an animal shelter! Instead, do you have a place to skateboard? Is there a need for a skate park? Does your skate park need an improvement project?

Do you love baseball? Is there a way to help your local league? Could an equipment drive help other kids get to play baseball?

Are comics and graphic novels your favorite genre? Are these always available in your classroom libraries? Can you do something to make a change? Why would these types of stories be important in the classroom?

***Service cannot be helping do regular household 'chores' or babysitting siblings.

***Service cannot be done during the regular school day hours - HOWEVER - remember, we have IB minimum days - this is a great time to complete project hours during the regular school day.

Environmental Projects

- **Park Clean-Up:** Organize a clean-up day at local parks like McKinley Park, Land Park, or the American River Parkway. Students can collect litter, remove weeds, and help maintain the park environment.
- **River Clean-Up:** Participate in or organize a river clean-up along the American River. Groups like the American River Parkway Foundation often have volunteer opportunities.
- **Community Garden:** Volunteer at a local community garden, such as the Oak Park Sol Community Garden, to help plant, weed, or maintain garden plots.
- **Tree Planting:** Collaborate with organizations like the Sacramento Tree Foundation to plant trees in neighborhoods or schools.
- **Recycling Drive:** Organize a school-wide recycling drive for items like electronics, plastic, or paper. Partner with local recycling centers for collection.

Supporting Local Communities

- **Food Bank Volunteering:** Volunteer at Sacramento Food Bank & Family Services to help sort food donations or assist with food distribution.
- **Clothing Drive:** Collect gently used clothing for local shelters such as Loaves & Fishes or WEAVE.

- **Senior Center Visits:** Spend time with seniors at a local senior center or retirement home, playing games, reading, or sharing stories.
- **Book Donation Drive:** Organize a book drive to collect children's books and donate them to local libraries, schools, or literacy programs.

Helping Schools & Education

- **School Beautification:** Plan a beautification day for a local school. Projects can include painting murals, planting flowers, or cleaning up the school grounds.
- **Tutoring:** Volunteer to tutor younger students in subjects like math, reading, or science, either after school or on weekends.
- **Library Volunteering:** Help at a local library by shelving books, assisting with events, or organizing storytimes for younger children.
- **Elementary Schools:** Giving back at our previous elementary school is a great place for many students. They typically are easy for you to get to, you already know many adults on campus to connect with, and elementary schools ALWAYS can use your help.

Animal Welfare

- **Animal Shelter Help:** Volunteer at the Sacramento SPCA or the Front Street Animal Shelter. Tasks can include cleaning, feeding animals, or helping with adoption events.
- **Pet Food Drive:** Organize a drive to collect pet food and supplies for local animal shelters.

Community Events & Support

- **Charity Run/Walk Assistance:** Help with organizing local charity runs or walks, like those by the American Cancer Society or the Sacramento March of Dimes. Students can assist with registration, handing out water, or cheering on participants.
- **Neighborhood Clean-Up:** Organize or join a neighborhood clean-up day to remove litter and beautify streets, alleys, or public areas.
- **Fundraising for Local Causes:** Host a bake sale, car wash, or art show to raise funds for local charities, schools, or shelters.
- **Support Homeless Shelters:** Make hygiene kits or snack packs for local homeless shelters. Students can assemble kits with essentials like toothpaste, soap, and snacks.
- **Youth Sports Coaching:** Assist with local youth sports leagues as a junior coach or referee, especially in sports they are passionate about.

Arts & Creativity

- **Art for Hospitals:** Create art to donate to local hospitals or pediatric wards. This can include paintings, cards, or decorations.
- **Craft Kits for Kids:** Assemble craft kits for kids in hospitals or shelters. Include items like crayons, coloring books, and simple crafts.

Churchill Community

- **Tutoring:** Organize tutoring services on campus in math, science, or world language.

- **New Clubs:** Plan, create, organize, and begin a new club on campus. A teacher advisor would be necessary for all new clubs.
- **Campus Beautification:** Organize and plan campus clean-up during school lunch periods.
- **Library Assistance:** Volunteer to help Ms. Holly by shelving books, organizing library sections, and assisting with inventory. Or maybe you create themed displays for different events or seasons.
- **Event Support & Organization:** Create a plan to enhance a school event, such as Open House. What could be created and run by students at this event that could benefit this school event?
- **Lunchtime Monitors or Mentors:** Volunteer to assist in the cafeteria by organizing the lunch lines, helping younger students open food items, or ensuring tables are cleaned up. Set up a "Friendship Table" for students who might need a place to sit during lunch, making it a welcoming spot for anyone who feels left out.
- **Health & Wellness Initiatives:** Start a "Wellness Wednesday" initiative to promote healthy habits, like encouraging students to drink water, stretch, or participate in mindfulness activities. Organize a school-wide fitness challenge, such as step-counting competitions or after-school walking clubs.