



PODAR ORT INTERNATIONAL SCHOOL

MYP Community Project Handbook

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PORTIS Vision



Achieving excellence by creating globally competent, ethically high performing international – minded citizens through world class education

PORTIS Mission

To provide opportunities through a stimulating, safe and supportive environment for attaining personal mastery and team spirit by collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st century, but also develop strong moral values, especially appreciation and respect for different cultures to become proactive and responsible world citizens.

IBO Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile



The aim of all IB Programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKER

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATOR

We express ourselves confidently and creatively in more than one language and in many ways. WE collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. Where seek and evaluate a range of points of view, and we are willing to grow from the experience.



CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make positive difference in the lives of others and in the world around us.

RISK-TAKERS/COURAGEOUS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Aims

The aims state what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience. The aims of the MYP 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.

The screenshot shows a web browser window displaying the MYP Project Guide. The table is titled 'Community project objectives' and 'Personal project objectives'. It is organized into four main objectives: Investigating, Planning, Taking action, and Reflecting. Each objective has a list of specific aims for both community and personal projects.

| Community project objectives | Personal project objectives |
|--|--|
| Objective A: Investigating | |
| i. Define a goal to address a need within a community, based on personal interests | i. Define a clear goal and a global context for the project, based on personal interests |
| ii. Identify prior learning and subject-specific knowledge relevant to the project | |
| iii. Demonstrate research skills | |
| Objective B: Planning | |
| i. Develop a proposal for action to serve the need in the community | i. Develop criteria for the product/outcome |
| ii. Plan and record the development process of the project | |
| iii. Demonstrate self-management skills | |
| Objective C: Taking action | |
| i. Demonstrate service as action as a result of the project | i. Create a product/outcome in response to the goal, global context and criteria |
| ii. Demonstrate thinking skills | |
| iii. Demonstrate communication and social skills | |
| Objective D: Reflecting | |
| i. Evaluate the quality of the service as action against the proposal | i. Evaluate the quality of the product/outcome against their criteria |
| ii. Reflect on how completing the project has extended their knowledge and understanding of service learning | ii. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context |
| iii. Reflect on their development of ATL skills | iii. Reflect on their development as IB learners through the project |



The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students. The community project is a culminating example of inquiry because it reflects students' ability to initiate, manage and direct their own inquiry.

Requirements

- In schools in which the MYP finishes with year 3 or 4 of the programme, all students in the final year must complete the community project.
- Students are expected to spend approximately 15 hours on their community project.
- The community project may be completed individually or collaboratively in groups of no more than three students.
- The MYP community project will usually be developed and presented in the school's language of instruction. However, students may have the opportunity to report their community project in their best or preferred language, which may or may not be their mother tongue or language of instruction of the school.

Community project: Service learning

The role of the project coordinator(s)

The IB recommends that one or more project coordinators be appointed within the school to manage the implementation, organization and management of the projects in the school. The number of project coordinators appointed will depend on the size of the school and the number of students involved with either the community project or the personal project (or both, depending on the school's configuration and practice). In schools where the MYP coordinator assumes responsibility for the MYP projects, extra time allocation is often necessary for the role. As an alternative, schools may choose to assign the role to another staff member. Project coordinators are responsible for organizing the systems that supervisors and students need for the successful completion of the project, with the support and collaboration of the MYP coordinator and school leadership team.

The role of the supervisor(s)

The purpose of the supervisor is to support the student or group of students during the project. In the case of community projects, it is important for supervisors to use their best judgment in allowing for changes to group situations, should the need arise.

Each student, or each group of students who have decided to work together, has a supervisor.
The school will assign the supervisor.

The supervisors' responsibilities are to:

- ensure the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- provide guidance to students in the process and completion of the project
- confirm the authenticity of the work submitted
- assess the MYP project using the criteria in this guide
- participate in the standardization of assessment process established by the school
- guidelines about the MYP project
- a timetable with deadlines
- the assessment criteria for the project
- advice on how to keep and use a process journal
- the importance of personal analysis and reflection
- formative feedback
- requirements for academic honesty.

Note:- The librarian will be able to assist students with research skills and with locating and sourcing resources, as well as contributing in other areas such as referencing and completing bibliographies.

Time frames for completing MYP projects Students are expected to spend approximately 15 hours on their community project

This time includes: • meeting with supervisors • independent learning through research, planning, development and completion of the project • reporting of the project.

Service and Action in the MYP ▲

"The spirit of service is the heart of humanity." — Lailah Gifty Akita (Author of *Think Great*).

Service and Action is a key component of the Podar ORT International School mission to be a learning Institution which seeks to embrace the mission statement of the IBO. We strive to develop 'caring young people who help create a better and more peaceful world through intercultural understanding and respect.

Service and Action is a required component of the IB MYP which supports the Podar ORT International School's aim to be a school committed to develop internationally-minded people who recognize their common humanity and shared guardianship of the planet. Service and Action activities can take a wide variety of forms, including, recycling or helping with school events. Service and Action helps students connect what is learned in school with the real world. This can happen in school, at the local food bank or at a distant destination. The end results of these connections are lifelong memorable and treasured experiences that help the students understand the needs of our world.

At the start of the school year, students will receive their log in details for their Online Journal in Managebac. In this journal, they record the service activities completed throughout the year. Students receive an e-mail at their school account with step-by-step instructions on how to log in to the system for the first time, how to record their activities, get approval and input their reflections.

Service and Action extends beyond the classroom, allowing students to participate in the community where they live, paying special importance to developing their sense of social responsibility and, improving those skills that will enable them to make effective contributions to society. Students should strive to find a

variety of Service Activities in order to broaden their horizons. The idea is to find a way to help others, especially someone who is less fortunate than they are and to identify and meet a need from within one of their respective communities. It is an act that stresses the idea that it is better to give than receive.

Service and Action should involve:

1. Real, purposeful activities, which meet the outcomes establish by the MYP
2. Reflection on the outcomes and personal learning
3. Commitment

MYP Learning Outcomes for Service ▲

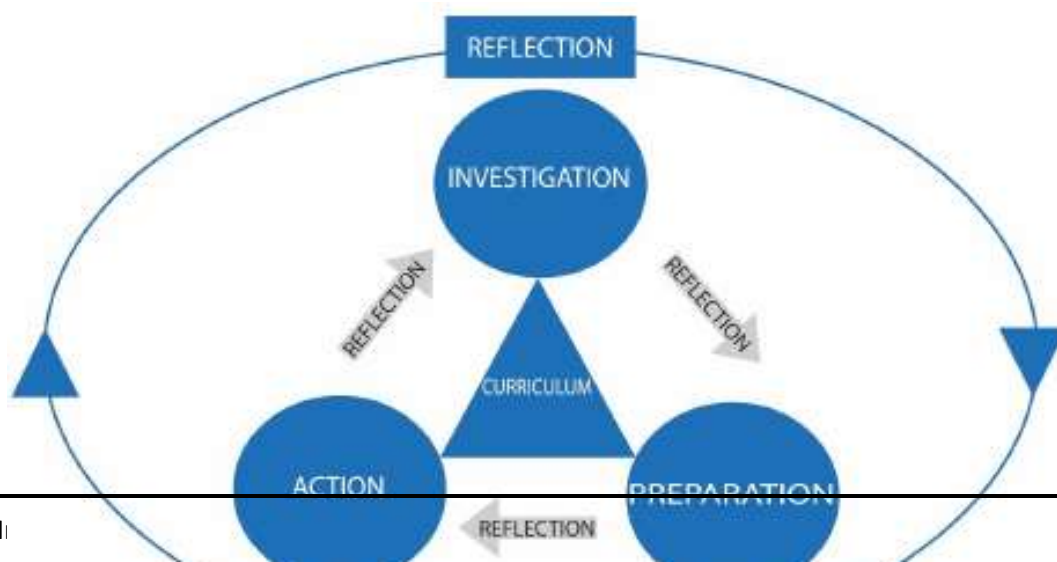
With appropriate guidance and support, MYP students should, through their engagement with service as action:

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

These learning outcomes identify the substance of students' self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills.

What is Service Learning? ▲

Service Learning is an experiential process which encourages student's growth by applying learning through serving others. We use 5 Stages of Service Learning as a framework in the learning process. The 5 stages are Investigation, Preparation, Action, Reflection and Demonstration.





Investigation: This stage involves both considering your own gift and talents as well as learning about the community, issue, and or organization. Media, interviews, surveys, and direct observations are all possible ways to understand others and their needs.

Preparation: This stage focuses primarily on practical steps such as planning and communicating with the community or organization about the service opportunity, logistics, practicing or preparing materials. However, it can also include “continued acquisition of knowledge that addresses any resultant questions from investigation.”

Action: This stage you implement your plan. Action could take the form of direct service, indirect service, advocacy, or research.

Reflection: This stage is at the core of the learning process. It connects each stage. Reflection should impact the process, increase self-awareness, and express both thoughts and emotions of the experience.

Demonstration: This stage you present the totality of the experience. You need to articulate what you learned, the contribution you accomplished including each step of your story.

- | | |
|---|---|
| <p>Direct Service: Engages students in person-to-person contact with those in need.</p> | <ul style="list-style-type: none">• Cook/serve/deliver food for the homebound• Staff a health clinic• Teach English as a second language*• Tutor, mentor, or coach youth• Visit elders in a long term care facility• Volunteer at an orphanage |
| <p>Indirect Service: Meets a clear need but has benefits to the larger community.</p> | <ul style="list-style-type: none">• Plan drug, violence, or disease prevention program• Volunteer for disaster services*• Assist with an environmental project• Participate in urban renewal projects such as mural or house painting• Provide Solar panels to electrify a village• Fundraise with direct interaction with a non-profit beneficiary• Create brochures, flyers, posters, or annual |

- reports for a non-profit organization

| | | |
|-------------------------|---|---|
| <p>Advocacy:</p> | <p>Allows students to lend their voices, writing ability, and other talents toward an issue in the public interest.</p> | <ul style="list-style-type: none"> • Conduct information campaigns* • Lobby on behalf of a community issue • Organize a nonpartisan letter writing campaign for a social issue |
| <p>Research:</p> | <p>involves students collecting information for public welfare or interest. The research must be done with a direct connection to a community-based organization.</p> | <ul style="list-style-type: none"> • Conduct research to protect endangered species • Conduct research for a community organization* |



The Dos for Community Service Learning: ▲

- Complete specified number of minimum hours for Personal Community Service.
- Receive pre-approval for your community service.
- Reflect authentically. Poor or half-hearted effort on reflections will need to be resubmitted
- Learn about whom you are serving and/or the organization with which you are serving
- Perform Personal Community Service on your own time
- Personally complete the community service (and reporting).
- Be responsible for completing all community service forms, not parents.
- Find service opportunities which benefit communities beyond the PORTIS community, even for service completed on campus.
- Turn in all forms within the semester (Dec. & May)
- Count only the time you serve (transportation and lunch do not count)
- If your Personal Community Service is with a group of 5 or more students, you must plan a
- Presentation in a whole school assembly

The Don'ts for Service Learning: ▲

- Count Service performed required for a class.
- Receive pay for service.
- Serve individual teachers at school
- Serve a family member at home or at work
- Have a family member be a supervisor (signature of completed service)
- Count club related duties as personal community service
- Complete more than 50% of their community service hours on campus.
- Count Fundraising for personal community service

- Serve at a for-profit entity *however, social enterprise may be acceptable.

Tips for Service Learning

- Go beyond the minimum
- Focus your service experience on a cause. Can it connect to a Sustainable Development Goal?
- Ask questions along the way!
- Be willing to do whatever is asked of you with a cheerful heart
- Avoid just fundraising.
- Join a volunteer group or team.
- Connect your service to explore possible future pursuits. These experiences can be instrumental in confirming your future plans or shifting them
- Explore your gifts, talents, and preferences.
- Attempt to avoid missing school for service trips
- Start early
- Ideally the person who signs your forms should be your direct supervisor instead of the head of the organization
- Keep a copy of your forms (digital or hard copy)

How do I complete my Community Service?

To complete your Community Service, you will follow the Service Learning Model described above. There are 3 stages (Investigation, Preparation, and Action) connected by Reflection and Demonstration. Complete the Investigation and Preparation stages before you seek approval of the service opportunity. Be mindful throughout the process of your thoughts and feelings which will aid you in your reflections. Your personal learning and growth are central to this process. As well, this should aid you in engaging a community or issue in meaningful impact.

Steps to be followed to complete activities for Service as Action

Steps to be followed for school initiated activities

- Understand the learning objectives that are applicable for the MYP years.
- Complete the planned school initiated activity within the decided deadline.
- Write reflection using the given prompts (available in the subject guide)
- Share the reflection with the supervisor and take his/her approval.
- Publish it on student's log book/assigned task on Google classroom

Steps to be followed for student initiated activities.

- Understand the learning objectives that are applicable for MYP year

- Go through the list of suggested activities. Choose or design appropriate activities which will help in achieving grade level learning objectives.
- Make the detail plan of the activity and fill up the online “Activity proposal Form”
- Take approval from the supervisor on the made proposal before starting the activity.
- Complete the activity within the decided deadline.
- Write reflection using the given prompts (available in the subject guide)
- Share the reflection with the supervisor and take his/her approval.
- Publish it on student’s log book/assigned task on Google classroom.

Community Project Timeline ▲

| Investigating | Planning | Taking Action | Reflecting |
|--|--|---|--|
| <ul style="list-style-type: none"> ✓ Start Process Journal ✓ Decide on the need ✓ Identify prior learning ✓ Define a goal to address the need with the local or global community ✓ Complete Statement of Intent and get signatures parents/guardians and supervisor/advisor ✓ Initial research period – select relevant resources and gather information ✓ Record information and developments in process journal | <ul style="list-style-type: none"> ✓ Use statement of intent to develop a Proposal for Action – this must be completed near the start of this phase. ✓ Continue research – select, evaluate and acknowledge information. ✓ Work on the preparation for the service as action. ✓ Record information and developments in process journals. ✓ Meet with supervisor/advisor | <ul style="list-style-type: none"> ✓ Do/ Carry out the service as action ✓ Record information and developments in process journal ✓ Make sure to document your action, what you do, how you carry-out your plan (photos, video, etc.) in process journal | <ul style="list-style-type: none"> ✓ Reflect on learning ✓ Evaluate the quality of service as action against the proposal and IB CP objectives/ rubrics ✓ Prepare, then complete oral presentation ✓ Select excerpts from the process journal to submit ✓ Complete the bibliography ✓ Complete the academic honesty form ✓ Meet with supervisor/advisor |

Process Journal ▲

The process journal is a term used to refer to the record of progress maintained by you the student throughout the project. However, it is your choice as to how you will maintain that record. It can be written, visual, audio, or a combination of these and it may include both paper and electronic formats. In the use of electronic/digital media, you are strongly advised to make digital copies of your journals or to transmit copies of your journals to an online storage site. We are using Manage-bac as a tool for reporting your

progress on your project. You have an option of keeping a journal in Manage-bac but most students use Google-docs.

You will use one journal per project so if you are working in a group you will need a way to identify each person's contributions to the journal. Many people assign a different color to each person. Remember to record the date/time spent on each thing you do as a way to add up your hours of service toward earning the Presidential Service Award at the end of the year. You can document your time spent on your project in the process journal then enter the total amount in your planner when you are finished. You are not restricted to any single model of recording for your process journal but you are responsible for producing evidence of addressing the four objectives to demonstrate achievement at the highest levels of the criteria.



| The process journal is: | The process journal is not: |
|--|---|
| <ul style="list-style-type: none"> • Used throughout the project as a support to document its development • An evolving record of intents, processes, accomplishments • A place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised • A place for recording interactions with sources, for example teachers, supervisors, external contributors • A place to record selected, annotated and/or edited research and to maintain a bibliography • A place for storing useful information, for example quotations, pictures, ideas, Photographs, drawings • A means of exploring ideas and solutions • A place for evaluating work completed • A place for reflecting on learning • devised by the student in a format that suited his or her needs • A record of reflections and formative feedback received | <ul style="list-style-type: none"> • Used on a daily basis(unless this is useful for the student) • Written up after the process has been completed • Additional work on top of the project; it is part of and supports the project • A diary with detailed writing about what was done • A static document with only one format |

Approaches to Learning (Source IBO)

ATL skills are the skills students use to “learn how to learn.” You are already using many of the skills, but didn't know what they were called. Think about how you are using these as you work on your project. Include evidence of the skills you use in your process journal. You'll reflect on your use of these skills when you evaluate your project. You'll work more in depth with research as you begin the investigation phase.



| Community Project Objective | MYP ATL Skills Cluster |
|--|--|
| Objective A: Investigating | |
| <ul style="list-style-type: none"> Define a goal to address a need within a community, based on personal interest | Collaboration Critical Thinking Creative Thinking |
| <ul style="list-style-type: none"> Identify prior learning and subject knowledge relevant to the project Demonstrate research skills | Information Literacy Media literacy Transfer |
| Objective B: Planning | |
| <ul style="list-style-type: none"> Develop a proposal for action to serve the need in the community | Collaboration Organization Critical Thinking Creative Thinking |
| <ul style="list-style-type: none"> Plan and record the development process of the project Demonstrate self-management skills | Collaboration Organization Reflection |
| Objective C: Taking Action | |
| <ul style="list-style-type: none"> Demonstrate service as action as a result of the project | Organization Critical Thinking Creative Thinking |
| <ul style="list-style-type: none"> Demonstrate thinking skills Demonstrate communication and social skills | Communication Collaboration Critical Thinking Creative Thinking Transfer |
| Objective D: Reflecting | |
| <ul style="list-style-type: none"> Evaluate the quality of the service as action against the proposal Reflect on how completing the project has extended your knowledge and understanding of service learning Reflect on your development of the ATL skills | Communication Reflection |

During this phase, you identify the need within the community. First, you need to know what the term “community” means. From your IB subjects, you have learned that communities are groups that exist as 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.

- Identify a list of needs, problems, or issues in each community: School, Neighbourhood, City, State, Nation, World (global)
- Identify the community need I feel most passionate out? How can I help address the need?
- Complete the Community Project Investigation sheet
- Complete the Community Project Statement of Intent and Permission form and request signatures from parent/guardian and advisor/supervisor.



A goal addresses the need. Some examples of goals are:

- To raise awareness
- To participate actively
- To research
- To inform others
- To create/innovate
- To change behaviours
- To advocate (speak up for others)

Global Contexts (source IBO)

(Source: International Baccalaureate Organization)

Global context directs your learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, your MYP community projects can develop meaningful explorations of:

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

The following questions help to choose a global context through which to focus the project:

- What do I want to achieve with my community project?
- What do I want others to understand through my work?
- What impact do I want my project to have?
- What best matches my purpose for my project?
- How can a specific IB global context give greater purpose to my project?

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Choosing a global context helps you connect your project and your classroom learning with the world; the broadest context for learning.

The global context you choose provides a context for inquiry and research for the community project. Choose only one global context to define your goal. In most cases other global contexts may inform the project or offer other perspectives, but focusing on one context will give a specific focus to the project.

MYP Learning Outcomes for Service and Action ▲

MYP students should, through their engagement with service as action:

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

These learning outcomes identify the substance of students' self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attribute and ATL skills.

Layering of MYP learning outcomes for Service and Action and guidance on how to achieve them ▲

Grade 6: MYP Year 1

| Learning objectives to be achieved | Description | Questions which will help/guide students to achieve LO's and write reflection.(Supervisors can discuss this with students) |
|--|---|--|
| Undertake challenges that develop new skills | A new challenge may be an unfamiliar experience or an extension of an existing one. Developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area. | <ul style="list-style-type: none"> • What was so challenging? • Why was it challenging? • Have you done anything similar before? • How did you overcome this challenge? If you Didn't overcome it, why not and what will you • Do differently next time? • How do you feel about having undertaken this challenge? • Why is it important for you to undertake new challenges? • Did you discover any skills you hadn't known or learned yet? • How could this skill be useful to you in the future? • How does having this new skill make you feel about yourself? • Why is it important to learn new skills? |
| Working collaboratively with others | Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration | <ul style="list-style-type: none"> • Is working with others generally easy or difficult for you? Why? So, based on your answer to the above question, during this particular activity, was it easy or difficult for you to work with others? • Did you have to work with anyone difficult? • How did you handle it? • Why is it important to be able to work • Collaboratively with others? • What was the importance of Teamwork or leadership in your activity? |
| Demonstrate engagement with issues of global | Students are able to identify and demonstrate their understanding of global | <ul style="list-style-type: none"> • What were the issues? Why are they important globally? How? Where? How did you know? • How does knowing about global issues contribute |

| | | |
|--------------|---|--|
| significance | issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally. | to your personal growth? <ul style="list-style-type: none"> • How does it make you feel now that you are aware of this global issue? • How does your work in this Service activity make you feel about that global issue? |
|--------------|---|--|

Grade 7: MYP Year 2

| Learning objectives to be achieved | Description | Questions which will help/guide students to achieve LO's and write reflection.(Supervisors can discuss this with students) |
|---|---|---|
| Identify own strengths and develop areas for growth | Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others. | <ul style="list-style-type: none"> • Did you identify your strength and weakness? • How do you feel now that you are aware of it? • Why is it important for us to know our strengths? Or weaknesses? • Did you work/ or would like to on your weakness? • Relate one area where overcoming this weakness would have benefited you. |
| Undertake challenges that develop new skills | A new challenge may be an unfamiliar experience or an extension of an existing one. Developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area. | <ul style="list-style-type: none"> • What was so challenging? • Why was it challenging? • Have you done anything similar before? • How did you overcome this challenge? If you didn't overcome it, why not and what will you do differently next time? • How do you feel about having undertaken this challenge? • Why is it important for you to undertake new challenges? • Did you discover any skills you hadn't known or learned yet? • How could this skill be useful to you in the future? • How does having this new skill make you feel about yourself? • Why is it important to learn new skills? |
| Working collaboratively with others | Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration | <ul style="list-style-type: none"> • Is working with others generally easy or difficult for you? Why? So, based on your answer to the above question, during this particular activity, was it easy or difficult for you to work with others? • Did you have to work with anyone difficult? • How did you handle it? • Why is it important to be able to work collaboratively with others? • What was the importance of teamwork or leadership in your activity? |
| Demonstrate engagement with issues of global significance | Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally. | <ul style="list-style-type: none"> • What were the issues? Why are they important globally? How? Where? How did you know? • How does knowing about global issues contribute to your personal growth? • How does it make you feel now that you are aware of this global issue? • How does your work in this Service activity make you feel about that global issue? |

Grade 8: MYP Year 3



| Learning objectives to be achieved | Description | Questions which will help/guide students to achieve LO's and write reflection.(Supervisors can discuss this with students) |
|---|---|---|
| Identify own strengths and develop areas for growth | Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others. | <ul style="list-style-type: none"> • Did you identify your strength and weakness? • How do you feel now that you are aware of it? • Why is it important for us to know our strengths? Or weaknesses? • Did you work/ or would like to on your weakness? • Relate one area where overcoming this weakness would have benefited you. |
| Undertake challenges that develop new skills | A new challenge may be an unfamiliar experience or an extension of an existing one. Developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area. | <ul style="list-style-type: none"> • What was so challenging? • Why was it challenging? • Have you done anything similar before? • How did you overcome this challenge? If you didn't overcome it, why not and what will you do differently next time? • How do you feel about having undertaken this challenge? • Why is it important for you to undertake new challenges? • Did you discover any skills you hadn't known or learned yet? • How could this skill be useful to you in the future? • How does having this new skill make you feel about yourself? • Why is it important to learn new skills? |
| Working collaboratively with others | Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration | <ul style="list-style-type: none"> • Is working with others generally easy or difficult for you? Why? So, based on your answer to the above question, during this particular activity, was it easy or difficult for you to work with others? • Did you have to work with anyone difficult? • How did you handle it? • Why is it important to be able to work collaboratively with others? • What was the importance of teamwork or leadership in your activity? |
| Demonstrate engagement with issues of global significance | Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally. | <ul style="list-style-type: none"> • What were the issues? Why are they important globally? How? Where? How did you know? • How does knowing about global issues contribute to your personal growth? • How does it make you feel now that you are aware of this global issue? • How does your work in this Service activity make you feel about that global issue? |
| Plan and initiate (student initiated activities) | Students can articulate an idea to executing a plan. This may be accomplished in collaboration with other Participants. Students may show their knowledge and awareness by building on a previous experience, | <ul style="list-style-type: none"> • How did you organize yourself? • Are you usually an organized person? • What was difficult? Planning or the initiating? • Why? • Did you discover any skills you hadn't known or learned yet that you had to use for the planning and initiating of this activity? • Do you think planning or initiating anything in the future will be easier now? |

What could a Service & Action Profile look like across the - MYP?



| Emerging, MYP 1, Grade 6 | Developing, MYP 2-3 Grades 7 and 8 |
|--|---|
| <p>Service and Action related activities,</p> <p>Possible examples,</p> <ul style="list-style-type: none"> • Representing the school soccer team • Planning, preparing and taking a lead in a school assembly • Participation in House Events like Inter House • Debate • Taking part in a Grade level Paper Recycling Project, (e.g. organizing, monitoring, evaluating and informing others) • Supporting the grade 5 induction into Middle School through a guided tour, giving a presentation • Involvement in curriculum oriented project • Educational trips • Visit to hospital, old age home, orphanage etc. <p>beginning to understand my school community, playing a part and becoming actively involved</p> | <p>Community and service related activities,</p> <p>Possible examples,</p> <ul style="list-style-type: none"> • Representing school at different level • Curating a notice board or mounting an exhibition during the School organized event – MERAKI • Writing an article for School Blog • Involvement in a curriculum initiated project - Road • Safety drive • Participating in school Cultural Mela • Spreading awareness regarding waste management • Clean -up campaign • Educational trips • Visit to hospital, old age home, orphanage etc. <p>responding to the needs of my school community, using my skills to increasingly support it and showing an emerging sense of independence and initiative</p> |

Student Activity Form

Dear Parent/Guardian,

Community service is any type of volunteer work which benefits the community. The student must be supervised and have the supervisor's signature on this community service form proving that the hours documented by the student are legitimate. Students need to have instructor approval to ensure that the activity they are participating in will count toward the 5 hours required in the year. The purpose of the activity must benefit the community at large and must take place outside of the school day. The event needs to be one which doesn't financially benefit the student or a group that the student is a member of. This form should be completed and placed in the student's portfolio. Hours should also be logged on Community Service Log form.

Description of Activity:



Y/N Is this a volunteer activity?

Y/N Can this activity be completed outside the school day? If no, you must be student in good standing C- and above, with a completed prearranged absence form 1 week prior to the event.

Instructor's Pre-Approval: _____

Date(s) of Activity: _____ Hours Worked: _____

Supervisor's Name: _____ Phone#: _____

Signature: _____

I hereby certify these hours to be an honest account of my service hours record. Any falsification of this record will result in my losing credit for these hours and/or credit for this class and related work.

Student's Name: _____ Signature: _____

Community Service Action Report

Full Name _____ **Grade** _____

1. Complete and Print this Report and attach it to the pre-approved approval form and all reflections.
2. Submit all forms to the Service Learning Coordinator
3. The Student must complete the 1st page of the report
4. Please request that your direct supervisor complete your evaluation form.

| | |
|--|--|
| Name and Contact Information of Organization (Phone and email) | |
| Name and contact information of Service Supervisor (if different than above) | |

How did you participate in the activity? What did you do?



| Date | Time (from-to) | Activity / Task | # Hours |
|--------------------|----------------|-----------------|---------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL HOURS | | | |

Name of Service Supervisor (please print) _____

Signature of Service Supervisor _____ Date _____

Personal Community Service Post Action Reflection

Full Name _____ Grade _____

1. Complete and attach this form to the Pre-Approval form
2. Submit all forms to the Service Learning Coordinator
3. The focus is on learning through serving and reflection

Post Action Reflection Prompts (choose 3 prompts - 1 from each category):

Project :

- What new insights did you glean about the community, organization, or issue?
- What impact did your service have and what attributed to that success?
- What challenges did you face and how did you overcome them?
- How do you feel about your contribution and service?
- What other needs did you identify while participating in this opportunity?
- How sustainable was your service? Why or why not?

Personal:

- How did you show perseverance and commitment?
- How did you increase awareness of your skills, talents, or preferences?
- What attitudes or values have you developed?
- What activities were new, stretching, or took you out of your comfort zone? How did you feel about that?
- How did you collaborate with others? What went well or didn't work well?
- What past experiences did you rely on as you completed this opportunity?

Looking to the future: ▲

- What would you say to recruit others to join you if you chose to do a similar project in the future?
- How can you apply what you learned in other situations?
- If you were to repeat this experience, what would you do differently next time?
- How could you improve the sustainability of your contribution or impact?
- Based on this experience, how does it impact the service experiences you want to have in the future?

ATL Reflection Prompt: Choose 1 ATL and 1 corresponding learner profile attribute that you felt you particularly demonstrated through this service experience. Articulate with clear evidence (story) how you are becoming that trait. Should be about 100 words

Demonstration: In 100 words, how will you inform, promote, or educate others about your experience? Consider: vlogs, photo stories, websites, and presentations, art...be creative!

Post Action Reflection (Please note which 3 prompts you have selected from above)

| |
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| |
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ATL Reflection (Pick 1 ATL and 1 corresponding learner profile attribute)

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Demonstration: How will you promote, educate, or inform others about your experience?

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BIBLIOGRAPHY

4 types of engagement

[Http://www.servicelearning.umn.edu/cesp/programdetails/engagement_types.html](http://www.servicelearning.umn.edu/cesp/programdetails/engagement_types.html)

Pre-approval form

goo.gl/mVTAjc

Action Report

goo.gl/mVTAjc

Post Action report

goo.gl/mVTAjc

International Community School, Bangkok 10260, Thailand

<http://www.icsbangkok.com>

Pacific Beach Middle School

<https://www.sandiegounified.org/schools/pacific-beach-middle>

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MLS_Service handbook.pdf

Approaches to Learning (Source IBO)

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