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IB AFRICA, EUROPE & MIDDLE EAST
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THE HAGUE 24TH - 27TH OCTOBER

SERVICE LEARNING

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REFLECTION

INVESTIGATION

Reflection

Reflection

Curriculum

ACTION

Reflection

PREPARATION

DEMONSTRATION

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Integrating the Five Stages of Service Learning into CAS with Student Competencies and Learner Profile Attributes

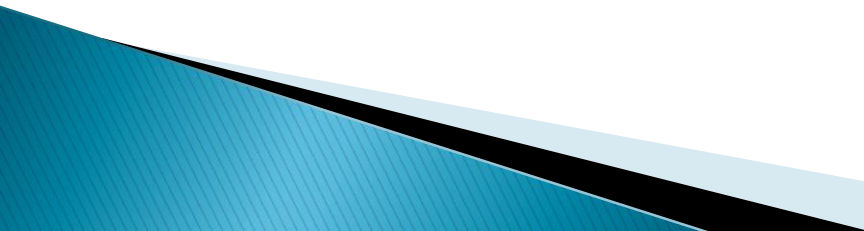
Note that throughout the Five Stages of Service Learning, students:

- integrate varied technologies and platforms at all stages of the process
- reflect
- acquire assistance as needed

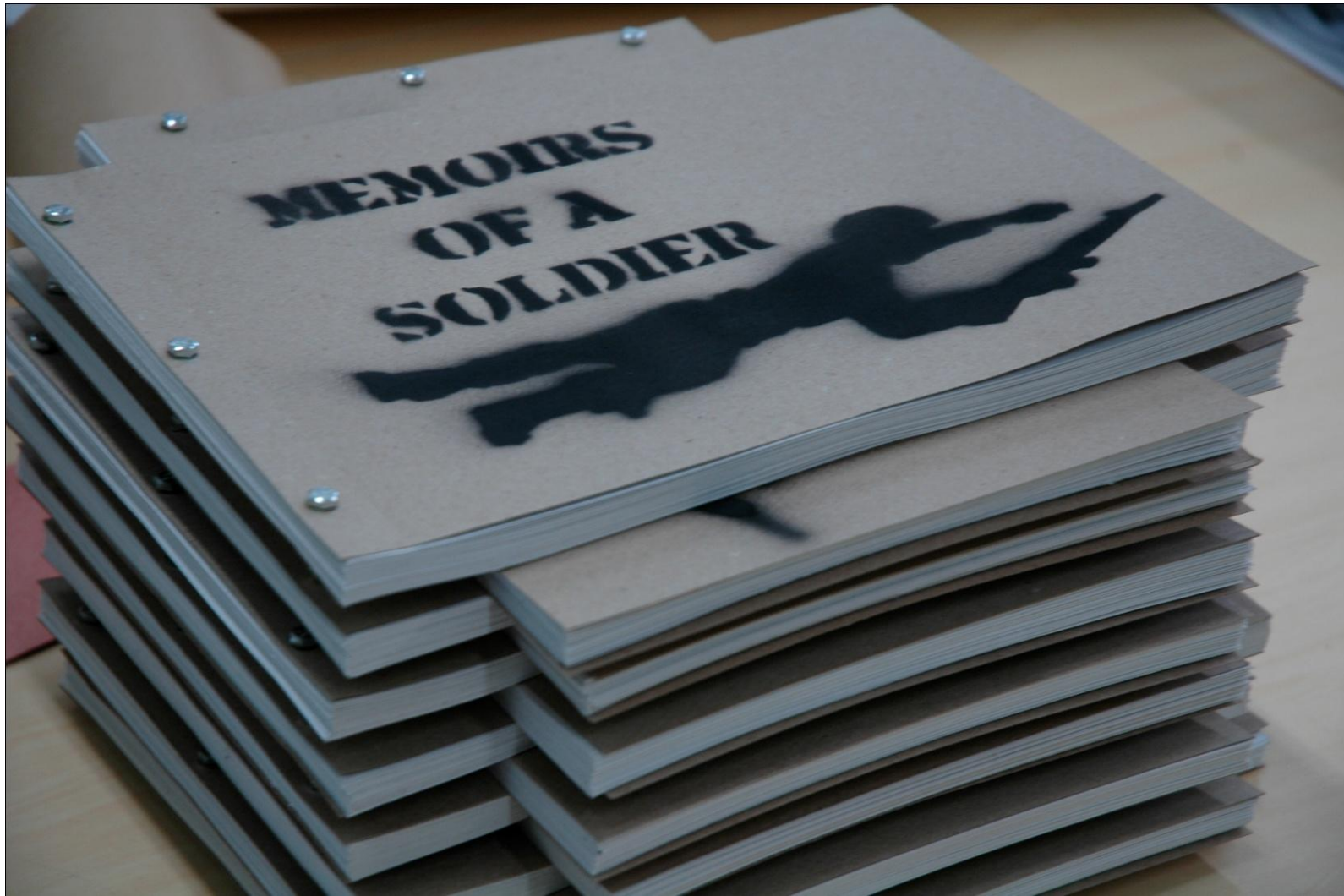
Five Stages of Service Learning	Skill Development	Organizers/Evidence	Learner Profile Attributes
Investigation	<ul style="list-style-type: none"> • Recognize personal interests, skills, and talents, and apply them in meaningful ways • Identify are for personal growth • Select a cause of local and global concern • Conduct social analysis through action research to identify a meaningful issue to address and authenticate a need 	<ol style="list-style-type: none"> 1. Personal Inventory 2. Personal Inventory 3. Finding Your Cause 4. Gathering Information About a Community Need using Media, Interview, Survey, Observation 	Reflective Inquirers
Preparation & Planning	<ul style="list-style-type: none"> • Ongoing development of knowledge and skills • Understand how to develop a plan of action to address the identified need • Establish a network of supportive peers and adults and be likewise supportive of others • Connect local and global issues and know avenues of responding that are being or could be applied in diverse settings • Communicate effectively to contact people who have information or resources • Prepare articulated proposal for course of action 	<ol style="list-style-type: none"> 1. Take Action 2. Take Action 3. What Government and Community Groups are doing about the Issue 4. Community Contact Information 5. Service Learning Proposal 	Knowledgeable Thinkers Open-Minded
Action	<ul style="list-style-type: none"> • Promote a cause using appropriate mediums • Monitor progress and advancements made • Document what is being done 	<ol style="list-style-type: none"> 1. Turning Ideas into Action 2. Progress Monitoring 3. Capture the Action 	Caring Principled Risk-Takers
Reflection	<ul style="list-style-type: none"> • Value reflection, choose appropriate modalities, incorporate reflection in significant moments 	<ol style="list-style-type: none"> 1. Four Square Reflection Tool 	Reflective Balanced
Demonstration	<ul style="list-style-type: none"> • Convincingly relay ideas and solutions using effective, engaging presentation skills • Receive and consider feedback from others 	<ol style="list-style-type: none"> 1. Once You Know It, Show It 2. Community Response 3. Student Self-Evaluation 	Communicators Open-Minded Reflective

IB Diploma

20th Century World History Class

- ▶ World War One and World War Two in **History**
 - ▶ *All Quiet on the Western Front* in **English**
 - ▶ Bring the “*delicate and emotional subject of war closer to their learning community*”
 - ▶ **Interviewed** a group of war veterans
- 

Published *Memoirs of a Soldier*



Made an exhibition that taught about wars during the 20th and 21st century

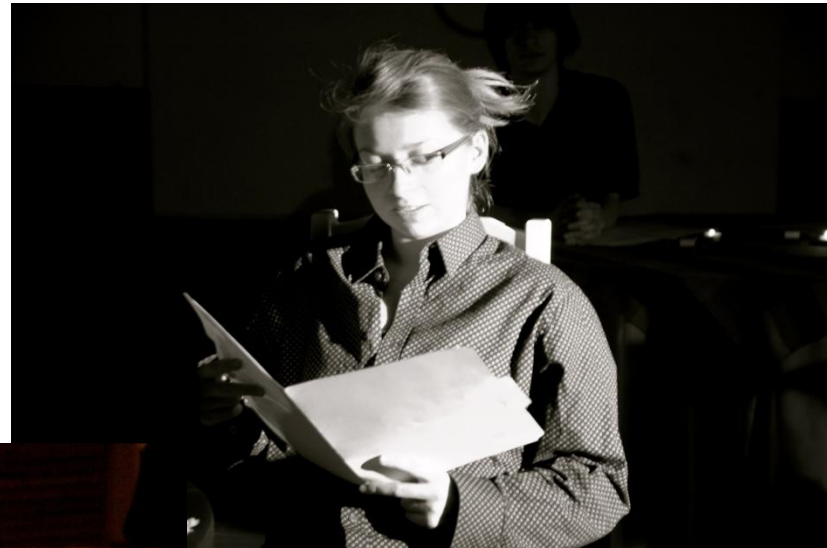


World War II
72 million casualties





Wrote a script and directed a dramatic performance





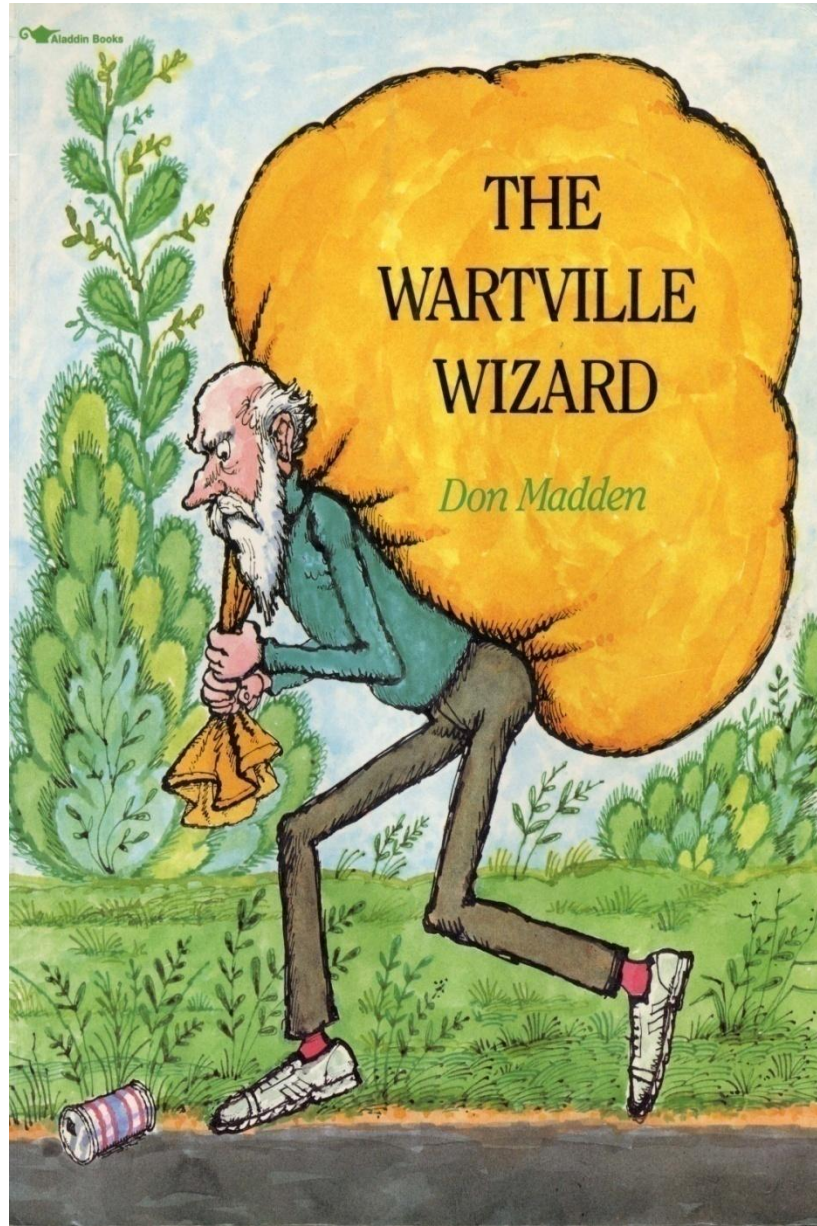
Capturing History



Aladdin Books

THE WARTVILLE WIZARD

Don Madden











Investigate: Experiment



Preparation: Promote



Action: Educate



Action: Gain Participation



Gather Evidence

Collect more than 15,120 liters of grease per month!

That's over 181,699 liters of biodiesel a year.

Saves 362,873 kg of CO₂ from atmosphere.



Action: Indirect Service

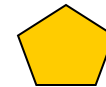
- ▶ Provided home heating oil to over **220 families**, assisted by local community agencies and a partnership with a for-profit company.

Action: Advocacy through Legislation “Used Cooking Oil Recycling Act”







SERVICE



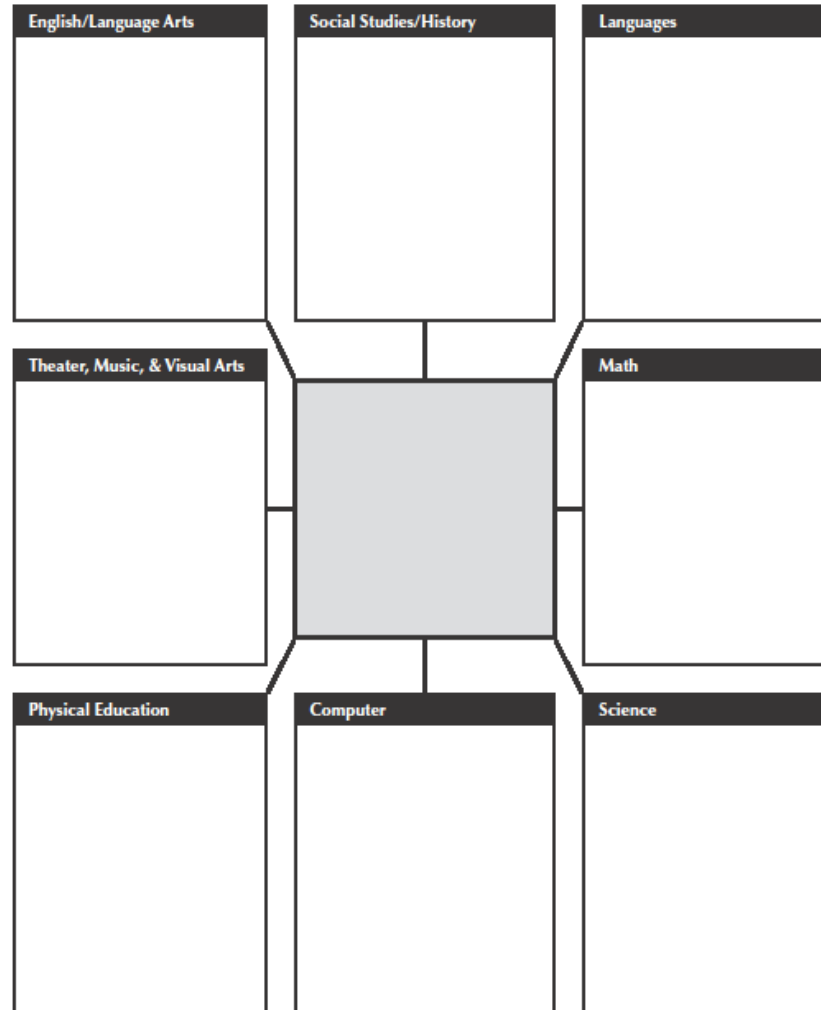
LEARNING

Aristotle:

Education of the **mind** 
without education of the
heart  is no education at
all.



Across the Curriculum



REFLECTION

INVESTIGATION

Reflection

Reflection

Curriculum

ACTION

Reflection

PREPARATION

DEMONSTRATION

What do we INVESTIGATE?



Interests

NEED

COMMUNITY PROBLEM

PARTNERS



Skills &
Talents

BEGIN with a PERSONAL INVENTORY

Investigation: Personal Inventory



Personal Inventory

Interests, skills, and talents—we all have them. What are they?

Interests are what you think about and what you would like to know more about—for example, outer space, popular music, or a historical event like a world war. Are you interested in animals, movies, mysteries, or visiting faraway places? Do you collect anything?

Skills and talents have to do with things you like to do or that you do easily or well. Do you have an activity you especially like? Do you have a favorite subject in school? Do you sing, play the saxophone, or study ballet? Do you know more than one language? Can you cook? Do you have a garden? Do you prefer to paint pictures or play soccer? Do you have any special computer abilities?

Work with a partner and take turns interviewing each other to identify your interests, skills, and talents and to find out how you have helped and been helped by others. Then, compile a class chart of your findings. This will come in handy on your service learning journey.

Interests: I like to learn and think about ...

Skills and talents: I can ...

Being helpful: Describe a time when you helped someone.

Receiving help: Describe a time when someone helped you.

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★ *Interests*

★ What you like to learn and think about

★ *Skills and Talents*

★ I can

★ *Being helpful*

★ ... when you helped someone

★ *Receiving help*

★ ... when someone helped you

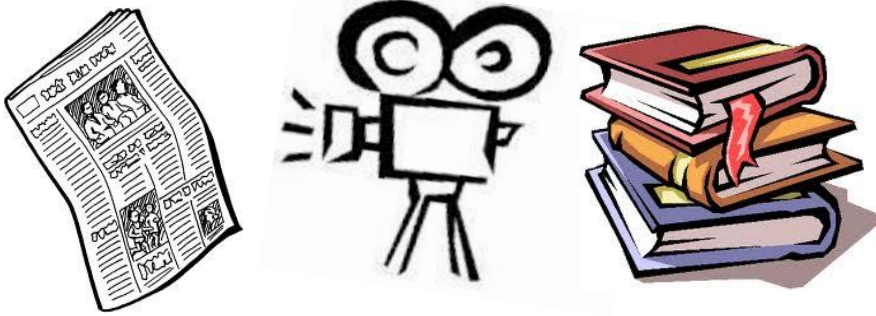
Active Listening
Asking Questions
Taking Notes

RESEARCH = GOOGLE

RESEARCH ≠ GOOGLE

Authentic ACTION RESEARCH

▶ MEDIA



▶ INTERVIEWS



▶ SURVEYS



▶ OBSERVATION and EXPERIENCE



Gathering Information About a Community Need

CGSL 36 & 247

- ▶ Media
- ▶ Interviews
- ▶ Surveys
- ▶ Observation/Experience

Gathering Information About a Community Need

What does your community need? Use the questions in the following four categories as guides for finding out. As a class, you might agree to explore one topic, for example, how kids get along at school, hunger and poverty, or an environmental concern. Or you might decide to learn about general needs at school or in the surrounding area. Form small groups, with each group focusing on one category and gathering information in a different way.

Finding out about _____

Media

What media (newspapers—including school newspapers, TV stations, radio) in your community might have helpful information? List ways you can work with different media to learn about needs in your community.

Interviews

Think of a person who is knowledgeable about this topic in your area—perhaps someone at school or in a local organization or government office. Write four questions you would ask this person in an interview.

An interview with _____

Questions:

- 1.
- 2.
- 3.
- 4.

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Gathering Information About a Community Need (continued)

Survey

A survey can help you find out what people know or think about a topic and get ideas for helping. Who could you survey—students, family members, neighbors? How many surveys would you want completed? Write three survey questions.

Who to survey: _____

How many surveys: _____

Questions for the survey:

- 1.
- 2.
- 3.

Observation and Experience

How can you gather information through your own observation and experience? Where would you go? What would you do there? How would you keep track of what you find out?

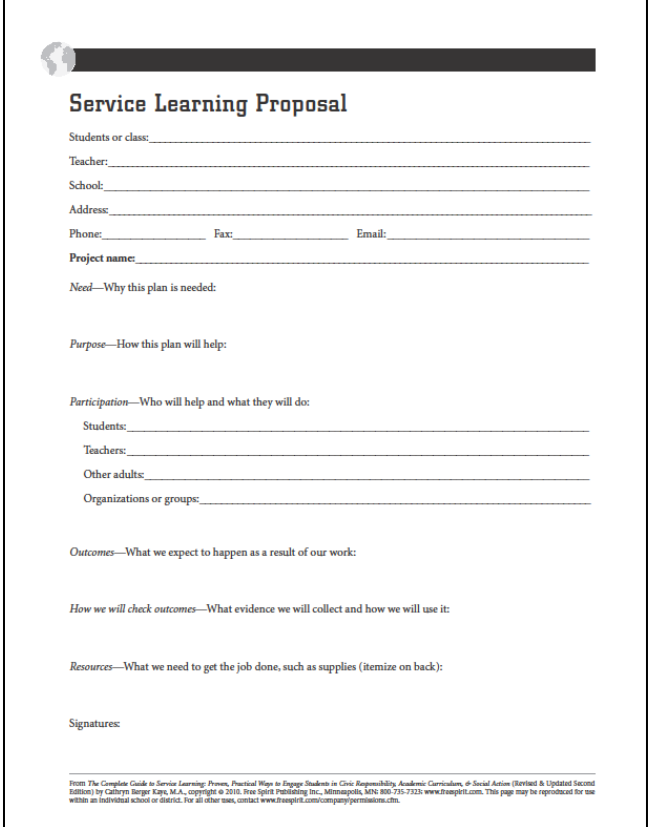
Next Step: Share your ideas. Make a plan for gathering information using the four categories. If you are working in small groups, each group may want to involve people in other groups. For example, everyone could help conduct the survey and collect the results. Compile the information you learn into a list of community needs.

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Social Analysis
ACTION RESEARCH =
Applied
TRANSFERABLE SKILLS

ACTION ACTION ACTION

- ▶ DIRECT SERVICE
- ▶ INDIRECT SERVICE
- ▶ ADVOCACY
- ▶ RESEARCH



Service Learning Proposal

Students or class: _____

Teacher: _____

School: _____

Address: _____

Phone: _____ Fax: _____ Email: _____

Project name: _____

Need—Why this plan is needed:

Purpose—How this plan will help:

Participation—Who will help and what they will do:

Students: _____

Teachers: _____

Other adults: _____

Organizations or groups: _____

Outcomes—What we expect to happen as a result of our work:

How we will check outcomes—What evidence we will collect and how we will use it:

Resources—What we need to get the job done, such as supplies (itemize on back):

Signatures:

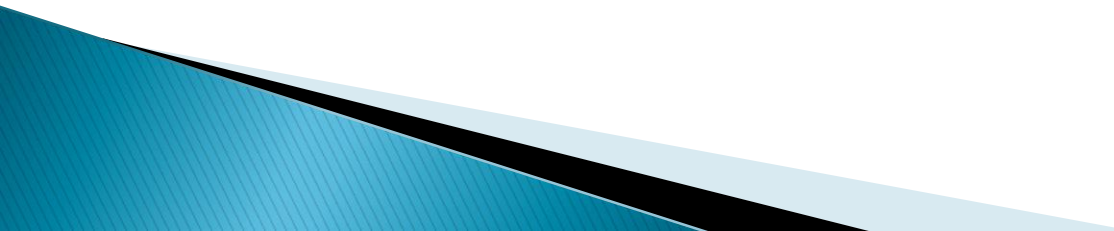
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REFLECTION




*From The Mixed-Up Files of Mrs. Basil E. Frankweiler
by E. L. Konigsburg*

“I don’t agree with that. I think you should learn, of course, and some days you must learn a great deal. But you should also have days when you allow what is already in you to swell up inside of you until it touches everything. And you can feel it inside you. If you never take time out to let that happen, then you just accumulate facts, and they begin to rattle around inside you. You can make noise with them, but never really feel anything with them. It’s hollow.”



REFLECTION

CGSL 38



Four Square Reflection Tool

What happened?	How do I feel?
Ideas?	Questions?

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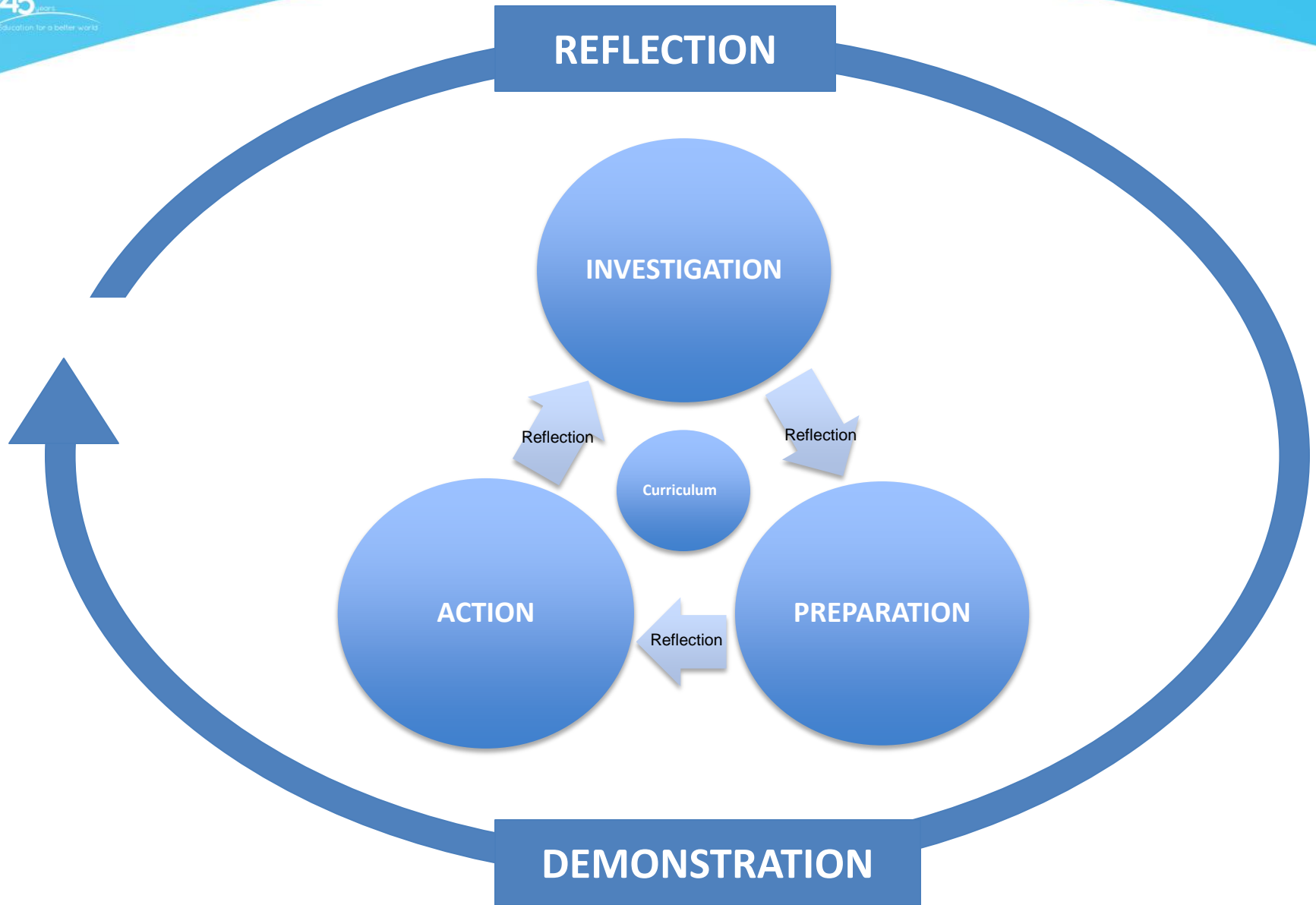
DEMONSTRATION



What you did to learn

What you found out

TELL YOUR STORY



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RED = Transdisciplinary and Disposition Standards

Standard 1: Investigate

Learners understand that investigating the needs of the community makes service effective

1.1. Understand how our interests, skills and talents can be applied to community need, and identify areas for growth

1.2. Identify community cause or concern that helps advance our knowledge, skills and understandings

1.3 Use **action research methods**, to authenticate a community need:

- Media
- Interviews
- Surveys
- Observation

1.4 Identify reciprocal community partnerships

1.5 Demonstrate **collaboration** by creating or working with a variety of partners, for example:

- youth
- educators
- families
- community members
- community based organisations

Standard 2: Preparation and Planning

Learners understand that preparation and planning ensure that goals and needs are met

2.1 Develop questions for a deeper understanding

2.2 Examine preconceptions and assumptions

2.3 Understanding social and civic issues related to this cause

2.4 Make connections to my learning and the world around us

2.5 Identify and analyse different points of view of all involved

2.6 Identify and develop specific skills needed to apply knowledge toward the community need

2.7 Generate ideas and develop a plan of action with specific roles and responsibilities for all involved

2.8 Identify learning and project goals and recognize the difference

**The purpose of life
is having
a life of purpose.**

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