

Community Service & Action:



A Guide for MYP Students

At

Northwest Jackson IB Middle School

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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Northwest Jackson IB Middle School Mission Statement:

Our mission is to promote innovative teaching and learning with a global perspective that inspires advanced levels of student achievement in academics and extracurricular performance, high levels of student engagement in a safe and nurturing environment, and social consciousness that sparks action to create and sustain efforts to improve the community locally and abroad.

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective



Community Service and Action in the MYP: Frequently Asked Questions

Northwest MYP Community and Service is now known as Community Service and Action (CS&A)

Service and Action are key components of Northwest's 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.

What is Community Service and Action in the MYP?

This is a required component of the IB MYP which supports Northwest's aim to be a school committed to develop internationally-minded people who recognize their common humanity and shared guardianship of the planet. Community service and Action activities can take a wide variety of forms, including, recycling or helping with school events.

Community 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.

Community 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.

What are the Requirements?

Students are required to complete activities based on specific outcomes. All community service and action activities must be completed during the school year with the exception of make-up activities.

- Grade 6 (Year 1): Satisfy 3 of the 7 community service and action outcomes.
- Grade 7 (Year 2): Satisfy 3 of the 7 community service and action outcomes.
- Grade 8 (Year 3): Satisfy 4 of the 7 community service and action outcomes.

What about Interim Deadlines?

Interim deadlines will be determined by the current school year.

What are the Service and Action Outcomes?

Before taking on a Community Service and Action project or activity, consider whether it will achieve the outcomes below:

- Increases your awareness of your own strengths and areas for growth.
- Provides a new challenge for you to develop new skills.
- Requires perseverance and commitment.
- Requires you to work collaboratively with others.
- Consider the ethical implications of your actions.
- Discuss, evaluate and plan student-initiated activities.
- Develop international-mindedness through global engagement, multi-lingualism and intercultural understanding.

What are the Community Service and Action criteria?

- Service should be earned at an acceptable place. Like the school, religious organizations, political organizations, environmental/animal groups, hospitals, etc. **NO BUSINESSES**
- There must be a "learning" aspect to the service. How can I apply what I have learned in school?
- Students **MAY NOT** do baby-sitting, lawn mowing, cat sitting, dog sitting, friends' parties and house chores.
- Supervisors cannot be family members.
- Students **MAY NOT** receive pay or compensation of any kind for the work completed.
- Student **MUST** be supervised by an adult (not a family member) while completing service work.
- Student **MAY NOT** work with dangerous equipment.
- Student **MAY NOT** miss school to complete Service and **MAY NOT** work at a business.
- The activity must provide a service to a community.

What are some examples of Community Service (CS) and Action (A)?

- Performing in a school play/ Winter Concert (A)
- Planning, preparing and taking a lead in a school assembly. (A)
- Participation in Open House events. (CS)
- Organizing a Middle School Student Council initiative or event (CS)
- Involvement in a curriculum orientated project (CS)
- Taking part in a Grade level Paper Recycling Project (A)

How is this related to the Community Project for 8th grade students?

Eighth grade students can use this opportunity to accomplish their requirements to meet the CS & A outcomes as well as discover, through their service, an activity that they can develop into their Community Project. The community project may be completed individually or collaboratively in groups of no more than three students. In addition, students are expected to spend at least 15 hours on their community project.

Northwest Jackson IB Middle School Service and Action Expectations

| Emerging (Grade 6) | Developing (Grade 7) | Practicing (Grade 8) |
|---|--|---|
| Beginning to understand and reflect on my communities, being actively involved and starting to use my emergent skills to work with others and beginning to initiate and lead in service activities with guidance. | Responding to and reflecting on the needs of my communities and beginning to show an awareness of how I'm changing, demonstrating a willingness to collaborate with others, showing a developing sense of independent leadership and being able to reflect on service experiences. | Being engaged with my communities, reflecting on the needs of my communities and showing greater awareness of how I'm changing, collaborating and coaching others, demonstrating leadership and a capacity for deep reflection of service based activities. |
| <u>2</u> or more individual, school-based or community related activities, including curriculum based projects originating in the classroom. <i><u>This includes long term activities lasting more than 3 months.</u></i> | <u>3</u> or more individual, school-based or community related activities, including curriculum based projects originating in the classroom. <i><u>This includes long term activities lasting more than 3 months.</u></i> | <u>4</u> or more individual, school-based or community related activities, including curriculum based projects originating in the classroom. <i><u>This includes long term activities lasting more than 3 months.</u></i> |
| A group based service activity. (optional) | A group based service activity. (optional) | Group based service activities. (optional) |
| Satisfy <u>3 of 7</u> community service and action outcomes. | Satisfy <u>3 of 7</u> community service and action outcomes. | Satisfy <u>4 of 7</u> community service and action outcomes. |

What procedures should my child follow?

Students should follow the procedures outlined below:

1. Plan a community service activity:

Whilst the IB Coordinator will actively seek out service opportunities in and around the local community, it is on the student and parent to find areas of service in which to become involved. These activities should, ultimately, enable the student to fulfill the outcomes listed in this handbook. Activities are not limited to those organized by individuals within the community. Students may, with the approval of the MYP Coordinator, plan their own service activities or projects, and this is strongly encouraged.

2. If you are in doubt, seek approval for the activity or project:

Students and parents are strongly encouraged to complete an Activity Approval application that is available on the Northwest school website, www.jackson.k12.ms.us/northwest, and also in the MYP Coordinator's office. This includes the student completing a brief synopsis of the proposed activity. Once submitted, the student and/or parent will be notified if the activity is appropriate or not.

3. Begin the activity:

Once the activity has been approved, the student may participate in, or begin their proposed project. Upon completion of the activity or project, a supervisor will be required to sign an "activity receipt" This is to ensure that the student participated effectively in the activity, and provides a documented record of the activity. This "receipt" is to be submitted to the MYP Coordinator for filing.

Please note: Family members may not sign as supervisor for service activities.

4. Reflection and Hand-in:

Personal reflection is an essential part of community and service. Reflection encourages better awareness of needs as well as the quality of response. Likewise, reflection helps students to develop positive attitudes and to become aware of strengths and difficulties. Students will be able to access this reflection via the Northwest website or from the MYP Coordinator. Once completed, the reflection will be given to the Coordinator for filing.

Why is Reflection so important?

Active and effective participation in community and service is extremely valuable for each learner's development and reflecting on the challenges, frustrations and successes of each activity can bring enduring personal benefits to the participants.

At Northwest, we believe that quality reflection is more desirable than quantity and we empower learners to choose one service project per semester for the purpose of engaging in some 'deep' reflection. (Students must complete a thoughtful and critical reflection of the S & A experience.)

Our students are free to use their creativity and choose their medium so reflections can take many forms whether they are written, oral, and visual or use a combination of these methods.

Appendix

Name: _____

Date(s) activity was completed: _____

Service and Action Outcomes

- ❖ Increases your awareness of your own strengths and areas for growth.
- ❖ Provides a new challenge for you to develop new skills.
- ❖ Requires perseverance and commitment.
- ❖ Requires you to work collaboratively with others.
- ❖ Consider the ethical implications of your actions.
- ❖ Discuss, evaluate and plan student-initiated activities.
- ❖ Develop international-mindedness through global engagement, multi-lingualism and intercultural understanding.

1. Activity (Please give a brief description of the activity):

2. What service outcome did your activity satisfy?

3. What worked well? (Please comment on your personal contribution through your involvement or leadership of the activity)

4. What would you have done differently if you could repeat the experience?

5. What did you learn about yourself from your service experience?

6. What did you learn about and from others through your involvement in this service activity?

Supervisor: Please complete the information below. All information must be legible and signed in ink. Pencil signatures and illegible information will not be accepted.

Student Information:

Student Name: _____

Grade Level: _____

Homeroom Teacher: _____

Supervisor Information:

Supervisor's Name: _____

Title/Position: _____

Agency/Organization: _____

Telephone: _____

Activity the student performed/participated in: _____

By my signature, I attest that the above-named student was under my direct supervision for the activity performed.

Supervisor's Printed Name

Supervisor's Signature

Activity Approval Application

Student: Answer the following questions about your planned activity and submit this documentation to the MYP Coordinator before beginning the activity.

1. Describe the activity you are considering: _____

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2. Who will be your supervisor?

3. Is he or she qualified to supervise you? Why? _____

—

4. What outcome(s) does the activity fulfill?

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5. Is this a group activity? _____

6. If yes, what is your individual contribution to the activity? _____

**Please note that for group service activities that are part of the community project for 8th graders, no more than 3 people can take part in the service activity.*