



IBCP Service Learning Portfolio

**Core Requirement: International Baccalaureate
Career-related Programme**



<i>Name</i>	
<i>Student ID</i>	
<i>Year of Graduation</i>	

Start Date	Type(s) of Service Learning (See Page 6)	
Completion Due Date: May, __ 20__ (or before)		
IBCP Coordinator: Nicole Lamb, Room 109		

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IB Works Consulted and Works Referenced

- International Baccalaureate Organization. Academic honesty in the IB educational context. International Baccalaureate Organization (UK) Ltd, 2014. PDF.
- Career-related Programme: Language development guide. Geneva: International Baccalaureate Organization Ltd, 2015. PDF.
- Career-related Programme: Personal and professional skills guide. Geneva: International Baccalaureate Organization Ltd, 2015. PDF.
- IB Learner Profile. Cardiff: International Baccalaureate Organization (UK) Ltd, 2013. PDF.
- Overview of the Career-related Programme. Geneva: International Baccalaureate Organization Ltd, 2015. PDF.
- Brionna Harder IBCP Student Handbook February, 2017
- Barbara Pederson IBCP Student Handbook 2016

BENCHMARK DATES

11th GRADE

Beginning of November	Reach out to multiple locations, complete First Interview and initial questions with Coordinator, Start Reflection Log (this will continue through the WHOLE project)
Beginning of December	Sign up for volunteer opportunities at Roosevelt
Beginning of 2 nd Semester	Choose a final internship/volunteer locations/started a project in your career area of interest.
Middle of April	Have completed 15-20 hours of community services.
June	Have set up Summer Service Learning Opportunities, Have completed second interview with Coordinator
July, August	Suggested to complete Service Learning hours during the summer.

12TH GRADE

Middle of September	Reconnect with CP Coordinator about summer progress.
End of February	Complete a minimum of 35 hours of Service Learning activities and/or tasks, collect evidence of activities and/or tasks, write reflections on your activities and/or tasks and review progress with Service Learning Project.
Beginning of March	Complete a third interview with the CP Coordinator.
Middle of May	Submit completed Service Learning Portfolio to CP Coordinator for review.
End of May	Present Service Learning Portfolio

The IB Career-related Programme Service Learning Requirement Introduction

Service learning is **not just counting hours** of volunteer work and it is **not just collecting or earning money** for charities, although these are very worthwhile activities.

Service learning is **authentic service**. It has the possibility to change a student's behaviors and actions within his or her personal values. It should change the student and the community for the better, have an opportunity for new learning that has academic value, be meaningful service with reflection to enrich the learning experience, teach civic responsibility, strengthen communities and strengthen understanding of career interest area.

A Service Learning project is **collaborative, well considered, authentic, and meets a community need**. The purpose of either a series of service learning experiences or a service learning project is to ensure participation in collaboration, to develop new skills, or perfect previously obtained skills, and to use knowledge gained from academic and CP studies to improve understanding.

The student should learn to:

- Show initiative
- Demonstrate perseverance
- Develop skills such as cooperation, collaboration, communication, decision-making and problem-solving
- Take responsibility
- Become involved with community members, and to become active members in local, national and international communities

Collaboration skills should be emphasized. This may be between students and community partners, or within the school. Students work as part of a team, with all members participating, and benefiting from the experience.

Service projects may be local. A local project that includes interaction with appreciation of diverse social or cultural backgrounds can increase international-mindedness and engagement with global issues.

If the Service Learning project is outside of the local community, some sort of research and/or educational aspect should be included. For example, students could research the community served or the issue involved.

Why is community important to your Service Learning?

- To apply knowledge and skills towards meeting an authentic community need
- To develop working relationships with members of the community
- To develop a sense of caring about, and a responsibility for others
- To facilitate active student reflection
- To build on existing skills and develop new ones
- To enhance and build upon what is learned in the existing school curriculum.

What do I need to do

Devote a minimum of **50 hours** outside of the classroom towards the Service Learning requirement.

Certificate	Requirements	Medallion
50	Number of Hours	25
Yes	Create a Service Learning Portfolio	Yes
Yes	Meet with CP Service Learning Coordinator 3 times to discuss progress, experiences and portfolio documentation	Yes
Yes	Make YOUR OWN Service Learning Arrangements	Yes
Yes	Record Service Learning Hours	Yes

Where do I start

Think about **Your interests** **Your values** **Your skills**

Determine what types of service will be the “best fit” **to further develop current abilities.**

Types of Service

Direct Service: working directly with people, animals or the environmentEx: tutoring, working in an animal shelter, planting a flower garden at a non-profit

Indirect service: students don’t work directly with the people served, but their actions benefit the community or environmentEx: redesign a non-profit’s website, write picture books to teach a language, Holiday Basket collection

Advocacy: speaking on behalf of an issue to promote awareness Ex: a campaign for anti-bullying, create posters to promote public library services to teens

Research: collect information from a variety of sources, analyze data, and report to influence policy Ex: research the problem and a variety of means for reducing graffiti at the local rail stations, bus shelters or public places. There are different types of service learning, and all are appropriate to meet the CP requirements. It is desirable to engage in more than one type of service to develop a variety of skills, and to meet all of the OUTCOMES and STAGES of service learning.

The Five Stages of Service Learning

The five stages of service learning (adapted from *Five stages of service learning*, Kaye 2010) offer a helpful and supportive framework and continuum of process; this is the expected approach for service learning.

Note that **curriculum** is at the core of this service learning model. As students progress through each of these stages, they draw upon the skills and knowledge gained from their academic subjects to support their service learning experiences. When teachers integrate the service learning process as part of an academic class, the curriculum is central—both the knowledge and skill development—as they also adhere to these five stages. In an academic context, teachers ensure that students meet the class learning objectives within this process.

The process of service learning, when done well, engages students in inquiry. Students:

- **investigate** an interest that often raises questions and curiosity and typically reveals an authentic need
- **prepare** by learning more to deepen understanding
- take **action** based on the verified need
- **reflect** on what they have done along the way
- **demonstrate** their understandings and accomplishments to an audience.

These service learning stages ensure that students gain experience with a reliable yet flexible structure that they can then apply with confidence to future situations in many aspects of their life.

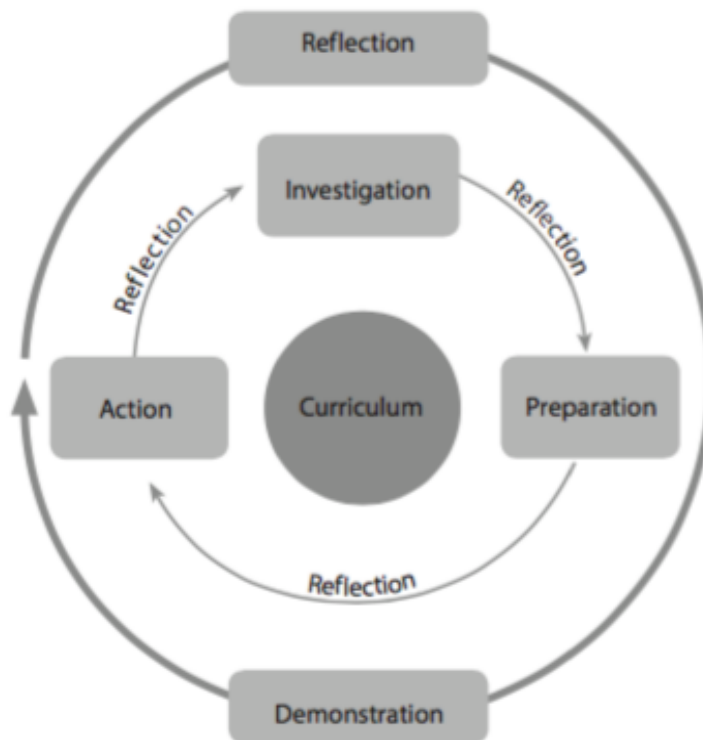


Figure 3
The service learning model

Ongoing service learning: When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of societal issues.

School-based service learning: While students are encouraged to participate in meaningful service that benefits the community outside school, they may well find appropriate service learning opportunities within the school. In all cases an authentic need must be verified that can be met through student action. Identified needs met within school may prepare students for further action in the larger community. For example, by tutoring within the school, students may then be better prepared to tutor at a community centre.

Community-based service learning: Participating in service learning within the local community advances student awareness and understanding of social issues and solutions. Single incidents of engagement with individuals in a service learning context can lack depth and meaning. Interactions involving people best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, rather than making one visit to a retirement facility as a single service learning experience, students could arrange regular visits over a longer period of time, and in doing so find that their efforts are valued and have reciprocal impact.

Immediate need: In response to a disaster, students often want to take immediate action. Typically they quickly attempt to assess the need and devise a planned response. Later, to provide greater context, the students can be reminded and encouraged to further investigate the issue to better understand underlying causes. With increased knowledge, students may commit to ongoing assistance, for example by getting involved in community initiatives regarding an environmental issue.

Fundraising: For fundraising to have meaning and purpose, students must initially develop their understanding of the cause and issues being addressed and then choose the organization to support. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students will communicate directly with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising is essential in order to educate others and advocate for the chosen cause. Students can also support their financial contribution through **direct service**, **advocacy** or **research** forms of service learning action.

Social entrepreneurship: A social entrepreneur is someone who adopts a business approach towards addressing authentic community needs. Participation in problem-solving of authentic societal issues creates the potential to develop civic knowledge, community awareness and skills, all necessary for social entrepreneurship. Currently, the term also indicates taking action that maintains environmental sustainability rather than depleting natural resources. For example, a social entrepreneur may transform an idea such as distributing food to people in need through creating gardens for communities to have an ongoing food source while teaching job skills for people to earn a more stable income. By engaging in purposeful actions, social entrepreneurs can use service learning to strengthen business skills that represent their personal values and beliefs as they help their community. Examples

of young social entrepreneurs provide inspiration and role models.

International service: Students are encouraged to participate locally in service learning before considering Service Learning opportunities outside their country. Students benefit most from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their actions. When participating in international service learning, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency. Schools must ensure that commercial providers, if used, act in accordance with the aims of the IB mission statement and service learning requirements. Schools must also undertake risk assessment to ensure the safety of students.

Volunteerism: Students often volunteer in service learning experiences organized by other students, the school or an external group. In such cases, it helps if students are already familiar with the need and its context, as this will increase the likelihood that their contribution will have personal meaning and value. Using the five Service Learning stages prior to volunteering is highly recommended.

Service learning arising from the curriculum: Teachers plan units with service learning opportunities in mind, leading to student action. For example, while studying freshwater ecology in environmental systems and society, students could decide to monitor and improve a local water system.

Interviews

As part of the CP Service learning program, students are required to engage in 3 interviews with the CP Service Learning Coordinator/manager. Completion of the Service Learning requirement is based on student achievement of the five Service Learning Outcomes (see above). Evidence of engagement and achievement of the outcomes is documented in a Service Learning portfolio. Progress is discussed at 3 interviews:

First Interview: This is at the beginning of the Service Learning program- usually at the beginning of CP Year 1 (Junior year).

- Expectations of the Service Learning program
- The **five Service Learning outcomes**, and how the student may achieve each
- The **five Service Learning stages**
- Student ideas for service based on interests
- Ideas and design of the portfolio, how to get it started
- Review first **Service Learning** worksheets

Second Interview: This is normally held towards the end of Year 1 (Junior year). It is more like a “progress check”.

- What **progress** has been made?
- Is the student personally committed to the service chosen?
- Is the student **engaging** in the **five stages**
- Are **outcomes** being achieved?

Third Interview: This is the summative interview. It usually will take place near the end of the 2 years of the Career Program (2nd semester of Senior year).

- What **reflection** has occurred?

This is CP student led. Using their Service Learning Portfolio as a reference, the student will:

- a) Outline how they have achieved each of the Service Learning Outcomes
- b) Review what they enjoyed most, and what was most gratifying personally
- c) Discuss and evaluate their overall service learning experience
- d) Reflect on personal growth
- e) Input on how to improve the CP Service Learning Program for future students **why do I need a Service Learning Portfolio?** The Service Learning Portfolio is the evidence you present to show you have completed the CP Service Learning requirement. It is the vehicle for Service Learning Stage 5: Demonstration. It provides evidence for your accomplishment of the Five Service Learning Outcomes. The Portfolio records your reflections, and documents your growth.

Portfolio

The Portfolio may take any form. It may be digital, online, a scrapbook, a journal, etc. The student is free to choose their preferred method to collect evidence, reflect, and showcase their experiences and learning outcomes. It is suggested, but not required, that a three part format:

PROFILE SECTION: includes personal interests, skills, talents, areas for growth, plans and goals for service

EXPERIENCES: includes a chronicle of active engagement in service. This could incorporate a variety of reflections, learning moments, personal achievements and how they have put the **Five of Service Learning stages** into practice. Portfolio includes reflections on involvement and achievement with the Five Service Learning **outcomes**.

EVIDENCE: include evidence of involvement, such as service hour verifications, planning documents, letters or acknowledgments of participation, photographs, videos etc.

Remember: Keep track of your hours!

NOTE: Work on the Portfolio should be ongoing throughout the 2 years in the CP, and not left to the end, or just prior to the 2nd or 3rd interview. It is much easier to collect evidence, to reflect on experiences, and to monitor progress as you go, rather than to try to reconstruct later.

Reflections

Reflection is one of the attributes of the IB Learner Profile, and is central to building a rich and valuable experience in service learning. In reflection, you will examine ideas and prior learning, and consider how they can be used in a new context. Reflection can help you examine your strengths and weaknesses, and how to support personal growth and development. You will reflect on significant moments, when there is an “Ah Ha!” experiences, when you learned something new, felt a strong emotion, or faced a particular challenge Your reflection can revolve around four elements:

A. Describing What Happened: identify what happened, what went well, what was difficult, how were you challenged, why you made this particular choice.

Use thoughtful vocabulary: think, believe, know, wonder, hope, suggest etc.

B. Expressing Feelings: what was your emotional response to the experience, What prompted this feeling, How did you feel when challenged, or when successful.

Use emotional vocabulary: happy, frustrated, encouraged, excited, relieved etc.

C. Generating Ideas: rethinking, or re-examining choices

D. Asking questions: about people, cultures, processes or issues to prompt further thinking and inquiry

THE FORMAT: You may choose your own format that works best with your personal learning style. Some suggestions are: written paragraphs, a dialogue, a poem, a video, a collage, a blog etc.

REMEMBER: Your reflections will be the main evidence used by the CP Service Learning Coordinator/manager to determine whether you have achieved the Five Service Learning **OUTCOMES**, have participated in the Five Service Learning stages, and have met the requirements. **INCLUDE REFLECTIONS IN YOUR PORTFOLIO!**

What should a Service Learning project look like

A Service Learning project is **collaborative, well considered, authentic**, and **meets a community need**. The purpose of either a series of service learning experiences or a service learning project is to ensure participation in collaboration, to develop new skills, or perfect previously obtained skills, and to use knowledge gained from academic and CP studies to improve understanding.

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Learning Outcomes

Learning Outcome 1	Identify own strengths and develop areas for growth
Learning Outcome 2	Demonstrate participation with Service Learning experiences
Learning Outcome 3	Demonstrate the skills and recognize the benefits of working collaboratively
Learning Outcome 4	Demonstrate engagement with issues of global significance.
Learning Outcome 5	Recognize and consider the ethics of choices and actions.

Who can help me

<u>ROOSEVELT SCHOOL STAFF</u>	<u>COMMUNITY ORGANIZATIONS I CAN CONTACT</u>	<u>ROOSEVELT RESOURCES:</u>
IBCP Coordinator (Ms. Lamb)	Local hospitals and nursing homes for volunteering	Holiday Basket Planning Committee
IBDP Coordinator (Mrs. Purcell)	Non-profit organizations	Pancake Breakfast Planning Committee
Health Careers Coordinator (Mrs. Slade)	Social service organizations	RHS Alumni Association
Auto Mechanics Teacher (Mr. Kominsky)	Various Community Groups	Teen Parent Program
Roosevelt teachers and school staff		Open House and marketing nights
Other CP students		National Honor Society

** See Appendix for specific volunteer locations.

Part 1 (Investigation)

Learning the Service Learning Scenarios

A service learning student:	Learning outcome and reason
Creates a website using design software for an organization that protects children from abuse	
Designs an app from scratch for a local NGO	
Organizes awareness-raising events for an NGO	
Asks friends to help take photos for a “clean air exhibition” over a weekend in a local shopping mall, aimed at decreasing air pollution	

Works with an NGO in support of people who are homeless	
Organizes a school campaign to spread awareness of the benefits of reading books	
Raises funds for a local charity	
Joins a local environmental group	
Serves lunch every other Saturday at a homeless shelter	
Coaches a sports team for children with disabilities	

Part 2 (Investigation)

Creating a Personal Profile

Why should we develop a personal profile?

Key Questions

Question-About You	YOUR Answer

Think Ahead... what would you like to get out of your service learning to grow YOU?

Part 3 Setting Up the Project

Getting in touch with a location:

**See the appendices for volunteer locations.
See Ms. Lamb for support in reaching out to the organizations.**

Creating a Plan

IBCP Service Learning Portfolio Time Log

Student _____ ID# _____ Graduation year _____ Page 1 of _____

Name and address of the location where service was performed:	Describe what your goal is for your service:	Signature of the supervisor of the service for verification (Required) Or Volunteer hour printout from organization	Supervisor's contact information (phone or e-mail address)

IBCP Service Learning Portfolio Time Log

Student _____ ID# _____ Graduation year _____ Page 1 of _____

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Name and address of the location where service was performed:	Describe what your goal is for your service:	Signature of the supervisor of the service for verification (Required) Or Volunteer hour printout from organization	Supervisor's contact information (phone or e-mail address)

Please record time spent on your IBCP Service Learning tasks:

Date	Hours	Location	What you did?	Reflection/ Comments

Date	Hours	What you did:	Reflection/ Comments

Total Hours: _____

IBCP Service Learning Portfolio Contents Checklist

Your final language development portfolio can be in any form you wish – book, journal, scrapbook, 3-ring binder, electronic file or portfolio etc. – but **must include the following**:

- ☐ Service Learning Signature Page, culture documents, log
- ☐ Log of Service Learning Progress
- ☐ Log of Service Learning Progress Meetings
- ☐ **(Part I):** Investigation
- ☐ **(Part II):** Investigation
- ☐ **(Part III):** Setting up the Project
- ☐ **(Part IV): Log of Tasks, Activity and Evidence**
- ☐ **(Part V): Reflection Journal** including :
 - three meetings with IBCP Coordinator with authentic reflections on the tasks performed and the progress you read the Service learning Project
- ☐ Required **Evidence** of Products made **(Part IV)**
 - (Eg. the assignments or products made per the task; images; video; audio files; certificates)
- ☐ **Post** Self-Assessment of Service Learning Project **(Part V)**

Your work on your Service Learning Portfolio should begin as quickly as possible—**Do NOT attempt to wait until the end of the 2 years** to compile the necessary items. This is an **ongoing process** and a way to record your learning as you continue work in developing your target language. The requirements below are the minimum requirements. All students are encouraged to go beyond the minimum expectations to show a rich and meaningful language development experience.

Due Date