

International Baccalaureate
Service Learning
(SL) Handbook



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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.

IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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WHAT IS SL?

SERVICE LEARNING (SL): PART OF THE INTERNATIONAL BACCALAUREATE

CAREER-RELATED PROGRAMME CORE

Service learning is **authentic service** and has the potential to be transformative for all involved, changing behaviors, actions and values as students serve the community according to the community's needs. Service learning is not counting hours, accumulating volunteer experiences or collecting money for charities. It is about engaging with the community in meaningful and positive ways. It is about strengthening communities, engaging in new learning, modeling civic responsibility, inspiring personal reflection, developing empathy and acting in ways that improve the self and the world beyond the self.

WHAT DO CP CANDIDATES NEED TO DO?

- **Devote a minimum of 50 hours** outside of the classroom towards service learning experiences. These experiences should be in service to others and/or your community.
- Each student must undertake an **SL Project** of at least one month's duration that challenges the student to show initiative and leadership, demonstrate perseverance, develop new skills such as collaboration, problem-solving, and decision-making, and grapple with ethical implications and global significance. The SL project provides an alternative pathway for meeting graduation requirements. The SL Project Closing Demonstration and SL Project Documentation Approval requirements must also be met.
- **Create and maintain a service learning portfolio** to document service and reflection.
 - Your portfolio may take a variety of forms – electronic (Managebac), journal, scrapbook, etc – but it should be organized and must show evidence of accomplishment according to the 5 learning outcomes. If you choose an alternative form, you will also have to provide documentation on Managebac, our record keeper.
- **Meet a minimum of 4 times** with the SL advisors to discuss progress, experiences and your portfolio documentation.
 - Meetings will occur with your SL advisor (same as their ATL teacher) according to the Interview & Portfolio Timeline on pg. 14-16.

Determine the nature of your own service learning activities and experiences.

- **REMEMBER:** This is your experience or series of experiences. You must initiate it and make arrangements for your service. The service learning coordinator can support you in your efforts, but it is not the service learning coordinator's job to make all the arrangements for your service hours.

Service Learning Personal Profile Questionnaire

This document will help in matching your interests, experience, skills, talents and ways you want to grow and develop with service learning experiences. This is simply a way to get started with your service learning program.

Name _____

Grade _____

PPS Class Section _____

1. What are your talents?

2. What do you enjoy doing?

3. What skill or talent would you like to improve?

4. What are you already doing that could be part of your service learning program?

5. What would you like to be involved in?

6. Describe a time when you helped someone else or helped with a cause.

7. Describe a time when someone helped you.

8. What issues do you have concern or feel most passionate?

9. What would you like to learn more about?

10. What have you always wanted to try but haven't?

11. What other questions may help? Write down two and answer them.

ENGAGING IN SERVICE LEARNING IN THE CP

Service learning is a compulsory requirement of the IB Career-related Programme. All CP candidates must plan, document and reflect upon at least 50 hours of service learning over the two years of the programme.

WHERE DO I START?

- 1. Read the entire SL Handbook.** Submit the SL Handbook Sign Off on pg. 27 to your ATL teacher.
- 2. Think about your interests, values, skills.** Determine what types of service will be the “best fit” to strengthen current abilities, give you a valuable learning experience, and develop desirable skills you wish to grow. Complete the Service Learning Personal Profile Questionnaire on page 5 to help you with this.
- 3. Review the Five Service Learning Outcomes.** Think about how you may best achieve all 5 learning outcomes and how you will document each in your service learning portfolio:

FIVE SERVICE LEARNING OUTCOMES:

1. Identify your strengths, abilities, and skills as well as which areas are in need of growth.
2. Participate in either individual activities or in activities with other participants, or both.
3. Demonstrate skills and discuss the benefits and challenges of working collaboratively.
4. Show an understanding of global issues by taking appropriate action whether locally, nationally or internationally.
5. Consider consequences and ethics when planning and carrying out service experiences.

Some outcomes may be achieved many times; others may only be achieved once or twice. Not all service experiences may lead to an outcome, but somewhere, in the two years, you must achieve, and show evidence in your portfolio for all five learning outcomes.

- 4. Review the Five Service Learning Stages,** so that experiences you chose show engagement and involvement in them all. The SL Project must showcase all of these.

5 FIVE SERVICE LEARNING STAGES:

- 1. Investigation:** What is the community need? How does it match my interests? Who are the community partners?
- 2. Preparation:** What is the plan for accomplishing this service? What are the roles? Responsibilities? A timeline? Resources needed?
- 3. Action:** Carry out the plan through direct or indirect service, working individually, with partners, or in a group.
- 4. Reflection:** What did I learn? What benefits did my service provide? How did I feel during the service cycle? What difference did this make?
- 5. Demonstration:** How do I show what and how I learned, accomplished, and achieved. This can be

done through sharing informally or formally, the documentation in the service learning portfolio, or by other means.

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 single large service learning project is to ensure participation in collaboration, develop new skills or strengthen previously obtained skills, and use the knowledge gained from academic studies to improve understanding.

Student engaging in service learning should:

- 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 are essential. Collaboration may be between students and community partners, or with others 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.

Once the need is identified, the issue and situation are investigated, students should determine which type of action best meets the need:

- **Direct Service:** working directly with people, animals or the environment (Example: 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 environment (Example: 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 (Example: 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 (Example: 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.

Students are encouraged 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.

ONGOING—Continued service over a period of time teaches commitment and perseverance.

SCHOOL-BASED—Find an authentic need within our school. The skills learned can then be transferred to action in the greater community.

COMMUNITY-BASED—Local community issues and needs are addressed. Interactions on a regular basis are best.

IMMEDIATE NEED—Response to a disaster, or sudden need. There should also be a commitment to ongoing assistance later.

FUNDRAISING—Raising funds for an identified cause can also address community needs. An understanding of the purpose of the fundraising, however, is essential. Direct communication with the organization that benefits from fundraising efforts is important. Accountability of the funds raised should also be established. The necessity for the fundraising should be understood.

SOCIAL ENTREPRENEURSHIP—Adopt a business approach to address an authentic community need. This approach can develop business skills, as well as meet a community need.

INTERNATIONAL SERVICE—Students are encouraged to participate locally first. If service outside their own country is possible, make clear links to parallel issues in the local community

VOLUNTEERISM—Become involved in service organized by other students or an outside organization. It is helpful to use the Five Service Learning Stages first.

SERVICE LEARNING FROM CURRICULUM—Teachers can plan units with service learning experiences in mind.

WHAT IS NOT SL?

It is important to consider the spirit of SL! The purpose is lost if this becomes an “hour counting exercise”, rather than a rewarding experience.

Here are some examples of what would *not* count as SL:

- Any class, activity or project that is already part of your Career Program
- An activity for which you are personally rewarded (financially or some other benefit like receiving a grade or credit) unless the benefit is passed on to a worthy cause
- Doing simple, tedious and/or repetitive work (like shelving books or cans, or clerical tasks)
- Working in elderly care facilities when you:
 - Have no idea how the facility works
 - Are just making sandwiches
 - Have no contact at all with the elderly
 - Actually do no service for the elderly
- A passive pursuit such as a visit to a museum, art exhibit, vacation tours, concert or a sports event, unless it clearly inspires work in a related activity in which a student is already engaged and provides some benefit beyond self
- All forms of duty within a family (ie. babysitting)
- Work experience that only benefits the student
- Fund-raising with no clearly defined end in sight and/or omits awareness for a greater cause
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance. This adult cannot be a member of your family.
- Activities that cause division amongst different groups in the community (e.g. work on a political campaign or attending a demonstration)
- Unsupervised tutoring or helping a friend with his/her homework
- Religious devotion and any activity that can be interpreted as proselytizing
- Volunteer work with a business or other “for-profit” organization
- Self-taught skills, project or activities without a supervising adult instructor
- Special classes that focus on self-benefit, like SAT preparation or Driver’s Education

What to Do-Planning

1. Using the SL Stages of Investigation and Preparation: SL Proposal (pages 21-24)

As you identify areas and needs for service that interest you, you will begin to plan your SL Project and other SL Activities. Prior to the execution of the task, you need to ADD the upcoming service to your online, Managebac, Service Portfolio. To do this, complete the directions below.

How to add an SL Experience into Managebac



You can add SL experiences to your SL worksheet by clicking “**Add Service**” on the upper right corner.

A screenshot of the 'Add SL Service' form in the Managebac application. The form is titled 'Add SL Service' and includes the following fields and options:

- Service Name ***: A text input field.
- SL Project**: A checkbox.
- Approaches**: Radio buttons for 'International', 'Local', 'Community-based', and 'School-based'.
- Direct service hours**: Input field with '0'.
- Indirect service hours**: Input field with '0'.
- Advocacy hours**: Input field with '0'.
- Research hours**: Input field with '0'.
- Start date ***: Date picker set to 'September 10, 2018'.
- End date ***: Date picker set to 'September 10, 2018'.
- Supervisor Name**: Text input field.
- Supervisor Title**: Text input field.
- Supervisor E-mail**: Text input field.
- Supervisor Phone Number**: Text input field.
- Description and Goals**: A large text area for describing the service.
- Learning Outcomes**: Checkboxes for 'Global Engagement', 'Collaborative Skills', 'Ethics of Choices & Actions', 'Participation', and 'Strength & Growth'.

At the bottom right, there is a blue button labeled 'Add SL Service' and a link for 'or Cancel'.

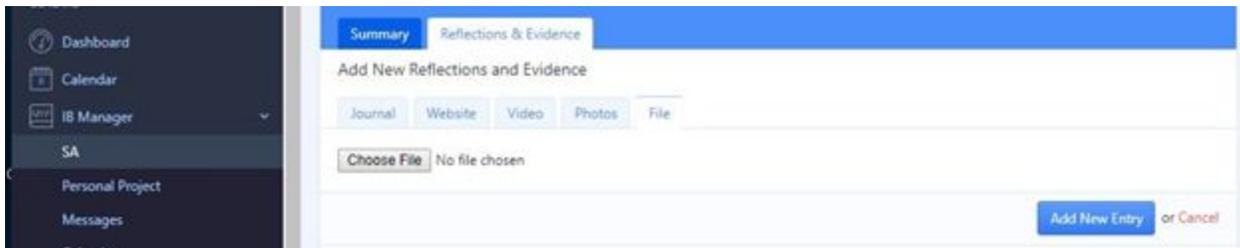
Service Learning details to be added, including the:

- Service name
- Select the appropriate Experience Type (international, local, community-based or school-based)
- Report the number of hours you spent in direct service, indirect service, advocacy and research
- Start and End dates for the service activity
- Service supervisor (the adult that can verify you completed the service) information, including name, email, and phone number (an email will be sent to this person requiring verification)
- Description of the service you will perform, include goals
- Select the learning outcomes you intend to address (these must be reflected in the reflection piece)

Click “**Add SL Service**” button to add the experience to your MB SL Portfolio. This will automatically send an email to your SL advisor for approval.

Once you have ADDED the task to your SL tab, you will be able to go back in and upload your SL Project Proposal document. This Proposal is submitted through ManageBac at the start of your Junior year. Students must consider risk analysis for experiences out of school. The Proposal must be submitted by the published deadline. During September and October of your junior year, you will have an advisement meeting with your SL Advisor in which you will discuss your selected experiences/SL document that you must submit (located on pages 21-24.) Make a copy of the Google Doc and complete it electronically to upload to MB. **You CANNOT CHANGE an approved SL Project Proposal unless you have communicated and gotten the go ahead from your SL Coordinator or Advisor.**

How to add an SL Project/Activity Documents for Evidence & Reflection into Managebac



First click on IB Manager on the left side. Second, click SL from the drop down. Third, click on the correct SL activity. Finally, click the **Add New Reflections & Evidence** button. Select the File tab, Choose a File (your SL Project Proposal form) and click the **Add New Entry** button.

2. Using SL stages of Action, Reflection, and Demonstration: Doing SL

As you complete each experience, you will submit reflections and evidence of SL learner outcomes online in your SL electronic portfolio-**ManageBac**. The documentation consists of **uploading evidence** of your service (including photos, videos, journals, etc) and uploading **reflection** in varying formats. In addition, there is a “SL Verification Form” you must generate online if the experience is out of school. This form (pg. 25 of this guide) must be entirely filled

out for each activity by your supervising adult, accompanied by an original signature (no faxed or scanned signatures). A hard copy of this form must be submitted to the SL Coordinator by published deadlines.

SL Portfolio (in ManageBac)

SL Commitment

The focus is the experience and reflection upon it, not the mere logging of hours. The required 50 hours should occur over 18 months supports depth in an experience; this depth enhances and supports successful reflection and documentation of learner outcomes. Experiences are submitted online through ManageBac when an experience is completed. When you have completed the experience you will post reflections or evidence to demonstrate your learning about the learner outcomes. Each student's goal should be to complete at least half the 50 required hours by the end of junior year.

SL Reflection

Reflections in the SL portfolio give evidence to achieving each of the five SL learner outcomes. During SL, the form of reflection will take into account student choice. Reflection can appear in countless forms, SL students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example:

- A student might take photographs while hiking and use these to reflect in writing.
- Two students could compose a song describing how they helped children.
- A student might dramatize a poem to capture a feeling of creative endeavor.
- A student could produce a short video summarizing an SL experience.
- A group of students create a poster highlighting aspects of a shared experience.

A **minimum of eight pieces** of reflection in varying formats must be submitted and connected to SL learner outcomes. This evidence, submitted through SL ManageBac, may be journal entries, photos, uploaded documents, videos, blogs, and websites. Please read carefully and use the "Tips for Posting Evidence in ManageBac," page 19.

SL Experiences

- Engage in at least 50 hours of service, over the 11th & 12th grade, with at least 10 of those hours linked to your career-related study (CP pathway).
- A student must assume a leadership role in at least one activity.
- A student must engage in at least one collaborative activity.
- A student must provide evidence that the **five learning outcomes** were addressed. This evidence is demonstrated in two formats: ManageBac and the SL Closing Demonstration.
- One activity must be designated as **an SL Project**. (See explanation below.)

SL Project and Closing Demonstration

SL Project The SL Project is one activity of the minimum five that addresses specific expectations. Each student must undertake an **SL project** of at least one month's duration that challenges the student to show initiative and leadership, demonstrate perseverance, develop new skills such as collaboration, problem-solving, and decision-making, and grapple with ethical implications and global significance. The SL project must address learning outcomes: 2,3,4, and 5. Risk analysis must be addressed. This project **cannot** be changed after junior year documentation.

- Must take place over an extended period of time: junior year, senior year or both. If during the summer only, the duration of time must be approved by the SL Coordinator.
- Must be collaborative with others.
- Must involve some planning and initiating of activities in a leadership role before and during the project.
- Must, in some way, challenge toward a new role.
- Must include some global and ethical implications.

SL Closing Demonstration

- Each candidate will share an authentic demonstration of his/her experience while fulfilling the SL requirement with other candidates and invited guests.
- This demonstration will occur during November of senior year and will allow a student the opportunity to prepare a meaningful documentation of his/her experiences as they align with the five SL learner outcomes. Preparation tips are listed on page 20.

SL Documentation Approval

- An experience is **approved** by the SL Advisor when the experience summary, reflections, questions, and the signed "SL Completion Form" are submitted successfully on ManageBac for each experience, according to published SL deadlines. This includes the SL Project.
- The SL Closing Demonstration serves as demonstration of student's individual SL experiences and accomplishment of SL learner outcomes.

Interviews & Portfolio Timeline: Career Program students who do not adhere to published deadlines are subject to academic probation.

Date	IB Year 1 (Junior)	IB Year 2 (Senior)
Sept 4th Sept 11th	<ul style="list-style-type: none"> ● Submit SL Handbook Sign Off form-must be signed-this is submitted as a Google Form 	<ul style="list-style-type: none"> ● Document summer activities ● Review each student’s progress in SL/contact parent, if needed
Sept 25th	<ul style="list-style-type: none"> ● Students complete SL Proposal-this is sent out through Schoology as a google doc, by the SL coordinator. Students must make a copy, complete, and submit through ManageBac. ● Start using Managebac-Add “SL Activity” ● Begin adding experiences to ManageBac 	<ul style="list-style-type: none"> ● Ensure each student has engaged in at least one SL project
October 1st	<ul style="list-style-type: none"> ● 1st Interview between Advisor and student-Approve proposal ● Review SL requirements (pg.4, 14-16) ● Update Progress indicator in Managebac (Teachers review entries, reflections, and evidence and update the students’ progress. This status will appear on student report card.) ● Juniors should have uploaded SL project proposal, have 8 hours of service, with reflections, addressing 1 of the 5 SL learner outcomes ● “Concern”: Student has not met minimum requirements listed above. ● “On-Track”: Student has met minimum requirements listed above. ● “Excellent”: Student has exceeded minimum requirements (marked more outcomes than required, has included a significant level of evidence and reflection.) 	<ul style="list-style-type: none"> ● Review SL requirements ● Update Progress indicator in Managebac (Teachers review entries, reflections, and evidence and update the students’ progress. This status will appear on student report card.) ● Seniors should have a completed SL project, have 40 hours of service, with reflections, addressing 5 of the 5 SL learner outcomes ● “Concern”: Student has not met minimum requirements listed above ● “On-Track”: Student has met minimum requirements listed above. ● “Excellent”: Student has exceeded minimum requirements (marked more outcomes than required, has included a significant level of evidence and reflection.
November 21st	<ul style="list-style-type: none"> ● Review student progress/contact parent, if needed ● Students should have all reflections/evidence submitted for all completed experiences ● Teachers use reflection checklist 	

December 4th	<ul style="list-style-type: none"> ● 2nd Interview between SL advisor and students ● Update Progress indicator in Managebac (Teachers review entries, reflections, and evidence and update the students' progress. This status will appear on student report card.) ● Juniors should have uploaded SL project proposal, have 16 hours of service, with reflections, addressing 2 of the 5 SL learner outcomes ● "Concern": Student has not met minimum requirements listed above. ● "On-Track": Student has met minimum requirements listed above. ● "Excellent": Student has exceeded minimum requirements (marked more outcomes than required, has included a significant level of evidence and reflection. 	<ul style="list-style-type: none"> ● Review student progress/contact parent, if needed ● Update Progress indicator in Managebac (Teachers review entries, reflections, and evidence and update the students' progress. This status will appear on student report card.) ● Seniors should have a completed SL project (w/ 3 reflections for project in MB) and have 48 hours of service, with reflections, addressing 5 of the 5 SL learner outcomes ● "Concern": Student has not met minimum requirements listed above. ● "On-Track": Student has met minimum requirements listed above. ● "Excellent": Student has exceeded minimum requirements (marked more outcomes than required, has included a significant level of evidence and reflection.
January	<ul style="list-style-type: none"> ● Review student progress/contact parent, if needed ● Use reflection checklist 	<ul style="list-style-type: none"> ● Review student progress/contact parent, if needed ● Use reflection checklist
February	<ul style="list-style-type: none"> ● Review student progress/contact parent, if needed ● Use reflection checklist 	<ul style="list-style-type: none"> ● 4th Interview-SL summative with advisor and student (Teachers document in Managebac) ● Update Progress indicator in Managebac (Teachers review entries, reflections, and evidence and update the students' progress. This status will appear on student report card.) ● Seniors should have a completed SL project (w/ 3 reflections for project in MB) and have a minimum of 50 hours of service, with reflections, addressing 5 of the 5 SL learner outcomes. ● "Concern": Student has not met minimum requirements listed above. ● "On-Track": Student has met minimum requirements listed above. ● "Excellent": Student has exceeded minimum requirements (marked more outcomes than required, has included a significant level of evidence and reflection

<p>March 3rd</p>	<ul style="list-style-type: none"> ● Review student progress/contact parent, if needed ● Use reflection checklist ● Update Progress indicator in Managebac (Teachers review entries, reflections, and evidence and update the students' progress. This status will appear on student report card.) ● Juniors should have uploaded SL project proposal, have 24 hours of service, with reflections, addressing 3 of the 5 SL learner outcomes ● "Concern": Student has not met minimum requirements listed above. ● "On-Track": Student has met minimum requirements listed above. ● "Excellent": Student has exceeded minimum requirements (marked more outcomes than required, has included a significant level of evidence and reflection. 	<ul style="list-style-type: none"> ● Sign off on SL. <ul style="list-style-type: none"> ○ Completed SL project with 3 reflections (beginning, middle, and end) with evidence. ○ Completed a minimum of 50 hours of service, with reflections, addressing 5 of the 5 SL learner outcomes. ○ 10 of the total 50 hours of service must be in the students CRS (pathway) <p style="text-align: center;">SL completed (March 9th)</p>
<p>May 6th</p>	<ul style="list-style-type: none"> ● 3rd Interview between SL advisor and student ● All Junior Activities Fully Documented ● Update Progress indicator in Managebac (Teachers review entries, reflections, and evidence and update the students' progress. This status will appear on student report card.) ● Juniors should have uploaded SL project proposal, have 32 hours of service, with reflections, addressing 4 of the 5 SL learner outcomes ● "Concern": Student has not met minimum requirements listed above. ● "On-Track": Student has met minimum requirements listed above. ● "Excellent": Student has exceeded minimum requirements (marked more outcomes than required, has included a significant level of evidence and reflection 	
<p>June</p>	<ul style="list-style-type: none"> ● All Junior Activities approved by SL coordinator 	

Frequently Asked Questions

Q: How much time do I have to participate in and document these activities?

IB Career Program Candidates may begin participating on the first school day in September of the junior year. All activities to fulfill the requirement must be documented by the last week of February the senior year. This deadline accommodates any needed revisions prior to the deadline in which all attendant documentation must be submitted to the IBO.

Q: When should I submit documentation?

Ideally, you will submit documentation as soon as you complete an experience. That way, your SL online records are always up-to-date & there is less chance of losing or forgetting something. However, the following *deadlines* will be observed:

- Before November of junior year: proposal is approved.
- During the last week of May of junior year: all activities documented for junior year
- Before September of senior year: all summer activities documented
- By end of first quarter senior year: approximately 80% of activities documented, balanced among all 3 categories
- During the last week of February of senior year: final documentation submitted for senior year activities
- By March of senior year: revised and approved final documentation submitted to IBO

Q: How are SL experiences verified? And can the student or his/her parent or other family member or a friend sign off as the “sponsor” of these activities on the SL Completion Form?

SL experiences must be verified by an adult sponsor (for example, a coach, a club sponsor, a teacher, or a program supervisor) who completes and signs the online “SL Completion Form.” The student is responsible for turning in this signed form to the SL Coordinator by published deadlines. *Parents or other family members may not act as sponsors. (For unusual circumstances – e.g. when a parent is the team coach or program supervisor – please seek the advice and approval of the IB Coordinators before undertaking the activity.)*

Q: Can I “finish” my SL in grade 11?

No – You must be participating in some aspect of your SL throughout the 18 months you are involved in the IB career program. However, some activities naturally take place in a short, compacted amount of time (e.g. week spent on a Habitat for Humanity project) while others span several months (a sport season, class or SL Project).

Q: If I have a question about certain experiences qualifying for SL, what is the best way to get answers?

Because the IB Career Program is large and because of the diversity of SL related questions, the best way to accommodate questions is via e-mail. Please send your SL questions by e-mail to the SL Coordinator who will provide you with a prompt written response, which you should keep on file in your SL Handbook. The IB Center will stand behind written guidance it gives to IB Career Program Candidates.

Q: If I have questions on SL, who can I contact for assistance?

During the school year, the SL Coordinator is available to answer your SL questions in Room 332. During the summer, please contact the SL Coordinator by e-mail..

Q: Can serving as a student aide during a class period qualify for SL hours?

No. Activities for SL must be beyond class time, such as before or after school, Study Hall, or during your lunch.

Q: If an activity occurs during the summer in a distant location, how do I acquire my supervisor's original signature?

Make sure you can access online **or** take a hard copy of the "SL Completion Form" from Managebac. **It is your responsibility to acquire this hard copy original documentation.** No activity can be approved without this completed form accompanied by an original signature of the supervising adult.

TIPS FOR POSTING EVIDENCE ON ManageBac:

- All evidence submitted should be clearly attributed to you by name or image.
- Evidence should be clearly recognizable and easily accessed.
- Each piece of evidence should support the indicated learning outcomes.

JOURNALS: (authentic narration)

- Entries should be in real time, or reflect real time activities. The dates of entries are recorded on the website. Entries should be timely to be reflective.
- The number of entries should be three. One entry should represent the beginning, the next the mid-point, and finally the end of the activity. In each of the entries, the indicated SL learner outcomes should be discussed, specifically referring to the language of the outcome. For example, “I experienced a new challenge when...”

PHOTOS: (individual and/or group images)

- If the activity is with a team or group, then the photo should include you interacting with that team or group. A posed team or group photo that represents the activity is also acceptable. **You should be clearly recognizable in the photo.**
- If the activity represents individual participation, the photo should present you engaged in a real time activity. Avoid individual posed photos NOT in real time, for example posing at home in a team logo tee shirt or studying at home for an enrichment course. You should be clearly recognizable and engaged in the real time activity.
- Two type photos are acceptable evidence: individual and team/club/group.
- Captioning is available. **However, the caption cannot explain the learning outcomes indicated; the outcomes should be obvious from the image.**

FILES: (name indicated)

- All uploaded files should be easy to access, download, and WORK.
- If you scan a document as evidence (like a certificate of completion), it must be legible and clearly provide evidence of your participation using appropriate attribution (your name, dates, official organization).
- Powerpoints are acceptable evidence as long as there is bonafide attribution to you and/or your photo is appropriately included.

WEBSITES: (name and/or image indicated)

- Websites can be used to verify the purpose or goals of the organization in which you are involved.
- A website alone, however, does **not** provide clear evidence of your participation unless there is a photo of you or attributed credit to you that is easily identifiable and accessible.

YOUTUBE and VIDEOS: (images)

- *YouTube* can provide evidence and documentation for individual or group performances. **You must be clearly visible in action in this video.**
- Any video used as documentation must present you in a real time event representing the activity. **You must be clearly visible in any video. Videos should not exceed 4 minutes.**

BLOGS: (images/authentic narration)

- Blogging is an easy way to complete real time journaling, reflecting, and photo captioning in a timely manner.

If an activity is re-documented, use a different format for additional evidence.

Preparing for the SL Demonstration

- Each activity or project that you choose to fulfill the SL requirement must engage you in deep, reflective ideas.
- This deep reflection is demonstrated at the SL Closing Demonstration.
- Prepare and practice to be able to communicate with others. You can prepare an exhibit board, brochure, to highlight your SL project and experiences and how you addressed the seven learning outcomes. You could include artifacts, pictures, timelines and contact information for new candidates.
- Preparation should be obvious; avoid reading responses and referring often to notes.
- Engage in positive habits of mind such as poise, articulation, and personal awareness.
- These ten potential questions you should examine for each activity. If you discover that your SL Project or other experiences do not strongly engage these reflective questions, then it is **not a worthy SL endeavor**:

1. Focus on one activity in which you participated for an extended duration of time. What abilities, attitudes, and values did you develop, change, or examine as a result of this activity?
2. Focus on one activity. What difficulties did you encounter and how did you overcome them?
3. What types of knowledge did you gain through your SL experiences? How have you, or will you, pass on that knowledge to others? How do you think that new knowledge will be useful to you in the future?
4. Of the seven SL learner outcomes, which one did you feel was the greatest challenge for you and why?
5. Ethics as an area of knowledge is primarily concerned with how we determine what is right action, particularly in our relations and interactions with others. How and when did your SL activities challenge your personal ethics?
6. SL guidelines stress selection of activities that provide “service and benefit to others.” Is service to others, in whatever form, a moral obligation? If so, on what should the obligation be based? If not, why?
7. Discuss your SL project: in what way(s) was this project a new role for you?
8. Leadership is an integral part of the learner outcomes. In which activity did you demonstrate leadership, what was your role, and how would you evaluate your success?
9. How did your feelings or emotions affect your ability to perform, to make decisions, or to reason in regard to a particular SL activity?
10. In what ways did SL experiences clarify or change your sense of what is important.

SHS IBCP Service Learning (SL) Planning Document

Students may find an electronic copy of this document in their CP Core Google Folder.

Name(s): _____ Date: _____

Team Members:

State who is involved in the planning, implementation and reflection of this project. Consider assigning roles to ensure that the proposed project moves forward.

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Title and Focus of the SL Project:

What service need is being met and how was this need verified? What do you aim to accomplish?

TITLE OF PROJECT:
FOCUS OF PROJECT:
ANTICIPATED RESULTS:

Project Supervisor (teacher other than SL advisor): _____

Student Signatures: _____

SL Advisor Signature/Dated: _____

Principal Signature/Date (if needed): _____

Service Learning Stages:

For each service learning stage, describe either what has been done or what you plan to do.

Investigation	
Preparation	
Action	
Reflection	
Demonstration	

Community Partners:

List the name(s) of individuals, community organizations and/or businesses that you will work with on your proposed project/activity/experience. In the notes field, consider adding how the individual, organization or business will support your proposed project.

Organization/Company	Contact Name	Contact Information (address/phone/email)	Notes

Resources Needed: List any resources (human or material) that you need in order to complete your proposed project/activity/experience.

Resource(s) needed	Purpose	Cost, if applicable

Implementation Timeline and Action Items:

List all of the specific actions that must be taken in order to implement your proposed project. Set specific dates for completing those actions to ensure the proposed project moves forward through the process of planning, implementation and reflection.

Action Items	To Be Completed by Whom	To Be Completed by When	Notes

SHS IBCP Service Learning Verification Form Students may find an electronic copy of this document in their CP Student Resources Google Folder.

Name(s): _____ **ID:** _____ **Year of Graduation:** _____

Use 1 form for each activity performed, if multiple activities performed The IB is committed to community and service. It is desirable, but not mandatory for your service to be linked to your career-related studies or your reflective project. Community may be viewed as either local or international. Service learning experiences must meet a community need and help you to develop a working relationship with community members, new skills, a sense of caring and/or a responsibility for others, and provide an opportunity for you to reflect on your activities. Complete one form for each experience, if multiple experiences occur. This reflection should be submitted with the plan for the experience as well as evidence for implementing the plan, including any feedback you may have received. **IBCP requires at least 50 hours outside of class over 2 years of the IBCP.**

Date(s) of Service	Name & address of the location where the service was performed	Briefly describe what you did for your service	Number of hours (outside of class)
Signature of the supervisor of the service for verification (required) OR attach an official Volunteer Hour printout or Certificate of Participation from organization		Supervisor's contact information (phone and email address)	

SHS IBCP Service Learning Reflection Form

REFLECTION: Write QUALITY, THOUGHTFUL REFLECTIONS to the questions below. As you construct your answers, think about and reference, where appropriate, the characteristics of the IB Learner (Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-Minded, Caring, Risk-Takers, Balanced, Reflective)

What have you learned in terms of new knowledge or skills from this experience?

How did this service affect you personally and how did it affect others in the community?

What new process learning took place: leading, managing, working with others different from yourself, communication etc.

How did this service learning experience serve the community and/or connect to your career areas of interest or career-related studies?

Reflect on this service learning experience. Did you like doing this? Why or why not? What are the successes you experienced and the challenges you overcame? If someone were to do the same or a similar project, what advice would you give them? Which learning outcomes were achieved through this service learning experience and how?

SL HANDBOOK SIGNOFF

- Each student is responsible for reading, discussing, and reviewing the SL Handbook. We request that parents also be familiar with guidelines in order to support their student in the career program requirement and discuss risks involved in their SL experiences that are conducted beyond school grounds. Parents accept responsibility for all medical costs related to any injury as a result of an accident or incident while participating in SL experiences or projects.
- Failure to attend formal advisement meetings and meet published documentation deadlines will result in academic probation and a conference with you, the SL Coordinator, the CP Coordinator, and parents to develop a SL success plan. Advisement meetings and timelines published in this Handbook and/or communicated through various media in a timely manner.
- The SL Handbook should be read completely prior to signing this verification.

THIS SL HANDBOOK SIGNOFF IS DUE September 11th.

I HAVE READ THE SL HANDBOOK, UNDERSTAND SL GUIDELINES, EXPECTATIONS, RISK ANALYSIS, AND USED THE HANDBOOK TO PREPARE MY SL PROPOSAL DUE ON September 5th.

Student Signature _____

Parent/Guardian Signature _____

Date _____

SUBMIT THIS DOCUMENT TO SL ADVISOR by SEPTEMBER 11th