

## **Community and Service at ISAlmere**

Community and Service is an essential part of student life at ISAlmere as well as for students in all MYP schools across the globe. As the name states, it is composed of two separate yet overlapping parts: COMMUNITY and SERVICE. Community refers to the relationship and roles each student plays in his/her surroundings. We develop the idea of community through the years at ISAlmere to help students understand their role within their family, school, city, and even country. The service aspect of Community and Service refers to ways that we can help out our community without expecting, wanting, or receiving extrinsic rewards such as payment or goods.

As a school we feel that it is beneficial to the development of students to understand their place in the world and help to make this world better. Community and Service is one way that we help students to develop this aspect of their education and we have set forth the following guidelines for our students. As a reminder, successful completion of Community and Service is required in order to move from one grade level to the next.

### **GUIDELINES**

Our students will complete one or more individually initiated community and service project each year at our school. The projects will take place outside of school hours and should be tasks that are not part of their normal activities. For example, if one of your normal responsibilities is to empty the dishwasher each week, then that does not count as a community service project. Students should not receive any payment including gift certificates or other material goods for their service. Students should have an adult sign off on the *Community Service Sheet* to record a brief description of the project, date it was completed, and amount of time spent doing it. Students will also complete a *Reflection Sheet* for each project and in MYP 4 and 5 students will reflect in their own format.

### **Timeline**

Although in each subject group, students will be introduced to and develop their understanding of community and service, the students' individual Community and Service projects will be developed, monitored, and presented in their mentor class. The following timeline outlines how Community and Service will be developed throughout the year:

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Date	Activity
September 2011	Mentors introduce the Community and Service task for each year level during mentor hour and hand out the Community and Service booklet.
October 2011	Mentor approves each students' Community and Service project.
December 2011	First evaluation meeting about the progress made toward the Community and Service Project. Mentors and students will create a plan of what needs to be done to complete the project that includes support the student needs, strategies to complete the project, and any possible materials.
March 2012	Second evaluation to make sure the Community and Service projects are being completed and students are beginning their reflections.
May 2012	Students complete and present their reflection during mentor hour. Each mentor class will choose one Community and Service project to be presented during a Morning Assembly.

## Requirements for each Year Level

As students progress through their time at our school they develop and build on their skills and knowledge learned in prior years. In the same approach, we also develop the students' understanding, knowledge, and skill within Community and Service throughout the students' time at our school. The specific requirements for students in each year level are outlined below.

### MYP 2

Recommended time spent on community and service per year: 10

Community focus: family and/or school

Example projects: helping out at open days, helping new/any students, helping out family members in need, taking on extra responsibilities at home

Reflection: complete the reflection sheet for each project

### MYP 3

Recommended time spent on community and service per year: 15

Community focus: city (ie Almere or city of residence)

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Example projects: helping at a day care/retirement home, cleaning neighborhood parks, planting public gardens, contacting the city to find out ways to help, volunteering at the city library

Reflection: complete the reflection sheet for each project

## **MYP 4**

Recommended time spent on community and service per year: 20

Community Focus: city (ie Almere or city of residence)

Example projects: helping at a day care/retirement home, cleaning neighborhood parks, planting public gardens, contacting the city to find out ways to help, volunteering at the city library

Reflection: complete the reflection guide for each project and use it to develop your own form of reflection such as a journal entry, poster, poem, song, video clip, etc.

## **MYP 5**

Recommended time spent on community and service per year: 15 (this number decreases from MYP 4 because you are also working on your Personal Project)

Community Focus: Country and/or World

Example projects: school activity linked to a national/international project such as Earth Day, contact a national/international service organization to find out ways to help, working at the Expat Center, develop relationship/project with another international school, food banks, helping countries in need

Reflection: complete the reflection guide for each project and use it to develop your own form of reflection such as a journal entry, poster, poem, song, video clip, etc.

### **Evaluation of Community and Service**

Community and Service is not assessed as the subject groups are assessed, however, students are evaluated on whether or not their Community and Service

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project has met the requirements for each year level. The mentor and the head of school will evaluate each student's Community and Service project based on the students' Community and Service plan, the Community and Service Sheet, reflection, and Presentation. Each student must satisfactorily meet the requirements for their year level in order to be promoted to the next year group.

COMMUNITY and SERVICE SHEET

Name: \_\_\_\_\_

Year: MYP \_\_\_\_\_

Date	Name of Project	Description of Service Completed	Time Spent	Signature	Relationship of supervisor
Date	Name of Project	Description of Service Completed	Time Spent	Signature	Relationship of supervisor

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REFLECTION SHEET

Directions: Type your answers to the following questions on a separate sheet of paper. All of your answers should be in complete sentences. Students in MYP 4 and MYP 5 should use your answers to create a personal form of reflection. This can take the form of a journal entry, poster, video, song, rap, etc.

1. Describe your community service project and including the community it impacted.
2. How did you serve this community?
3. Why did you choose this project?
4. What was your role in this community before you completed this project, what is your role in this community after you completed this project, and how did that role change?
5. What part of the learner profile did you use/develop during this project? Explain.
6. What did struggles or challenges did you have during the project? What did you do well during course of the project?
7. What were at least two things you learned (skills and/or life lessons) throughout this project? Think about the struggles/challenges you faced and how you overcame them to help you understand what you learned.
8. How will you use what you have learned from this project in the future?

**Community & Service Learning Expectations: International School Almere**

**Community Awareness and Understanding**

<b>Student Learning Expectations</b>	<b>MYP 2</b>	<b>MYP 3</b>	<b>MYP 4</b>	<b>MYP 5</b>
<u>The concept of community</u> including what 'community' means, how communities are different, how they are similar and what makes a community.	Basic understanding of 'my community' with reference to student's own school and family community	Student can expand idea and understanding of community to include local community	Student can expand idea and understanding of community to include local community	Student understands community in both global & virtual senses.  Student understands dynamics of, as well as differences and similarities between communities.
<u>Individuals in communities</u> including the role of the individual, the needs of the individual and the responsibilities of communities to their members.	Student has some understanding of his/her role in school community	Student has some understanding of what it means to be part of a local community	Student has some understanding of what it means to be part of a local community	Student understands individual's roles and responsibilities in both global and virtual communities as well as the responsibility of those communities to the individual.
<u>Different communities</u> including the various forms of community, the needs of different communities, issues within communities and organizations within communities	Student understands differences between school and family communities and how each community's needs, organizations and structures are different.	Student has some understanding of how local community functions and how this differs from family/school community. Student has some awareness of issues within local community.	Student has some understanding of how local community functions and how this differs from family/school community. Student has some awareness of issues within local community.	Student understands community in all its forms as well as how communities can have different structures, needs and organizations.

**Community & Service Expectations: International School Almere**

Reflection

<b>Student Learning Expectations</b>	<b>MYP 2</b>	<b>MYP 3</b>	<b>MYP 4</b>	<b>MYP 5</b>
<p><u>Reflection on Attitudes</u></p> <p>including reflection upon different social patterns and ways of life, showing initiative</p>	<p>During in class discussions and under guidance from teacher student is aware of various ways of life in familiar situations such as school and family</p>	<p>Student understands and reflects upon different social patterns and ways of life in wider local community.</p>	<p>Student is able to identify, understand and reflect on different social patterns and ways of life on a national and European level.</p> <p>Student shows some understanding of implications of different social patterns.</p>	<p>Student independently identifies and reflects meaningfully on variety of different social patterns, attitudes and ways of life on a global level.</p> <p>Student is able to objectively comment on and compare different social patterns and understand the implications.</p>
<p><u>Reflection on Responsibilities</u></p> <p>including the ethical implications of activity or inactivity within the community, using personal strengths to enhance communities, identifying personal strengths and limitations</p>	<p>Using pre-set evaluation form student begins to reflect on ethical implications of acting within community.</p> <p>Student identifies some personal strengths &amp; limitations.</p>	<p>Using both pre-set evaluation form and one other technique (ie journal or poem) student demonstrates an understanding of what it means to take action in a community.</p> <p>Student identifies own personal strengths &amp; limitations.</p>	<p>Using a variety of reflection methods student reflects on implications of taking responsibility in a community.</p> <p>Student can both identify and reflect on personal strengths &amp; limitations.</p>	<p>Student independently uses wide range of media (ie blogs, posters, journals) to meaningfully reflect on ethical implications of activity within community.</p> <p>Student independently identifies, evaluates and reflects on personal strengths &amp; limitations and identifies areas where own actions have enhanced community.</p>

**Community & Service Expectations: International School Almere**

**Action**

<b>Student Learning Expectations</b>	<b>MYP 2</b>	<b>MYP 3</b>	<b>MYP 4</b>	<b>MYP 5</b>
<p><u>Community Involvement</u> including types of involvement, effects on communities at various levels, personal involvement</p>	<p>Students will plan for personal involvement in a range of activities at school and local level</p>	<p>Students will plan for personal involvement in a range of activities at school and local level.  Student has some understanding of effect of this involvement on the local community.</p>	<p>Students will plan for personal involvement in a range of activities at school and local level.  Student has some understanding of effect of this involvement on the local community.</p>	<p>Student can identify, distinguish between and understands the implications of various types of involvement and their effects on communities including those at global level.  Student can independently initiate and plan personal involvement in community projects including those at global level</p>
<p><u>Being an Active Contributor</u> including showing willingness and the skills to respond to the needs of others; coming up with solutions to actively resolve issues within communities</p>	<p>Under guidance, student shows willingness to plan activities in response to needs of others.  Student understands how issues within familiar communities of home and school can be resolved.</p>	<p>Student independently shows willingness to plan activities in response to needs of others.  Student understands how issues within familiar local communities can be resolved</p>	<p>Student independently shows willingness to plan activities in response to needs of others.  Student understands how issues within familiar local communities can be resolved</p>	<p>Student independently and on own initiative shows awareness and necessary skills to respond to needs of others.  Student initiates thoughtful possible solutions to actively resolve issues within range of different communities from local to global level</p>

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