

NAHS IB Career-related Programme Service Learning Student Handbook

Service is the very purpose of life. It is the rent we pay for living on the planet.

VARILAN WRIKHTI KOFENAN

Only a life lived in the service to others is worth living.
(Albert Einstein)

I slept and dreamt that life was joy.
I awoke and saw that life was service.
I acted and behold, service was joy.

Kabirrambh Kapre

LORENZ HERR

"Life's most persistent and urgent question is, What are you doing for others?"
- Martin Luther King, Jr

LOSE OURSELVES
IN THE
SERVICE OF OTHERS
DISCOVER
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IN THE
HAPPINESS

North Atlanta High School

**4111 Northside Parkway
Atlanta, GA 30327**

**Ms. McCall & Mrs. Debe,
Service. Learning
Coordinators**

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ACKNOWLEDGEMENTS – SOURCES USED IN THE CREATION OF THIS STUDENT HANDBOOK

International Baccalaureate Organization. *Career-related Programme: Service learning guide*. Geneva: International Baccalaureate Organization Ltd, 2015. PDF.

--- *Career-related Programme: Service learning Teacher Support Materials*. Geneva: International Baccalaureate Organization Ltd, 2016. Web.

RHS Service Learning Student Handbook. Roosevelt High School IB Career-related Programme: Minneapolis Public Schools, 2016. Print.

SERVICE LEARNING: 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 community in meaningful and positive ways. It is about strengthen 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.
- 】 **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 coordinators 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.
- 】 **Create and maintain a service learning portfolio** to document service and reflection.
 - Your portfolio may take a variety of forms – electronic, journal, scrapbook, etc – but it should be organized and must show evidence of accomplishment according to the 5 learning outcomes.
- 】 **Meet a minimum of 3 times (formal interviews)** with the CP service learning coordinator to discuss progress, experiences and your portfolio documentation.
 - Set up meeting times a minimum of once per semester while in the programme.

HOW CAN THE CP SERVICE LEARNING COORDINATORS SUPPORT CP CANDIDATES IN THEIR SERVICE LEARNING EXPERIENCES?

The CP service learning coordinators:

- meets with community organizations and groups to develop a network of service learning contacts and school partnerships;
- makes this information available to students about service learning opportunities;
- monitors student progress through 3 interview meetings;
- provides feedback to students;
- help the students achieve their desired goals.

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. **Contact the CP service learning coordinators** to set up your initial interview.
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.
3. **Review the *Five Service Learning Outcomes*.** Think 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.

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 ARE THE REQUIREMENTS FOR THE SERVICE LEARNING INTERVIEWS?

As part of the IBCP Service learning program, students must engage in a minimum of three interviews with the CP Service Learning Coordinators. Completion of the service learning requirement is based on student achievement of the five service learning outcomes. Evidence of engagement and achievement of the outcomes is documented in a service learning portfolio. Progress is discussed at 3 formal interviews:

1ST INTERVIEW: This is at the beginning of the service learning program, usually mid-year of CP Year 1 (2nd Semester of Year 1/Junior year or earlier). Topics include:

- 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

2ND INTERVIEW: This is normally held towards the end of CP Year 1/Junior year. This interview is a "progress check." Topics include:

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

3RD INTERVIEW: This is the summative interview. It usually will take place near the end of the second year of the IB Career-related Programme (2nd semester of Year 2/Senior year). This is student-led. Through their Service Learning Portfolio, the CP student will:

- Outline how they have achieved each of the Service Learning Outcomes
- Review what they enjoyed most, and what was most gratifying personally
- Discuss and evaluate their overall service learning experience
- Reflect on personal growth
- Provide feedback on how to improve the CP Service Learning Program for future students

HOW SHOULD I CREATE MY SERVICE LEARNING PORTFOLIO?

The Service Learning Portfolio is the evidence you present to show you have completed the CP Service Learning requirement. It is focused on Service Learning Stage 5: Demonstration, providing evidence for your accomplishment of the Five Service Learning Outcomes. The portfolio records your planning, implementation, and reflections, documenting your personal growth through your different service learning experiences.

The Service Learning Portfolio may take any form. You may choose a format that works best with your personal learning style. Suggestions include written paragraphs, a dialogue, a poem, a video, a collage or a blog. Whatever format is chosen, your portfolio must include collected evidence and reflections specifically related to their experiences and learning outcomes. It is encouraged, but not required, that your portfolio includes the three parts outlined below.

- A. PROFILE SECTION** This section includes personal interests, skills, talents, areas for growth, plans and goals for service.
- B. EXPERIENCES:** This section includes a chronicle of active engagement in service. It could incorporate a variety of reflections, learning moments, personal achievements and how they have put the five service learning stages into practice. Reflections on involvement and achievement related to the Five Service Learning outcomes can also be included in this section.
- C. EVIDENCE:** This section include evidence of involvement, such as service hour verifications, planning documents, letters or acknowledgments of participation, photographs, videos etc. Be sure to keep track of your hours!

Work on the Portfolio should be ongoing throughout the two years in the CP, and not left to the end, or just prior to the second or third 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.

REMEMBER: Your reflections will be the main evidence used by the CP Service Learning Coordinators to determine whether you have achieved the Five Service Learning outcomes, have participated in the Five Service Learning stages, and have met the requirements. *Do not forget to include your reflections in your portfolio.*

HOW DO I REFLECT IN MY SERVICE LEARNING PORTFOLIO?

Reflective is one of the ten attributes of the IB Learner Profile. Reflection is central to building a rich and valuable experience in service learning. In reflection, you examine ideas and prior learning, and consider how they can be used in a new context. Reflection can help you identify your strengths and weaknesses, and consider how to support your personal growth and development. Your reflection can revolve around four elements:

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

SUGGESTION: Use thoughtfulness 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.

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

C. Generating Ideas: rethink or re-examine choices, consider how you would do things differently next time, evaluate what worked and what could be improved and how to strengthen the areas of growth identified.

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

Reflection is more about quality than quantity. Reflect on significant moments, when there is an "Ah Ha!" experience, when you learned something new, felt a strong emotion, or faced a particular challenge. It is also wise to reflect back upon completion of a service learning experiences to identify important aspects.

We do not learn from
experience... we learn
from reflecting on
experience.

- John Dewey

WHAT SHOULD A SERVICE LEARNING PROJECT LOOK LIKE?

A good 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 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 other 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

WHO CAN HELP ME?

- IBCP Service Learning Coordinators
- IBDP/CP Coordinator
- DP Core Coordinator, who also serves at the CAS coordinator
- School staff – teachers, education support professionals, and others
- Other CP and/or DP students
- Various student groups and activities within North Atlanta

WHAT ARE SOME COMMUNITY ORGANIZATIONS I CAN CONTACT?

- Local hospitals and nursing homes for volunteering
- Elementary and middle schools for tutoring
- Non-profit organizations
- Social service organizations
- Community groups
- Animal shelters, rescue groups



SERVICE LEARNING PORTFOLIO

NAHS IB Career-related Programme

Student Name _____ ID _____ Class of _____

WHAT:

The IB Career-related Programme requires that students plan, document (with evidence) and reflect on their engagement in service learning, showing an understanding of the five service learning stages and achievement of the five service learning outcomes. This is shown through a service learning portfolio. Students may combine their service learning portfolio with portfolio work in other areas of their CP or may have a stand-alone service learning portfolio. While there are minimum requirements for the Service Learning component of the CP, all students are encouraged to go beyond the minimum requirements, explore their interests, and integrate their academic work with their service learning for authentic and transformative experiences over the two years of the programme.

HOW:

- The portfolio can be in any form—a scrapbook, an electronic collection, a binder or folder, etc.
- The portfolio is a piece of work developed over the two year span of the CP.
- The portfolio will be part of the discussions at Interview #2, and evaluated at Interview #3.
- The portfolio needs to have THREE sections:

PROFILE

In this section, students can include:

- Their long and short term goals, interests, skills and talents and plans for their service learning program;
- Their reflections on how their own personal values align with the values expressed in the IB learner profile, and how their personal values may determine their service choices;
- Their reflections on their own personal development and self-awareness in relation to the service learning outcomes.
- Your surveys and YouScience results

Minimum REQUIRED: “Service Learning Personal Profile Questionnaire”

☐ EXPERIENCES

In this section, students demonstrate active engagement in individual service learning program. It chronicles the students' journey in service learning, including:

1. a variety of reflections
2. learning moments
3. personal achievements
4. significant opportunities
5. how they have used the service learning stages

Minimum REQUIRED: "Service Learning Verification Form" with thoughtful, completion of the reflection section.

☐ EVIDENCE

In this section, students place collected evidence of the students' involvement in service learning and their achievements. Evidence can include, but is not limited to:

- planning documents
- letters (including letters of recommendation that reference service learning experiences)
- emails
- certificates
- acknowledgments of participation and achievements
- photographs, videos

Minimum REQUIRED: "Service Learning Verification Form" with completion of the description of service and supervisor signature sections.

PORTFOLIOS AND THE SERVICE LEARNING INTERVIEWS

Students discuss their portfolios with their Service Learning coordinators during the three or more scheduled service learning interviews. The Service Learning coordinators will give appropriate encouragement and advice and make notes based on the consultation. Students can then add these notes to their portfolio.

SERVICE LEARNING PORTFOLIOS AND FINAL INTERVIEWS WITH SERVICE LEARNING COORDINATORS MUST BE COMPLETED BY MAY 1st of YEAR 2/SENIOR YEAR.

SERVICE LEARNING PORTFOLIO – INTERVIEW #1

NAHS IB Career-related Programme

Student Name _____ ID _____ Date of Interview _____

HOW:

1. Read through the *IB Career-related Programme Service Learning Student Handbook*
2. Complete the IB “*Service learning personal profile questionnaire*”
3. Make an appointment with the CP/SL Coordinators during Year 1/Junior Year of the IB CP
4. Start thinking of what kinds of projects you will want to do for your service hours

WHAT:

Student and Service Learning Coordinator will discuss and review the following topics at the first meeting:

- Expectations of the CP service learning program
- Learning Outcomes and how they may be achieved
- Five stages of service learning
- Interests and ideas the student may have for their own service learning, and opportunities that the school may offer
- Service Learning “portfolio” – ideas, suggestions, options to “show what you learn”

PREPARE:

Service Learning coordinator will discuss your ideas and goals—READ and THINK of answers to the following questions so that you may fully participate:

- What ideas do you have for your service learning?
- Which aspect of service learning excites you the most? Which aspect seems most challenging?
- What do you hope to achieve from your service learning experiences, besides just fulfilling the IBCP requirement?
- How do you think your service learning program will enable you to grow?
- How can the attributes of the IB learner profile help in your growth?
- Did you read about the service learning stages and outcomes (p 2 in the *IBCP Service Learning Handbook*), and how can the stages help you plan and carry out your service learning ideas?
- Are there any obstacles that may prevent you from engaging in service on a regular basis? Job? Home?
- What organizational and time-management strategies do you have in place to ensure that service remains an ongoing part of your IB journey?
- How do you want to “show what you know”-- What system would you like to gather evidence of your service?

DOCUMENTATION:

Topic discussed with Service Learning coordinator:		Student Initials
CP Service Learning Expectations and Aims	<ol style="list-style-type: none"> 1. At least 50 hours 2. Overview of requirements and expectations 3. Integrity in Service Learning 	
5 Stages of Service: Be involved in each stage	<ol style="list-style-type: none"> 1. Investigate 2. Prepare 3. Take Action 4. Reflect 5. Demonstrate understanding 	
Review the Profile questionnaire		
5 Learning Outcomes: Show evidence of each outcome	<ol style="list-style-type: none"> 1. Identify personal strengths and growth areas— 2. Participate in experiences to show the 5 stages of service 3. Demonstrate collaborative skills by working with others 4. Engage in issues that are locally, nationally or internationally significant 5. Show awareness of ethical choices and consequence of actions 	
Types of <u>Experiences</u> desired	<ol style="list-style-type: none"> 1. Collaborative service 2. Genuine need 3. Personal interests, passions 4. Links to DP classes and/or Career Studies 	
<u>Evidence</u> of service	Portfolio/collection of documentation	
<u>Reflection</u>	<ol style="list-style-type: none"> 1. Describing what happened 2. Expressing feelings about the experience 3. Re-think, examine choices 4. Ask questions to prompt further inquiry 	



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 programme.

Name _____

Class _____

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

SERVICE LEARNING PORTFOLIO – INTERVIEW #2

NAHS IB Career-related Programme

Student Name _____ ID _____ Date of Interview _____

HOW:

1. Make an appointment with the CP/SL Coordinators at the end of Year 1/ Junior Year of IBCP
2. Review the Service Learning Outcomes and SL Portfolio requirements
3. Bring along any IBCP Service Learning Verification and Reflection sheets you may have
4. Make sure the IBCP Service Learning Verification and Reflection sheets are completely filled out, with thoughtful reflections

WHAT:

Student and Service Learning Coordinator will discuss and review the following topics at the second meeting:

- Progress towards meeting the learning outcomes and hour requirements
- Experiences the students has been involved in and what experiences are being planned for the summer
- Evidence collection and SL Portfolio review
- Ask questions, indicate needs, provide suggestions, and clarify any misunderstandings
- Reflection

DOCUMENTATION:

<i>Topics discussed with Service Learning Coordinator</i>	<i>Student Initials</i>
Current number of hours recorded	
Learning Outcomes achieved: Indicate HOW you achieved each	1. Identify personal strengths and growth areas--
	2. Participate in experiences to show the 5 stages of service--
	3. Demonstrate collaborative skills by working with others--
	4. Engage in issues that are locally, nationally or internationally significant --
	5. Show awareness of ethical choices and consequence of actions—

5 Stages of Service: Indicate HOW you achieved each	1. Investigate	
	2. Prepare	
	3. Take Action	
	4. Reflect	
	5. Demonstrate understanding	
Reflection—Do some of your reflections include the four elements—what happened, how do you feel, new ideas, and questions?		
PORTFOLIO REVIEW Evidence in addition to the Service Learning Verification forms? Pictures, brochures, letters, planning forms, certificates, e-mails, videos, etc....to show how you achieved your growth, and how service was accomplished		

<p>Other?</p> <p>Moving forward...what do you need, or want, to successfully complete the IBCP Service Learning Program?</p>		
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SERVICE LEARNING PORTFOLIO – INTERVIEW #3

NAHS IB Career-related Programme

Student Name _____ ID _____ Date of Interview _____

HOW:

5. Make an appointment with CP/SL Coordinators prior to APRIL 15th of Year Two/Senior Year of CP
6. Bring all IBCP Service Learning Verification and Reflection forms, completely filled out with thoughtful reflection
7. Bring along your completed Service Learning Portfolio to the interview meeting for evaluation-make sure all documentation and evidence is included

WHAT:

Student and Service Learning Coordinators will discuss the following questions at their last meeting:

- What did you most enjoy about your service learning experiences?
- Did you manage to reach your goals?
- What was your greatest challenge? How did you overcome this?
- What have you achieved?
- What have you learned about balancing your time with your choices and commitments?
- How did knowing the service learning stages assist you? Where else can you apply these service learning stages in future learning or in life in general?
- How do you already apply what you have learned from service learning in your daily life? How can this continue as you make future choices?
- Looking ahead, have any new goals emanated from your service learning programme?
- Describe your service learning process: how you planned, who collaborated, your roles and responsibilities and the results of any collaboration. How were your expectations met or exceeded?

Student and Service Learning Coordinators will discuss the PORTFOLIO and EVALUATION checklist at their last meeting:

PORTFOLIO and EVALUATION Checklist

My Service Learning Program	Y/N?	Notes	Date
Evidence of planning of a service learning program			
Regular commitment to service learning			
Understanding and ability to use the service learning stages when planning service learning experiences			
<i>Investigation</i>			
<i>Preparation</i>			
<i>Action</i>			
<i>Reflection</i>			
<i>Demonstration</i>			
Evidence of achieving all five learning outcomes			
<i>Identify own strengths and develop areas for growth (LO1)</i>			
<i>Demonstrate participation with service learning experiences (LO2)</i>			
<i>Demonstrate the skills and recognize the benefits of working collaboratively (LO3)</i>			
<i>Demonstrate engagement with issues of global significance (LO4)</i>			
<i>Recognize and consider the ethics of choices and actions (LO5)</i>			
Reflections completed on significant service learning experiences			
Supervisor verifications supplied where necessary			
Service learning interview 1 completed			
Service learning interview 2 completed			
Service learning interview 3 completed			
Service Learning Portfolio Completed			

NAHS IBCP Service Learning Planning Document

Students may find an electronic copy of this document in their CP Student Resources Folder.

Name(s): _____

Date: _____

Team Members:

State who is involved in the planning, implementation and reflection of this project. Consider naming a "team leader(s)" to ensure that the proposed project/activity/experience moves forward.

Title and Focus of the Project/Activity/Experience:

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

TITLE OF PROJECT/ACTIVITY/EXPERIENCE:

FOCUS OF PROJECT/ACTIVITY/EXPERIENCE:

ANTICIPATED RESULTS:

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/activity/experience.

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. Consider ethical issues!

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/activity/experience. Set specific dates for completing those actions to ensure the proposed project/activity/experience moves forward through the process of planning, implementation, and reflection.

Action Item	To be completed by whom	To be completed by when	Notes

NAHS IBCP Service Learning Verification and Reflection

Students may find an electronic copy of this document in their CP Student Resources 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 and address of the location where 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 e-mail address)	

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 the 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?