IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2013

THE HAGUE 24TH - 27TH OCTOBER
SERVICE LEARNING

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International Baccalaureate Programme

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Integrating the Five Stages of Service Learning into CAS with Student Competencies and Learner Profile Attributes

Note that throughout the Five Stages of Service Learning, students:
- integrate varied technologies and platforms at all stages of the process
- reflect
- acquire assistance as needed

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<th>Five Stages of Service Learning</th>
<th>Skill Development</th>
<th>Organizers/Evidence</th>
<th>Learner Profile Attributes</th>
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| Investigation                  | • Recognize personal interests, skills, and talents, and apply them in meaningful ways  
                                | • Identify are for personal growth  
                                | • Select a cause of local and global concern  
                                | • Conduct social analysis through action research to identify a meaningful issue to address and authenticate a need | 1. Personal Inventory  
                                | 2. Personal Inventory  
                                | 3. Finding Your Cause  
                                | 4. Gathering Information About a Community Need using Media, Interview, Survey, Observation | Reflective  
                                | Inquirers                                                             | Knowledgeable  
                                | Open-Minded                                                             |                                      |
| Preparation & Planning         | • Ongoing development of knowledge and skills  
                                | • Understand how to develop a plan of action to address the identified need  
                                | • Establish a network of supportive peers and adults and be likewise supportive of others  
                                | • Connect local and global issues and know avenues of responding that are being or could be applied in diverse settings  
                                | • Communicate effectively to contact people who have information or resources  
                                | • Prepare articulated proposal for course of action | 1. Take Action  
                                | 2. Take Action  
                                | 3. What Government and Community Groups are doing about the Issue  
                                | 4. Community Contact Information  
                                | 5. Service Learning Proposal | Knowledgeable  
                                | Thinkers  
                                | Open-Minded                                                             |                                      |
| Action                         | • Promote a cause using appropriate mediums  
                                | • Monitor progress and advancements made  
                                | • Document what is being done | 1. Turning Ideas into Action  
                                | 2. Progress Monitoring  
                                | 3. Capture the Action | Caring  
                                | Principled  
                                | Risk-Takers                                                             |                                      |
| Reflection                      | • Value reflection, choose appropriate modalities, incorporate reflection in significant moments | 1. Four Square Reflection Tool | Reflective  
                                | 2. Balanced                                                             |                                      |
| Demonstration                   | • Convincingly relay ideas and solutions using effective, engaging presentation skills  
                                | • Receive and consider feedback from others | 1. Once You Know It, Show It  
                                | 2. Community Response  
                                | 3. Student Self-Evaluation | Communicators  
                                | Open-Minded  
                                | Reflective                                                             |                                      |

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IB Diploma
20th Century World History Class

- World War One and World War Two in History
- *All Quiet on the Western Front* in English
- Bring the “delicate and emotional subject of war closer to their learning community”
- Interviewed a group of war veterans
Published *Memoirs of a Soldier*
Made an exhibition that taught about wars during the 20th and 21st century

EXHIBIT IN LIBRARY

Buy Memoirs of a Soldier TODAY!

250 EEK

This book is on sale for one day only. Don’t miss this great opportunity.
World War II
72 mln casualties
Wrote a script and directed a dramatic performance
Capturing History
Investigate: Experiment

Biodiesel
1) Methanol + Sodium Methoxide + Water $\rightarrow$ H$_2$O
$\text{CH}_3\text{OH} + \text{NaOH} \rightarrow \text{NaOCH}_3 + \text{H}_2\text{O}$
50 mL 2.25g
2) Heat and filter 200 mL oil
3) Mix and stir for 45 minutes
$\text{CH}_3\text{OH} + \text{OH}^-$ $\rightarrow$ $\text{CH}_3\text{O}^-$ $+ \text{H}_2\text{O}$
Preparation: Promote

PLEASE RECYLE YOUR WASTE COOKING OIL

TURN GREASE INTO FUEL
Action: Educate
Action: Gain Participation
Gather Evidence

Collect more than 15,120 liters of grease per month!

That’s over 181,699 liters of biodiesel a year.

Saves 362,873 kg of CO2 from atmosphere.
Action: Indirect Service

- Provided home heating oil to over 220 families, assisted by local community agencies and a partnership with a for-profit company.
Action: Advocacy through Legislation “Used Cooking Oil Recycling Act”
Aristotle:

Education of the mind without education of the heart is no education at all.
What do we INVESTIGATE?

BEGIN with a PERSONAL INVENTORY

Interests

NEED

COMMUNITY PROBLEM

PARTNERS

Skills & Talents
Investigation: Personal Inventory

- **Interests**
  - What you like to learn and think about

- **Skills and Talents**
  - I can

- **Being helpful**
  - ... when you helped someone

- **Receiving help**
  - ... when someone helped you

**Active Listening**
**Asking Questions**
**Taking Notes**
RESEARCH = GOOGLE

RESEARCH ≠ GOOGLE
Authentic ACTION RESEARCH

- MEDIA
- INTERVIEWS
- SURVEYS
- OBSERVATION and EXPERIENCE
Gathering Information About a Community Need

- Media
- Interviews
- Surveys
- Observation/Experience

Social Analysis

ACTION RESEARCH =

TRANSFERABLE SKILLS

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ACTION ACTION ACTION

- DIRECT SERVICE
- INDIRECT SERVICE
- ADVOCACY
- RESEARCH
REFLECTION
“I don’t agree with that. I think you should learn, of course, and some days you must learn a great deal. But you should also have days when you allow what is already in you to swell up inside of you until it touches everything. And you can feel it inside you. If you never take time out to let that happen, then you just accumulate facts, and they begin to rattle around inside you. You can make noise with them, but never really feel anything with them. It’s hollow.”
REFLECTION

Four Square Reflection Tool

What happened?

How do I feel?

Ideas?

Questions?

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DEMONSTRATION

What you did to learn
What you found out
TELL YOUR STORY
Service Learning Standards Pre-K – 12

**Standard 1: Investigate**
Learners understand that investigating the needs of the community makes service effective

1.1. Understand how our interests, skills and talents can be applied to community need, and identify areas for growth
1.2. Identify community cause or concern that helps advance our knowledge, skills and understandings
1.3 Use action research methods, to authenticate a community need:
   - Media
   - Interviews
   - Surveys
   - Observation
1.4 Identify reciprocal community partnerships
1.5 Demonstrate collaboration by creating or working with a variety of partners, for example:
   - youth
   - educators
   - families
   - community members
   - community based organisations

**Standard 2: Preparation and Planning**
Learners understand that preparation and planning ensure that goals and needs are met

2.1 Develop questions for a deeper understanding
2.2 Examine preconceptions and assumptions
2.3 Understanding social and civic issues related to this cause
2.4 Make connections to my learning and the world around us
2.5 Identify and analyse different points of view of all involved
2.6 Identify and develop specific skills needed to apply knowledge toward the community need
2.7 Generate ideas and develop a plan of action with specific roles and responsibilities for all involved
2.8 Identify learning and project goals and recognize the difference

The purpose of life is having a life of purpose.