

2010

INDIANHEAD
INTERNATIONAL
SCHOOL



[SERVICE LEARNING PROGRAM (SLP) STUDENT GUIDE 2010-2011]

Contained in this Student Guide are the guidelines and recommendations to make your participation in the Service Learning Program one of the highlights of your life in Middle and Secondary School.

Service Learning Program at IIS

Indianhead International School recognizes the importance of life outside the world of scholarship and the Service Learning program, as a counterbalance to the academic self-absorption, plays a vital role as part of each student's education. The program offers opportunities for students to experience real tasks with real consequences and encourages reflection on that process.

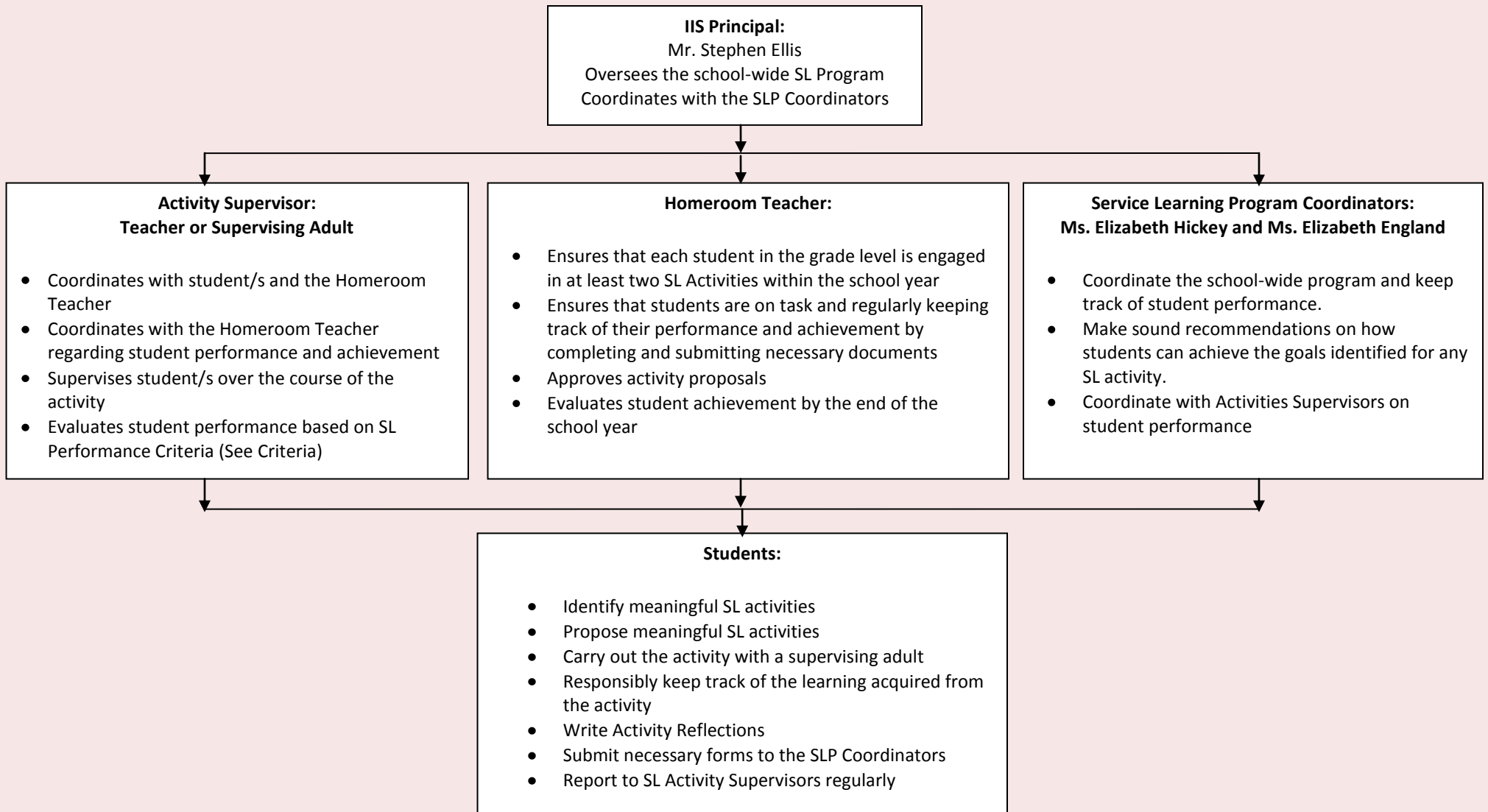
The IIS Service Learning Program is a school-wide effort responsibly and passionately implemented by all members of the IIS community. Everyone in the community takes significant role/s in improving and making the program successful.

The IIS Service Learning Program ties its objectives to the IIS Expected School-wide Learning Results (ESLR).

The primary objectives of the IIS Service Learning Program are to enable students to:

1. acquire values and attitudes that demonstrate respect for self, others, the community, and the environment.
2. be responsible young adults who are able to take risks, exercise initiative, make sound judgment, and take responsibility for their own actions.
3. exercise practical skills by engaging in meaningful and worthwhile service-oriented activities
4. be reflective individuals who demonstrate honesty, self confidence, modesty, and humility.

The IIS Service-Learning Program Community Structure



*Notes: Regular Evaluation of the SL Program should be done a month before the school year ends.
The annual review should be attended by a member from each group shown in the above structure.*

Through the SRC Community Service Chairperson in collaboration with the **School-wide Service Learning Program Coordinators: Ms. Hickey, Ms. England**, and the Service Learning Activities Supervisors, IIS will work to engage students in meaningful Service Learning Activities.

These are possible Service Learning Activities that IIS students could participate in:

1. Habitat for Humanity
2. Orphanage Visit
3. Reach-out Programs (Service to the home for the aged)
4. School-wide Recycling Program

Note: *The following activities are generally NOT recognized by the Service Learning Program as Service Learning Activities:*

- Activities sponsored by your family
- Working for businesses (even for free)
- Any activity where you receive any form of remuneration (a certificate, a diploma, or money)

HOW TO GET STARTED

1. Plan a significant activity that falls under the criteria of the Service Learning Program.
2. Talk to the Service Learning Program Coordinators (**Ms. Hickey or Ms. England**) or your Homeroom teacher about your plan. They will help you identify your activity supervisor and clarify the objectives of your planned activity.
3. Write an activity proposal using the (**Online SLP Proposal Form**) <https://spreadsheets.google.com/a/iis.or.kr/viewform?formkey=dDdtWDR4cE9pbkh6cWlyV0ZvZGpTWWc6MQ> and discuss the proposed activity with your identified Activity Supervisor.
4. After your proposal has been approved by the SLP Coordinator or your Homeroom Teacher, begin working on the activity.
5. Remember to regularly report to your Activity Supervisor while keeping a journal of the skills, knowledge, learning, and other significant events that take place during the course of the activity.
6. Write a reflection on personal achievements, personal skills, and personal and interpersonal qualities that you gained from doing the activity by completing the **Online SL Reflection Form**. <https://spreadsheets0.google.com/a/iis.or.kr/viewform?formkey=dE14RFJCODNoaW9qRjJrWmp4YXZFWc6MQ> Have it signed by your Activity Supervisor and submit the completed form to the SLP Coordinators.
7. You are now ready to work on another SL Activity!

Guidelines for Success: Plan, Participate, and Reflect

Plan

Plan activities that allow you to follow your passion and special talents. You also need to plan activities that expand your horizons and get you “out of the box”. Try something new!

It is highly recommended that students choose a Primary Service Commitment and commit themselves to one organization over a sustained period of time. This helps you develop as a more effective and dynamic member of an organization and it will help you stand out when applying to colleges.

Participate

Participating is an *active* experience. Students need to act responsibly and make positive contributions to the activity. Realize that the more you become involved in what you are doing, the better it will be for you and the people around you.

During service activities you could find yourself immediately “out of the box”. Take a moment to assess the situation and then be fearless – jump into the situation and try to make a positive impact.

Reflect

What have you accomplished/achieved? What are the skills you learned? How did the activity help you grow as a person? What are the interpersonal qualities you acquired from doing the activity?

Keeping a journal will help you record experiences before they are forgotten, and it will provide information to help you write the required End of Activity Reflections for your end of year Student Learning Portfolio.

Documentation

Keeping track of the Students' Performance and Achievements

I. **FORMS (Electronic): to be filled in by a student:**

1. Fill in the **Electronic SL Proposal Form** using the link posted in the school website after discussing the planned activity with any of the SLP Coordinators.
<https://spreadsheets.google.com/a/iis.or.kr/viewform?formkey=dDdtWDR4cE9pbkh6cWlyV0ZvZGpTWWc6MQ>

***Note:** The student/s should be responsible for scheduling a meeting with the SLP Coordinator or Homeroom Teacher to discuss the submitted proposed activity.*

2. Fill in the **Electronic SL Reflection Form** using the link posted on the school website after you are done with the activity.
<https://spreadsheets.google.com/a/iis.or.kr/viewform?formkey=dEI4RFJCODNoaW9qRjJrWmp4YXZFQWc6MQ>

***Note:** The student/s should be responsible for keeping track of his/her own evaluation result from the Activity Supervisor and the number of hours he/she obtained from doing the activity*

II. **GOOGLE SHARED DOCUMENTS (Proposal and Reflection): Shared to SLP Coordinators**

After a student has filled in the Proposal Form and the Reflection Form, an email notification will be sent to the SLP Coordinators and Homeroom Teachers. The SLP Coordinators and Homeroom Teachers should be able to read the students proposal and may send an email to the student for meeting schedule availability.

After a proposed activity has been discussed with a student, the SLP Coordinator or Homeroom Teacher may indicate in the shared Google document the status of the activity with any of the following marks:

- a. **PS**– Pending: To be discussed with the student
- b. **PA** – Pending: To be discussed with the Activity Supervisor
- c. **A** – Approved
- d. **OG** – On-going

III. **GOOGLE SHARED DOCUMENT (Reflection): Shared to Activities Supervisors**

After a student has filled in the Reflection Form, he/she should send an email to his/her supervisor to notify that the reflection has already been submitted for final evaluation. The Activity Supervisor will then evaluate the student by filling in the Evaluation Criteria written in the shared google document (Spreadsheet with marks: Very Good, Satisfactory, and Needs Improvement).

IV. **Service Learning Number of Hours Tracking Sheet: (Shared to students for viewing and to SLP Coordinators and Activity Supervisors for editing)**

A link will be posted on the school website for everyone to view the number of hours students have accumulated from working with the Service Learning Program.

V. **Reporting and Final Assessment (Report Card/Transcript of Records)**

Each student will receive commendation for his/her achievements and for participating in the Service Learning Program. The commendation/comments will be reflected in the student's Transcript of Records.

Do's and Don'ts

Do this!

- Follow your passions
- Serve those less fortunate
- Work in groups and work cooperatively
- Bring new ideas to an activity
- Use the hourly requirements as a guideline to help you
 - Use your talents
 - Get out of the box
- Learn about yourself and the world through your journal and reflections

Avoid this!

- Babysitting (only appropriate for grades 6-8)
- Working for a business or your family
- Activities without supervision (or supervised by friends or family)
- Fundraising with no clearly defined goal
- Hour counting
- Late journal entries & reflections

Fundamental Skills	Personal Management Skills	Teamwork Skills
<p>Communicate</p> <ul style="list-style-type: none"> ☑☑read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) ☑☑write and speak so others pay attention and understand ☑☑listen and ask questions to understand and appreciate the points of view of others ☑☑share information using a range of information and communications technologies (e.g., voice, e-mail, computers) ☑☑use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas <p>Manage Information</p> <ul style="list-style-type: none"> ☑☑locate, gather and organize information using appropriate technology and information systems ☑☑access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities) <p>Use Numbers</p> <ul style="list-style-type: none"> ☑☑decide what needs to be measure or calculated ☑☑observe and record data using appropriate methods, tools and technology ☑☑make estimates and verify calculations <p>Think & Solve Problems</p> <ul style="list-style-type: none"> ☑☑assess situations and identify problems ☑☑seek different points of view and evaluate them based on facts ☑☑recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem ☑☑identify the root cause of a problem ☑☑be creative and innovative in exploring possible solutions ☑☑readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions ☑☑evaluate solutions to make recommendations or decision ☑☑implement solutions ☑☑check to see if a solution works, and act on opportunities for improvement 	<p>Demonstrate Positive Attitudes & Behaviors</p> <ul style="list-style-type: none"> ☑☑feel good about yourself and be confident ☑☑deal with people, problems and situations with honesty, integrity and personal ethics ☑☑recognize your own and other people's good efforts ☑☑take care of your personal health ☑☑show interest, initiative and effort <p>Be Responsible</p> <ul style="list-style-type: none"> ☑☑set goals and priorities balancing work and personal life ☑☑plan and manage time, money and other resources to achieve goals ☑☑assess, weigh and manage risk ☑☑be accountable for your actions and the actions of your group ☑☑be socially responsible and contribute to your community <p>Be Adaptable</p> <ul style="list-style-type: none"> ☑☑work independently or as a part of a team ☑☑carry out multiple tasks or projects ☑☑be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done ☑☑be open and respond constructively to change ☑☑learn from your mistakes and accept feedback ☑☑cope with uncertainty <p>Learn Continuously</p> <ul style="list-style-type: none"> ☑☑be willing to continuously learn and grow ☑☑assess personal strengths and areas for development ☑☑set your own learning goals ☑☑identify and access learning sources and opportunities ☑☑plan for an achieve your learning goals <p>Work Safely</p> <ul style="list-style-type: none"> ☑☑be aware of personal and group health and safety practices and procedure, and act in accordance with these 	<p>Work with Others</p> <ul style="list-style-type: none"> ☑☑understand and work within the dynamics of a group ☑☑ensure that a team's purpose and objectives are clear ☑☑be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group ☑☑recognize and respect people's diversity, individual differences and perspectives ☑☑accept and provide feedback in a constructive and considerate manner ☑☑contribute to a team by sharing information and expertise ☑☑lead or support when appropriate, motivating a group for high performance ☑☑understand the role of conflict in a group to reach solutions ☑☑manage and resolve conflict when appropriate <p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> ☑☑plan, design or carry out a project or task from start to finish with well defined objectives and outcomes ☑☑develop a plan, seek feedback, test, revise and implement ☑☑work to agreed quality standards and specifications ☑☑select and use appropriate tools and technology for a task or project ☑☑adapt to changing requirements and information ☑☑continuously monitor the success of a project or task and identify ways to improve