



**RAFFLES**  
WORLD ACADEMY

# Career-related Programme

## Service Learning Handbook 2020-2022



Innoventures

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## Introduction

This guide is a one stop shop for all your Service Learning questions and clarity of its purpose. In this guide you will find all the Service Learning guidelines as stipulated by the Career-related programme, and how RWA will help you meet them over the two years. This guide aims to give you context for Service Learning in your life and provides valuable tools and methods to help you easily meet all expectations.

## Meet Your Service Learning Team

<b>Role</b>	<b>Name</b>	<b>Email</b>
CP Coordinator	Aine O'Donnell	<a href="mailto:ained@rwadubai.com">ained@rwadubai.com</a>
Service Learning Coordinator	David Keating	<a href="mailto:davidk@rwadubai.com">davidk@rwadubai.com</a>

## What is service learning?

Service learning is a component of the Career-related Programme core.

Through service learning, you will develop and apply academic knowledge, personal skills and social skills in real-life situations involving decision-making, problem-solving, initiative and responsibility. The purpose is for you to contribute to society by improving the lives of people or assisting the environment or animals.

Service learning benefits all involved—students as they continue developing skills and knowledge applied to real-life situations, and the community through reciprocal collaboration. Service learning fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. The process of service learning is best when understood and organized as an ongoing experience occurring with regularity throughout the duration of the students' CP.

The five service learning stages offer a helpful ongoing process framework for students. Reflection is central to building a deep and rich experience in service learning. Reflection allows students to explore ideas, skills, strengths, limitations and areas for further development, and to consider how they may apply their prior learning and background in new contexts.

### Aims

The aims of service learning are for students to:

- develop and apply knowledge and skills towards meeting an authentic community need
- develop as leaders who take initiative, solve problems and work collaboratively with others
- enjoy the experiences of both learning and service
- develop a sense of caring about, and a responsibility for, others
- gain a deeper understanding of themselves, their community and society through meaningful reflection
- enhance and strengthen their experience with the existing school curriculum.

## **Service Learning Portfolio**

All students are expected to maintain and complete a service learning portfolio as evidence of their engagement with service learning.

The service learning portfolio is meant to be a collection of evidence that showcases the overall experience of the students and should include reflections that give evidence of achieving each of the service learning outcomes. The service learning portfolio can also reveal how students have met the learner profile attributes.

The service learning portfolio is for use by students; it is not formally assessed. However, students will likely present evidence from their service learning portfolio to the service learning coordinator during their interviews.

The format of the portfolio can be decided by the student. It is advised that it suits their personal requirements and may take the form of Microsoft Class Notebook, a scrapbook, video log, or a blog. It is advised that the portfolio is online and available for the SL Coordinator to check.

## Sample Format

### Profile

In this section, students can include:

- Their goals, interests, skills and talents and plans for their service learning programme
- Their reflections on how their own personal values align with the values expressed in the IB learner profile.
- Their reflections on themselves in relation to the service learning outcomes.

Once clear about service learning aims and outcomes, students will be able to identify both short-term and long-term goals.

Throughout the programme, students can add their reflections on their ongoing personal development and self-awareness.

### Experiences

This section demonstrates that the students have actively engaged in their individual service learning programme. It chronicles the students' journey in service learning, including:

- A planning form for each activity
- a variety of reflections
- personal achievements
- significant opportunities
- how they have used the service learning stages.

### Evidence

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

- planning documents
- letters
- emails
- certificates
- acknowledgements of participation and achievements
- photographs
- videos

Students can correlate this evidence with the learning outcomes and include future ambitions within and outside of the service learning programme.

## Service Learning Outcomes

### **Learning outcome 1: Identify own strengths and develop areas for growth**

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

#### **Suggested descriptors**

The student is:

- aware of own strengths and weaknesses
- open to improvement and growth opportunities
- able to propose experiences according to own interests and talents
- willing to participate in different experiences
- able to undertake a thoughtful self-evaluation
- able to see themselves as individuals with various abilities and skills, some more developed than others.

### **Learning outcome 2: Demonstrate participation with service learning experiences**

Students can articulate the five stages from investigating and conceiving an idea to executing a plan for a service learning experience or series of service learning experiences. Students may show their knowledge and awareness by building on a previous service learning experience, or by launching a new idea or process, or by advancing the work of others. This may be accomplished in collaboration with other participants.

#### **Suggested descriptors**

The student:

- constructs and carries out a plan to participate in a meaningful service learning experience
- can describe the five stages of service learning
- shows willingness to collaborate with others
- acquires and applies new skills and abilities
- increases understanding by participating in meaningful service.

### **Learning outcome 3: Demonstrate the skills and recognize the benefits of working collaboratively**

Students are able to identify and critically discuss the benefits and challenges of collaboration gained through service learning experiences.

#### **Suggested descriptors**

The student:

- shares skills and knowledge
- listens respectfully to ideas and different points of view from peers and others
- is willing to take on different roles within a team to make valuable contributions
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through service learning experiences.



**Learning outcome 4: Demonstrate engagement with issues of global significance**

Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.

**Suggested descriptors**

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in service learning experiences addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity.

**Learning outcome 5: Recognize and consider the ethics of choices and actions**

Students show awareness of the consequences of choices and actions in planning and carrying out service learning experiences.

**Suggested descriptors**

The student:

- recognizes ethical issues and identifies what is needed to know in order to make an ethical decision
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out service learning experiences.

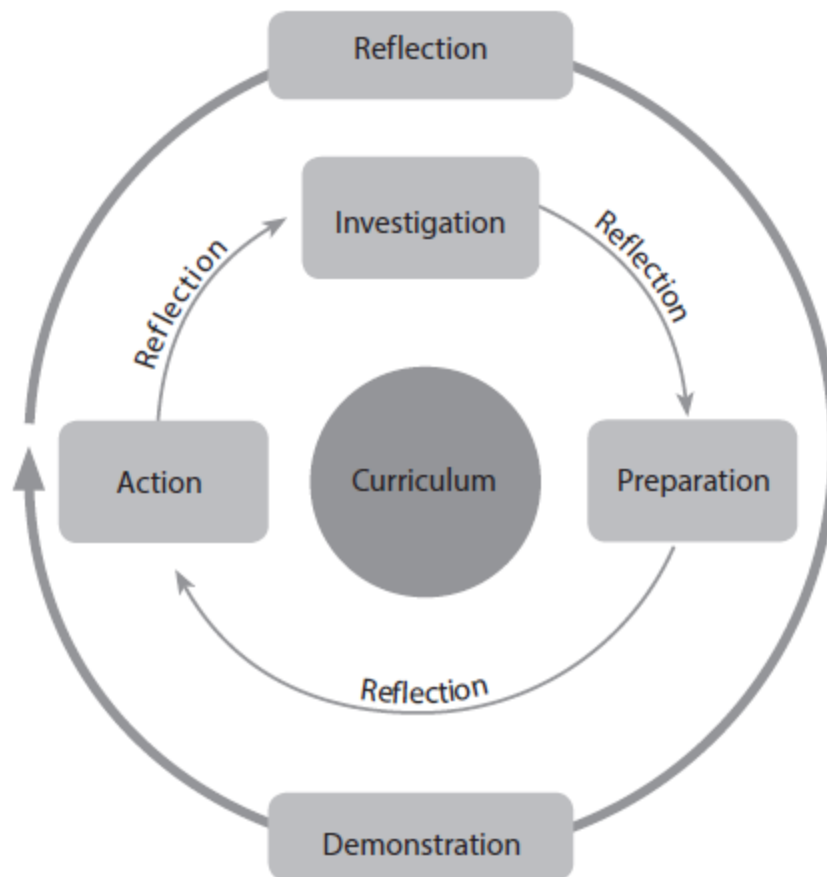


## The Five Stages of Service Learning

A meaningful service learning programme must be more than unplanned or single experiences. Students are expected to follow the five stages of service learning to avoid single incidents of engagement that lack depth.

The process of service learning, when done well, engages students in inquiry. Students:

- **investigate** an interest that often raises questions and curiosity and typically reveals an authentic need
- **prepare** by learning more to deepen understanding
- take **action** based on the verified need
- **reflect** on what they have done along the way
- **demonstrate** their understandings and accomplishments to an audience.





## Service Learning Planning Form

Student or students involved	
Title of plan	
Focus of plan: what service need is being met and how was this need verified?	
Following the service learning stages	For each service learning stage, describe either what has been done or what you plan to do.
Investigation	
Preparation	
Action	
Reflection ( <b>this must include at least one of the service learning outcomes</b> )	
Demonstration	
Name of partner organization, if applicable with contact person name, phone and email	
Teacher or other external supervisor, if applicable	
Anticipated dates for implementation of the action aspect of the service learning plan	
Risk assessment required?	



## Reflection

Reflection is a process of considered exploration of personal thoughts (cognition) and feelings (affect) that inform learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development. Reflection can be formal or informal, but most importantly it must be meaningful, regular, varied, and should often refer to the chosen learning outcomes for each particular service learning experience.

### ELEMENTS OF REFLECTION

- Describe what happened: retell memorable moments, identify what was important, what went well or was difficult, obstacles and success.
- Expressing feelings: articulate emotional responses to experiences.
- Generating ideas: rethinking choices and actions increases awareness about self and situations.
- Asking questions: questions about people, processes or issues prompt further thinking and inquiry.

### THE FOUR F'S OF REFLECTION

- **FACTS:** Write a few sentences about what actually happened. Don't bore yourself with insignificant details, stick to the exciting or memorable aspects of the activity as this is where the learning is likely to be.
- **FEELING:** Write a few sentences on how these aspects of your activity made you feel. Emotions are a key to learning so try to articulate them accurately.
- **FINDING:** Write a few sentences about what you think about what happened and how it made you feel. Think critically and analyze the events and emotions to see if you can figure out any important realizations, discoveries or learning.
- **FUTURE:** Write a few sentences about what you are now going to do with what you learnt about yourself, other people and the world.



## **Interviews**

There are three formal documented interviews students will have with their Service Learning Coordinator over the two years of the programme. The Service Learning Portfolio and achievement of learning outcomes are discussed and feedback is given. Notes and recommendations from the interview will be documented and included on ManageBac.

1. First interview: beginning of the service learning programme to show that profile is complete.
2. Second interview: at the end of Grade 11.
3. Final interview: at the end of the Service Learning program.