

The Falcon School



International Baccalaureate
Middle Years Programme

Community Engagement Handbook for Students

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THE IB LEARNER PROFILE

The International Baccalaureate programme aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



I explore ideas and issues that are locally and globally important, to get in-depth knowledge and develop my understanding in many areas.

I develop my natural curiosity and learn the skills I need to inquire. I enjoy learning and love to learn new things.



I think carefully and show initiative. I make good decisions and I'm a problem solver.

I confidently and creatively share my ideas with others in many ways, in more than one language. I listen to and work well with others.



I tell the truth and I'm fair. I respect others, and take responsibility for my actions and their consequences.

I appreciate my own culture and personal history, but I listen to and respect the ideas and thoughts of others. I try to look at things in more than one way.



I show that I care about the needs and feelings of others. I help others and I look after the environment.

I have confidence to be in new situations and try new roles, ideas, and strategies. I stand up for and explain the things I believe in.



I look after my mind and body. I do my best to stay healthy.

I think about my own learning. I know when I've done well, and when I could improve.



WHAT IS COMMUNITY ENGAGEMENT?

Community Engagement is a significant component of developing IB learners who will make a positive difference in the lives of individuals in the community and the environment. It involves creativity, activity, and service (CAS).

According to the IB, “Community Engagement is a foundational element of the International Baccalaureate (IB) Middle Years Programme (MYP). It seeks to develop caring members of the community who act to make a positive difference to the lives of others and their environment. Community Engagement requires students to engage with their local community through community or personal projects and provides opportunities for students to explore, design, implement, and reflect on their efforts to positively impact their local environment. Through Community Engagement experiences, students learn the value of community participation and gain a deeper understanding of the issues facing their immediate surroundings.”

LEARNING OUTCOMES OF COMMUNITY ENGAGEMENT

Through their engagement with the Community Engagement programme, Falcon School students will be able to:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and/or plan activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions

Students can demonstrate these 7 Learning Outcomes in the following ways:

Identify own strengths and develop areas for growth	• is aware of own strengths and weaknesses
	• is open to improvement and growth opportunities
	• is able to propose activities according to own interests and talents
	• is willing to participate in different activities
	• is able to undertake a thoughtful self-evaluation
	• is able to see themselves as individuals with various abilities and skills, some more developed than others.
Demonstrate that challenges have been undertaken, developing new skills in the process	• participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
	• is willing to become involved in unfamiliar environments and situations
	• acquires new skills and abilities
	• increases expertise in an established area
	• shows newly acquired or developed skills or increased expertise in an established area.

Demonstrate how to initiate and plan a Community Engagement experience	<ul style="list-style-type: none"> • is able to articulate the Community Engagement stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a Community Engagement experience or series of Community Engagement experiences
	<ul style="list-style-type: none"> • demonstrates knowledge and awareness by building on a previous Community Engagement experience
	<ul style="list-style-type: none"> • shows initiative by launching a new idea or process
	<ul style="list-style-type: none"> • suggests creative ideas, proposals or solutions
	<ul style="list-style-type: none"> • integrates reflective thoughts in planning or taking initiative
	<ul style="list-style-type: none"> • is aware of roles and responsibilities when designing an individual or collective Community Engagement experience
	<ul style="list-style-type: none"> • shows responsible attitude to Community Engagement project planning
	<ul style="list-style-type: none"> • is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.
Show commitment to and perseverance in Community Engagement experiences	<ul style="list-style-type: none"> • demonstrates regular involvement and active engagement with Community Engagement experiences and Community Engagement project
	<ul style="list-style-type: none"> • is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
	<ul style="list-style-type: none"> • demonstrates adaptability to uncertainties and changes
	<ul style="list-style-type: none"> • gets involved in long-term Community Engagement experiences and Community Engagement project.
Demonstrate the skills and recognize the benefits of working collaboratively	<ul style="list-style-type: none"> • shares skills and knowledge
	<ul style="list-style-type: none"> • listens respectfully to proposals from peers
	<ul style="list-style-type: none"> • is willing to take on different roles within a team
	<ul style="list-style-type: none"> • shows respect for different points of view and ideas makes valuable contributions
	<ul style="list-style-type: none"> • is responsible for participating in the group

	<ul style="list-style-type: none"> • readily assists others
	<ul style="list-style-type: none"> • is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through Community Engagement experiences.
Demonstrate engagement with issues of global significance	<ul style="list-style-type: none"> • recognizes the global implications of local issues
	<ul style="list-style-type: none"> • is able to identify global issues in the local or national community
	<ul style="list-style-type: none"> • shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
	<ul style="list-style-type: none"> • gets involved in Community Engagement projects addressing global issues in a local, national or international context
	<ul style="list-style-type: none"> • develops awareness and responsibility towards a shared humanity.
Recognize and consider the ethics of choices and actions	<ul style="list-style-type: none"> • recognizes ethical issues
	<ul style="list-style-type: none"> • is able to explain the social influences on one's ethical identity
	<ul style="list-style-type: none"> • takes into account cultural context when making a plan or ethical decision
	<ul style="list-style-type: none"> • identifies what is needed to know in order to make an ethical decision
	<ul style="list-style-type: none"> • articulates ethical principles and approaches to ethical decisions
	<ul style="list-style-type: none"> • shows accountability for choices and actions
	<ul style="list-style-type: none"> • is aware of the consequences of choices and actions regarding self, others involved and the community
	<ul style="list-style-type: none"> • integrates the process of reflection when facing an ethical decision
	<ul style="list-style-type: none"> • shows awareness of the potential and varied consequences of choices and actions in planning and carrying out Community Engagement experiences.

N.B. The 7 Learning Outcomes are scheduled to be reduced to 4 in the new iteration of the MYP.

REQUIREMENTS FOR COMMUNITY ENGAGEMENT

The Programme requires all students in MYP to participate in activities. For example:

- School-initiated service activities
- Unit driven activities from one of more subject groups – community engagement in subjects

School initiated service activity

The students will need to participate in school-initiated activity/ies and complete meaningful reflection(s).

MYP unit driven Community Engagement activity

The students will need to participate in activity/ies whereby the subject teacher designs a service action that will meet a community's need. This should lead to meaningful reflection(s) on at least one subject.

Process to be followed when participating in Engagement Activities:

- Complete an Engagement Proposal Form and submit to community Engagement Coordinator for approval
- Keep a record after completing each activity
- Complete progress reports
- Include evidence of participation – photos, letters or certificates

WHAT STUDENTS NEED TO DO

1. All students in the MYP are required to participate in Community Engagement activities. For students who achieve the learning outcomes of the programme in MYP5, registration for external moderation and the MYP Certificate will be made.
2. The students' Engagement journal will contain information relating to Community Engagement. The journal will include a Proposal and Reflection form for each type of activity that the student participates in during the year.
3. Students are allocated a teacher-supervisor for activities. The supervisor will need to complete the supervisors' comment section in the form.
4. All students must complete an Action Plan for all activities as part of their participation.
5. Evidence of participation needs to be included for each activity. Pictures should clearly portray the student's participation in the activity.
6. The student's reflections for each activity will be evaluated at the end of each year to assess the learning outcomes.

Evidence to be completed for each activity

- Planning and organisation
- Effort and commitment
- Active reflection
- Personal development

To guide reflection, the following information should be followed at different stages of an activity:

- What IB Learner Profile(s) and ATL skill do you think you portrayed during your engagement in the activity?
- What did you learn from the activity?

- How did you overcome the challenges encountered during your participation in the activity?
- How did you feel about the activity?
- How can your participation in the activity improve your knowledge and skills?

COMMUNITY ENGAGEMENT CRITERIA

How will I be assessed?

1. Awareness (becoming aware of your strengths and areas for growth)
2. Global Value (developing international-mindedness through global engagement, multi-lingualism, etcetera)
3. Challenge and new skills (developing new skills by taking on challenges)
4. Initiative (discussing, evaluating and planning activities)
5. Collaboration (working collaboratively with others)
6. Perseverance (keeping going through the activity and overcoming challenges)
7. Ethics (considering the ethical implications of your actions)

Levels of achievement:

Expectations not met (Fail): through participation in the activity, students have not demonstrated the elements 1-7 (above)

Approaching expectations (Pass): through participation in the activity, students have demonstrated, to some degree, the elements 1-7 (above)

Meeting expectations (Good pass): through participation in the activity, students have demonstrated clearly the elements 1-7 (above)

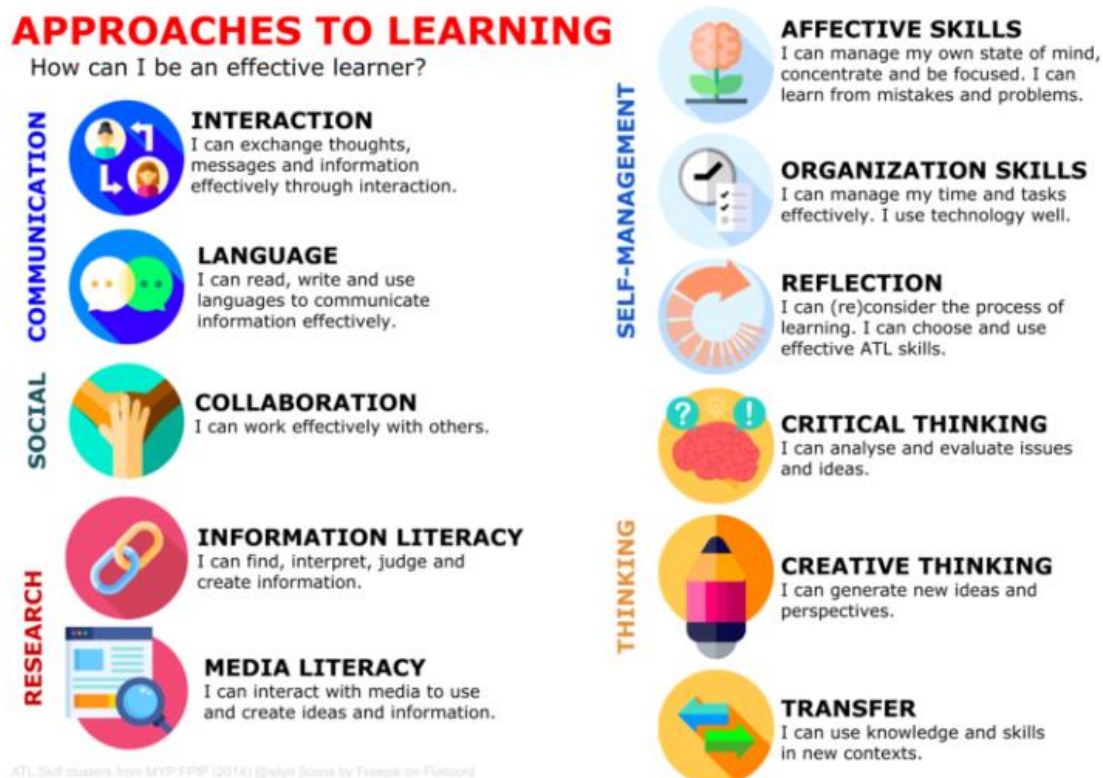
Exceeding expectations (Distinction): through participation in the activity, students have pushed themselves beyond previous limits in the elements 1-7 (above)

APPROACHES TO LEARNING (ATL)

ATL is the umbrella term used for a range of skills which students develop over the course of the Middle Years Programme. Approaches to learning are specific skills taught explicitly to students as part of each unit in each subject. They are aimed at helping students “**learn how to learn**” and nurture personal and academic skills which can be used later in life. Students develop these skills not

only through learning experiences in the classroom, but also through their Community Engagement activities, apply them in all their work, which allows them and their teachers to evaluate their progress. These skills lie at the heart of the Middle Years programme, and they are taught and developed throughout every subject and activity in the school.

The graphic below lays out the main skills clusters and categories, developed in the Middle Years Programme.



ATL skills clusters and categories

PROPOSAL FORM

Name _____ MYP Year _____

Title of activity _____

1. What type of community engagement will you be providing?

2. What particular need of the community will your engagement be meeting?

3. How will you promote international mindedness through your involvement in the activity?

4. Draw a plan or timeline of the duration of the activity.

Date	Action

5. How will you work together with people in your community to meet the needs of the community?

6. Name of your supervisor _____

Phone/Mobile contact _____

CHECKLIST FOR WRITING THE REFLECTION

Tick	Awareness
	I explained an activity that addressed the needs of the community in detail.
	I have understood international mindedness, multilingualism and interculturalism through this activity.
	Involvement in community engagement
	I was engaged in the planning and action phase of the process for the duration of the activity
	Reflection
	I thoughtfully explained the challenges I encountered and how I overcame them.
	I effectively contributed to the needs of the community that I served.
	I have explained one Approaches to Learning skills and one IB Learner Profile that I developed throughout this activity.

Reflection

Use the guiding questions to write a meaningful reflection of your participation in the service activity identified in the Proposal form.

MYP 1 & 2 – 100 to 150 words

MYP 3 – 150 to 200 words

MYP 4 & 5 – 200 to 300 words

1. What did you find most enjoyable?
2. Describe how you felt about contributing to the needs of the community?
3. Using examples from your participation in the activity, explain one or Approaches to Learning skills you demonstrated and/or acquired by participating in this activity.
4. Specify and explain one or more IB Learner Profiles that you demonstrated during the activity.
5. How did you work collaboratively with others during the activity?
6. Discuss challenge(s) you faced during the activity and how did were able to overcome or solve the challenges.