

MYP Community and Service

School Year 2010-2011

The mission statement of the IBO stresses that its concern extends beyond intellectual achievement. The aim of Cedar International School's MYP programme is that students will develop with the IBO's mission statement in mind.

Giving importance to the sense of community throughout the programme encourages responsible citizenship as it seeks to deepen the adolescent's knowledge and understanding of the world around them. The emphasis is on developing community awareness and concern, and the skills needed to make an effective contribution to society.

Students are encouraged to make connections between their intellectual and social growth, thereby refining their affective, creative and ethical as well as cognitive development. This is achieved through a process of discovery of self and community, and reflections inside as well as outside the classroom.

Community and Service is a good preparation for the students aiming to continue the I.B Diploma Programme after MYP, as it is closely related with the Creativity, Action and Service (CAS) component of the DP Programme.

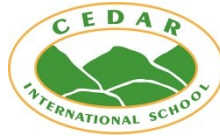
The inspiration of Community and Service in the MYP at Cedar International School is the belief that each student can contribute to the community and will ask themselves, "*How can I make a difference?*"

Community and Service in the MYP involves three central elements:

- a sensitivity to the needs of the community and society in general
- an awareness of the role of the individual within the community
- a willingness and the skills to respond to the needs of others

"The best way to find yourself, is to lose yourself in the service of others." - **Mahatma Gandhi**





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Requirements:

Students are required to obtain credits based on specific activities. The credits pertaining to these activities is outline in the “Activity Credit List”, available for download on the C.I.S.C.A.S website. All service credits must be completed by May 31, 2012.

- Grade 6 and 7 students are required to obtain 10 credits.
- Grade 8 and 9 students are required to obtain 15 credits.
- Grade 10 students are required to obtain 25 credits.

Interim Deadlines:

Upon the students’ return from Christmas break, their Community and Service credits will be assessed. Should a student have not completed any documented community service, a letter will be sent home to parents. It is hoped that by keeping you informed of your child’s progress in this regard, we can address any concerns well in advance of the final deadline, 31 May 2012.

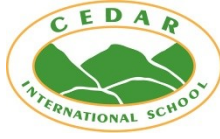
How to obtain your Community and Service credits

Before taking on a Community and Service project or activity, you should consider whether it will achieve the outcomes below:

- Will this activity increase your awareness of your own strengths and areas for growth?
- Is this activity a new challenge for you?
- Will this activity allow you to work collaboratively with others?
- Will this activity require perseverance and commitment?
- Will this activity allow you to develop new skills?

At least three (3), and hopefully all five (5), of these learning outcomes must be achieved through your activities for you to successfully complete the community and service requirement.

“The manner of giving is worth more than the gift” - Pierre Corneille



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Students should follow the procedures outlined below to accrue credits:

1. Plan a community service activity:

Whilst the Community and Service coordinator will actively seek out service opportunities in and around the local community, the onus is on the student to find areas of service in which to become involved.

These activities should, ultimately, enable the student to fulfill the outcomes listed on page 2 of this handbook. Activities are not limited to those organized by individuals within the community. Students may, with the approval of the MYP Coordinator or Community and Service Coordinator, plan their own service activities or projects, and this is strongly encouraged.

Students are expected to follow the “Activity Credit List” to determine areas in which they would like to get involved.

2. Seek approval for the activity or project:

Students apply online for an activity or project via the C.I.S.C.A.S website:

<http://ciscas.weebly.com>

Once there, students simply click on the link “Apply for an activity” and complete the application form. This form requires the student’s individual details such as Grade, Homeroom teacher and E-mail address. Furthermore, students are required to complete a brief synopsis of their proposed activity. Once submitted, the form is sent directly to Mrs. Jones for approval. Students will then receive an e-mail informing them as to whether their activity has been approved or denied. Once again, students are encouraged to consult the “Activity Credit List” when planning which areas they would like to get involved in.

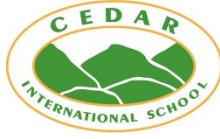
3. Begin the activity:

Once the activity has been approved, the student may participate in, or begin their proposed project. Upon completion of the activity or project, a supervisor will be required to sign an “activity receipt”. This is to ensure that the student participated effectively in the activity, and provides a documented record of the number of credits accrued. This “receipt” is to be submitted to the student’s homeroom teacher for filing.

Please note: Family members may not sign for Community and Service credits.

4. Reflection and Hand-in:

Personal reflection is an essential part of community and service. Reflection encourages better awareness of needs as well as the quality of response. Likewise, reflection helps students to develop positive attitudes and to become aware of strengths and difficulties. This reflection will be completed online via Google Docs. Students will be able to access this reflection via their Cedar School account. Once completed, the reflection will be shared with the student’s homeroom teacher online.



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How to reflect in a more meaningful way...

One of the key areas we, as a Community and Service team, would like to improve on this year is the area of reflection.

We would like students to view this reflection as an opportunity to discover meaningful areas for development within themselves.

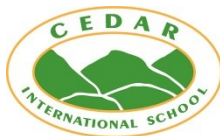
On the individual reflection sheet, the following four (4) questions are posed:

- 1) Based on what you had planned to do in this activity, do you feel you really achieved this goal? Explain.
- 2) Look back at the AOI you selected for this activity. How did this activity help you to see this AOI in action?
- 3) How was this activity a new challenge for you?
- 4) Discuss one skill you developed through this activity. How, do you think, this skill will help you in your school life?

Students are encouraged to answer these questions honestly, and in a way that they can truly reflect with a purpose.

*“Follow effective action with quiet reflection.
From the quiet reflection will come even more effective action.”*

- Peter F. Drucker



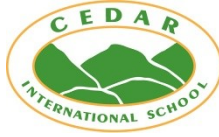
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Examples of effective Community and Service activities:

Ideally, students should aim to participate in Community and Service activities from at least two (2) different Areas of Interaction.

Area of Interaction	Example activity
Approaches to Learning: <ul style="list-style-type: none"> • <i>How do I learn best?</i> • <i>How do I know?</i> • <i>How do I communicate my understanding?</i> 	Preparing lessons and tutoring a younger student. Developing educational materials to assist students or the youth with their ways of knowing.
Community and Service: <ul style="list-style-type: none"> • <i>How do we live in relation to others?</i> • <i>How can I contribute to the community?</i> • <i>How can I help others?</i> 	Providing services to the Adina Donovan Home for the Elderly Assisting VISAR in their various fundraising ventures and projects. Take photos during an event and donate them to the event organizers.
Environments: <ul style="list-style-type: none"> • <i>Where do we live?</i> • <i>What resources do we have or need?</i> • <i>What are my responsibilities?</i> 	Planting mangrove saplings to protect the coastline Producing and distributing a best-practices fishing/diving booklet for the B.V.I
Health and Social Education: <ul style="list-style-type: none"> • <i>How do I think and act?</i> • <i>How am I changing?</i> • <i>How can I look after myself and others?</i> 	Assist with a Red Cross First Aid Course. Planning and assisting with a course, or talk, on topics related to health and living in a society.
Human Ingenuity: <ul style="list-style-type: none"> • <i>Why and how do we create?</i> • <i>What are the consequences?</i> 	Creating educational board games to donate to elementary schools. Creating an educational garden on island which can be utilized by students, and the public alike.



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We'd love to hear from you!

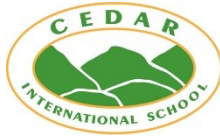
We are always looking for new, progressive community and service projects for our students to get involved in. Should you have a community project that would like to offer service opportunities for our students and school, you may contact the following faculty members:

	Zach Pascoe (Secondary Head and M.Y.P Coordinator)	<u>Telephone:</u> (+1284) 494-5262 <u>E-mail address:</u> zach.pascoe@cedarschoolbvi.com
	Michelle Jones (Community and Service Coordinator)	<u>Telephone:</u> (+1284) 494-5262 <u>E-mail address:</u> michelle.jones@cedarschoolbvi.com

In addition, should you have any questions or concerns, you may contact the abovementioned faculty members during working hours.

“I am only one, but still I am one. I cannot do everything, but still I can do something. I will not refuse to do something I can do”

- Helen Keller



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A great year for Community and Service!



Jaden Chalwell helps out during the "Clean Sweep" campaign.

The 2010/2011 academic year was hugely successful for Community and Service here at Cedar International School.

Aside from achieving a 100% completion rate in the Community and Service Programme, the students also demonstrated their ability to help those in need within our local and global community.

Community and Service projects ranged from clean ups in and around Tortola; Walking to raise funds for breast cancer research; Creating pieces of art to raise money for the CAMITAS home in Haiti to designing a website to help display Cedar students' work.



Cedar students' show their support for breast cancer awareness.



More encouraging was the initiative taken by some students to begin their own community projects such as tracking the replenishment rates of the mangroves around Tortola, and cycling the island to raise money for soldiers wounded in conflicts abroad.

Cedar's students showed that they can make the difference!