



**PONCE DE LEON MIDDLE SCHOOL -COMMUNITY SERVICE 2021-2022**



**PONCE DE LEON MIDDLE SCHOOL  
STUDENT COMMUNITY SERVICE LOG  
(6<sup>th</sup> and 7<sup>th</sup> Grade Only)**

*Got questions? =Ask Ms. VERMA=Room 157*

Sixth Graders will be expected to participate in at least **10 hours**, and Seventh Graders at least **20 hours**, of community service. Students may volunteer for up to 50% of the required hours during the preceding summer. Many activities where students help others without pay can count toward the community service experience. You may volunteer with groups at school or you may work independently by volunteering with your family, **while following all Health and other safety protocols.**

You will use this form to log all your hours. Each different activity must be logged in separately and be sure an adult (**NOT a parent or guardian**) signs it to verify your participation. For each different activity you must also complete a Reflection Sheet to reflect on and evaluate your community service experience. Attach all Reflection Sheets to the Log(s) and turn it in to TEAMS as shown below

1. **DOWNLOAD** this **FORM B (Reflection) FROM PONCE WEBSITE**
2. **FILL IN THE FORM**
3. **UPLOAD IT IN GRADE 6 CS TEAMS -ASSIGNMENT FOR 6<sup>TH</sup> GRADERS**
4. **UPLOAD IT IN GRADE 7 CS TEAMS -ASSIGNMENT FOR 7<sup>TH</sup> GRADERS**
5. **Fill form A in this weblink** [https://forms.office.com/Pages/ResponsePage.aspx?id=j\\_Z4Rc2G-UqzF5Pjgmyg9T0GsfwXYhOnwZ6M7lMhPIUOEKzVVhRV1NGMDg5VzJDOTU5N0RVVzKxMy4u](https://forms.office.com/Pages/ResponsePage.aspx?id=j_Z4Rc2G-UqzF5Pjgmyg9T0GsfwXYhOnwZ6M7lMhPIUOEKzVVhRV1NGMDg5VzJDOTU5N0RVVzKxMy4u)

Student Volunteer: \_\_\_\_\_ ID# \_\_\_\_\_  
(Last Name, First Name)

Date(s) of Activities	Hours of Service	Description of Activity	Signature of Supervisor

**ADDITIONAL COMMENTS:**

\_\_\_\_\_

\_\_\_\_\_

Please complete and return **this form and all necessary Reflection Sheets in CS TEAMS** by April 5<sup>th</sup>, 2022 or Earlier. **ADVISOR =Ms. Verma, Room 157**

*This form is available on the school's website <https://poncedeleonmiddle.net/>*





Ponce de Leon Middle Community School  
Community and Service Reflection Sheet

NAME: \_\_\_\_\_ ID: \_\_\_\_\_

(LAST NAME, FIRST NAME)

SPONSORING CLASS/ORGANIZATION: \_\_\_\_\_

ADULT SPONSOR: \_\_\_\_\_

ACTIVITY: \_\_\_\_\_

USE THE QUESTIONS BELOW TO REFLECT ON YOUR SERVICE EXPERIENCE.

HOW DID THIS ACTIVITY IMPACT A COMMUNITY?

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WHAT DID YOU LIKE ABOUT THIS PROJECT? \_\_\_\_\_

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WHAT WOULD YOU DO DIFFERENTLY NEXT TIME?

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WHAT CLASSROOM WORK OR SKILLS LINK TO THIS COMMUNITY SERVICE PROJECT?

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HOW DID YOU FEEL WHEN YOU HELPED OTHERS? \_\_\_\_\_

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WHAT DID YOU LEARN FROM YOUR COMMUNITY SERVICE PROJECT?

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**\*\*Please complete a separate reflection for each different activity in which you participate and attach a scan or picture of all Forms to the TEAMS-Assignments for your Grade**



## PONCE DE LEON MIDDLE SCHOOL -COMMUNITY SERVICE 2021-2022



### Service learning through action in response to COVID-19

Measures such as self-isolation and physical distancing are actions taken by individuals in the interest of public health. While students may not have chosen to take these actions, they have had to make adjustments in their daily lives in order to protect themselves, their families and others. Moreover, students may be initiating action to meet the needs of their community at this time. These actions can help students strengthen their sense of agency in an uncertain time and are a powerful starting point for exploring some of the service as action learning outcomes. The following reflective prompts can help students to consider the ways that they have demonstrated some of the learning outcomes for service as action during the COVID-19 pandemic.

Learning outcome for service:	Reflective prompts
<ul style="list-style-type: none"> <li>become more aware of their own strengths and areas for growth</li> </ul>	<i>What strengths have I demonstrated in the way I have responded to the COVID-19 pandemic?</i>
<ul style="list-style-type: none"> <li>undertake challenges that develop new skills</li> </ul>	<i>What challenges have I faced during this pandemic?</i> <i>What new skill(s) have I developed because of those challenges?</i>
<ul style="list-style-type: none"> <li>discuss, evaluate and plan student-initiated activities</li> </ul>	<i>What actions did I initiate to prevent the spread of COVID-19?</i> <i>What actions did I initiate to meet the needs of my community during the pandemic?</i> <i>What actions could I initiate?</i>
<ul style="list-style-type: none"> <li>persevere in action</li> </ul>	<i>What action was particularly difficult to stick with?</i> <i>How did you overcome that challenge?</i>
<ul style="list-style-type: none"> <li>work collaboratively with others</li> </ul>	<i>Who helped you in this action? How did you help others?</i>
<ul style="list-style-type: none"> <li>develop international-mindedness through global engagement, multilingualism and intercultural understanding</li> </ul>	<i>How does my experience of the pandemic similar to (or different from) the experience of others in my community? Or in other places in the world?</i>
<ul style="list-style-type: none"> <li>consider the ethical implications of their actions</li> </ul>	<i>How did my actions affect myself? My family? My community? The environment?</i>

### Service as Action in the MYP in different modes of teaching and learning

<p><b>Service and action in the MYP</b> Service as action leads towards a set of developmentally appropriate outcomes. It helps students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community by engaging them in-depth inquiry that leads to action.</p> <p><b>MYP learning outcomes for service</b> With appropriate guidance and support, MYP students should, through their engagement with service as action:</p> <ul style="list-style-type: none"> <li>become more aware of their own strengths and areas for growth</li> <li>undertake challenges that develop new skills</li> <li>discuss, evaluate and plan student-initiated activities</li> <li>persevere in action</li> <li>work collaboratively with others</li> <li>develop international-mindedness through global engagement, multilingualism and intercultural understanding</li> <li>consider the ethical implications of their actions.</li> </ul> <p>These learning outcomes identify the substance of students' self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners.</p> <p>Although physical distancing measures limit some of the service learning opportunities that are possible, there are many opportunities that are well-suited to blended, online, mobile and remote modes of teaching and learning. A few examples are given below to illustrate how students might continue with service learning at this time. For guidance about specific tools to use in each mode of learning and teaching, please consult <a href="#">Online learning, teaching and education continuity planning for schools</a>.</p>					
Types of Action	Examples of Action	Learning scenarios			
		Blended	Online	Mobile	Remote
<p><b>Direct Service:</b> Students have interaction that involves people, the environment or animals. Physical distancing guidelines are observed during face to face interactions that do not involve immediate family members.</p>	<ul style="list-style-type: none"> <li>Creating a pictorial illustration to help a younger sibling understand why people must wear masks.</li> <li>Organizing a physically-distanced birthday party for an older member of the family.</li> <li>Creating safe spaces (virtual or face to face) for engaging in civil discourse related to gender, race, well-being.</li> </ul>	√	√	√	
<p><b>Indirect service:</b> Though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment.</p>	<ul style="list-style-type: none"> <li>Students' own action in observing the physical distancing measures is a form of direct service. Refer to the <a href="#">following section</a> for more details about this form of service.</li> <li>(Re)designing a community website</li> <li>Writing original picture books to teach a lesson</li> <li>Participating in an online forum where students can share their experiences and concerns. The teacher together with the guidance and counselling teacher can act as moderators and guide student discussions and respond to their questions. This kind of activity supports peer learning.</li> <li>Note: Students should be informed that they have the option to be involved or not to be involved in this activity.</li> </ul>	√	√	√	√
<p><b>Advocacy:</b> Students speak on behalf of a cause or concern to promote action on an issue of public interest. Examples include initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.</p>	<ul style="list-style-type: none"> <li>Creating posters for the virtual or physical classroom wall to raise awareness in the school community on matters pertaining to equality and anti-racism</li> <li>Designing communications with appropriate messaging targeting different groups in order to affect social and behavioral change. This could be done in partnership with youth organizations and local school community influencers.</li> </ul>	√	√	√	√
<p><b>Research:</b> Students collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice.</p>	<ul style="list-style-type: none"> <li>Conducting research to raise awareness and understanding of negative behavior that has resulted as a result of the COVID-19 health crisis e.g. stigma, xenophobia and discrimination.               <ul style="list-style-type: none"> <li>Students need support to locate relevant and vital information regarding the COVID-19 health crisis. Engage students in a research exercise that aims at distinguishing between myths and rumors or facts and truth.</li> </ul> </li> <li>Discovering new places through virtual visits. Students can then do some research about these new places and write articles to inform and educate their peers. Contributing data about a specific location to research into environmental topics like waste, climate, migration etc.</li> </ul>	√	√	√	√