



Community Service

School District/Independent School Authority Name: Powell River School District 47	School District/Independent School Authority Number (e.g., SD43, Authority #432): SD 47
Developed by: Michelle Doyle	Date Developed: September 10, 2021
School Name: Brooks Secondary School	Principal's Name: Bill Rounis
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: 09/22/2021	Board/Authority Chair Signature:
Course Name: Community Service 11/12 (YCPA 11A/YCPA 12A)	Grade Level of Course: 11/12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

- Successful completion of Career Life Education 10 (recommended)
- Grade 11 or 12 student
- Submission of application form and successful acceptance from Teacher
- Independent and motivated student
- No attendance or discipline issues

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

The Leadership & School Community Service course is based on service volunteered by a student to their school for the benefit of the school community. It also encourages and promotes volunteerism in the community beyond school. The experience promotes responsible, caring participation in the school community and beyond to their local community. The emphasis is on instilling a sense of personal responsibility with others and within themselves and developing the skills and attitudes needed to make a positive contribution to society. Students will acquire a sense of responsibility to their school community and learn the benefit of helping others, empathy and understanding of the diverse members of our school and community. Students will gain important employability and job skills and experience. The course allows independent and motivated students to gain valuable experience in a demonstrated area of interest.

Goals and Rationale:**Rationale:**

Employability skills, leadership abilities, personal initiative, a sense of social responsibility, respect for the ideas of others, a reflective practice, effective work habits and flexibility to deal with change are important skills for students to leave high school with. The Leadership and School Community Service course gives students a practical work experience opportunity within their school day that will help to develop these specific skills while utilizing the BC core competencies. This experiential course can be used as a part of the progression of Career Education between Career Life Education 10 and Career Life Connections 12 curriculum as it gives students the opportunity to put into practice some of the learned skills and knowledge. The course may also be drawn from for the CLC12 Capstone project. In addition, students gain valuable work-place mentorship from the teacher whom with they are placed.

Because the pace of social, economic, and environmental change is increasing, there is a greater need to enable all students to have essential skills, adaptability, global competencies and citizenship, and ultimately successful transition to employment. (BC Educated Citizen)

Goals:

- 1) Gain effective communication skills essential in the work environment.
- 2) Experience the benefits of collaboration with others towards a common goal.
- 3) Develop confidence in own abilities to do productive and important work.
- 4) Develop a sense of social responsibility and attitude of volunteerism.
- 5) Appreciate the diverse people and roles in a school setting.
- 6) Reflect on and refine own work-related skills.
- 7) Develop responsibility towards commitment.
- 8) Experience self-satisfaction and value in work and in service to others.

Aboriginal Worldviews and Perspectives:

The course embodies the following aspects the *BC Aboriginal Worldviews and Perspectives* document.

Experiential Learning	<i>Look for ways to incorporate hands-on learning experiences for students into your practice. Embrace learner-centred practice and interact with students to ascertain their strengths and preferences when it comes to learning experiences. Emphasize possible practical applications (e.g., “real-world”) when introducing abstract or theoretical concepts.</i>	The course is implemented as a work experience format where each student is placed in a classroom or school setting where they are working with students, teachers, etc. in practical situations.
Community Involvement	<i>“An important characteristic of Aboriginal education is community involvement in learning. Teachers, children, parents, other family members, and other people in the community all have a contribution to make”.</i> <i>participant, Tsaxis</i>	This course promotes the involvement in one’s own community, beginning with the school community. It will enable the student to make strong connections with other members of the school community that they may otherwise not have.
Local Focus	<i>Look for opportunities to incorporate place-based learning into your practice. When referencing Aboriginal content, give learners a chance to work with locally developed resources (including local knowledge keepers) wherever possible.</i>	This course embraces place-based learning in that students are learning practical skills within various school environments. Depending on student choice of volunteer service project, they may choose a local location.

BIG IDEAS

Communicating –

Communication provides a bridge between people’s learning, their personal and social identity, and the world in which they interact.

Collaborating –

People who collaborate effectively recognize how combining other’s perspectives, strategies, and efforts with their own enhances collective understanding, use, and impact.

Creative Thinking –

A creative thinker reflects on existing ideas and concepts; uses imagination, inventiveness, resourcefulness, and flexibility; and is willing to take risks to go beyond existing knowledge.

Critical Thinking –

Critical thinkers reflect on information they receive through observation, experience, and other forms of communication to understand and address issues, set goals and refine thinking.

Personal Awareness and Responsibility –

People who are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility.

Positive Personal and Cultural Identity –

People who have a positive personal and cultural identity value their personal and cultural narratives and understand how they shape their identity.

Social Awareness and Responsibility –

Socially aware responsible people support the development of welcoming and inclusive communities where people feel safe and have a sense of belonging. They show empathy and appreciate others’ perspectives,

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Demonstrate positive workplace and Career Education skills.</p> <ul style="list-style-type: none"> • Engage in a job application process. • Develop positive habits of working. • Demonstrate initiative towards the goals of the work environment. • Make decisions that impact others positively. • Prioritize tasks in work environment. • Apply a mentor’s guidance and advice. • Work independently and productively. • Carry out a specified set of tasks. • Engage in keeping a community service work log. • Produce professional work to meet the expectations of the workplace. • Write an effective resume including skills and experiences acquired. • Connect experiential learning with possible and preferred career-life pathways. • Assess personal transferable skills. • Identify strengths and those skills that require further refinement. <p>Communication & Collaboration</p> <ul style="list-style-type: none"> • Communicate effectively to problem solve, set priorities, make decisions, clarify expectations. • Communicate effectively with members of the school community (teachers, students, other staff) regarding tasks and responsibilities. • Communicate effectively in writing when necessary. • Collaborate effectively with students, and school staff on work related topics for the betterment of the school environment in which they are placed. <p>Creative & Critical Thinking</p> <ul style="list-style-type: none"> • Make choices about area of interest for service project. • Develop and follow-through with a project plan. • Reflect on personal performance, strengths, areas of improvement. • Reflect on needs of the environment and people within that environment. • Show initiative and ideas in meeting the needs of the environment. <p>Personal & Social Awareness and Responsibility</p> <ul style="list-style-type: none"> • Contribute to a positive learning environment and positive school community. • Contribute to an environment of inclusion, safety, and welcome. • Express personal interest in service to the greater community and others. 	<p><i>Students are expected to know the following:</i></p> <p>Appropriate workplace behaviour and habits including:</p> <ul style="list-style-type: none"> • respectful interactions • work ethic • appropriate use of technology • workplace etiquette • professional attitude • confidentiality • punctuality • consistent attendance • time management • taking initiative <p>Personal strengths and weaknesses.</p> <p>Specific skills acquired through participation in the course.</p> <p>Methods of organization for various tasks.</p> <p>Self-assessment and reflection strategies.</p> <p>Benefits of active citizenship to self and the community.</p> <p>Service needs within the school setting.</p> <p>Value of volunteerism and community involvement.</p> <p>Opportunities for volunteer opportunities within school, community, province, and nation.</p>

- Reflect on how their community service benefits the school.
- Make insightful connections between the community service and how it applies to their education, career, and personal goals.
- Participate in an intentional act of service within the school community.
- Practice inclusiveness and take diverse perspectives into consideration.

Positive Personal and Cultural Identity

- Identify personal attributes and cultural identity.
- Demonstrate positive attitude and respect for diverse populations within the school community.

Big Ideas – Elaborations

The big ideas are taken directly from the BC Curriculum Core Competencies and developed specifically into goals and learning standards.

Curricular Competencies – Elaborations

Content – Elaborations

Recommended Instructional Components:

This is an experiential course where students will learn through their direct work in a school environment, Teachers will be responsible for ongoing mentorship and communication with their student regarding duties to perform, projects, feedback, etc.

Students participating in the School Community Service course should expect to do the following:

- Place an application with the teacher or program they wish to work with.
- Work under the direction and mentorship of the teacher after being accepted.
- Participate in any required training.
- Maintain work logs, check lists and reflective journaling.
- Perform set list of tasks and responsibilities.
- Be adaptable and flexible for ongoing changing and new tasks.
- Participate in ongoing mentorship conversations and debriefings with the teacher.
- Choose an independent service project within the school.

Some examples of work placements within a school may be:

- English Language Learning classrooms
- International student activities
- Department/Learning Area Helper
- Peer Tutor
- Dramatic performances
- Recycle Coordinator
- Extra-curricular Helper

Sample Tasks

- Design a campaign to promote tolerance and understanding of differences.
- Set up/maintain a web page for the course/department
- Implement advertising for upcoming school events
- Brainstorm project ideas that relate to current lessons in the classroom.
- Peer tutor students in the classroom
- Assist in or organize activities and events for students
- Create school bulletin boards
- Assist in school responsibilities such as paper and bottle recycling, ice pack making, office paper refills, etc.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

The primary method of assessment is student reflection and student self-assessment. Because this course embodies the core competencies as the foundation of the big ideas, it is important for students to embrace those competencies as experiences that may directly impact their life beyond secondary school. By assessing their own growth in the Core Competencies and learning standards, students will take ownership of their personal leadership skills and service to others. The reflective process in this course promotes “personalization, inclusion, diversity and student ownership of learning” (Student Reflection and Self-Assessment of Core Competencies, 1).

Formative

- Weekly reflective journaling
- Daily work log

- Checklists of tasks
- Weekly thought-provoking question responses

Summative

- Oral interview with teacher
- Personal demonstration of their growth (concept Map, photo journal, PowerPoint, etc.)
- Self-evaluations using a rubric and proficiency scale for the learning standards
- School-based or community service project that goes beyond the classroom

Teacher Feedback and Communicating Learning

- Ongoing communication and debriefing of student work
- School interim and term/semester reporting
- Teacher written reference letter that can be used for employment/scholarship applications

Learning Resources:

Resources specific to the class or area of service that the student is assigned to will vary with placement.

The following links are initiatives that connect to volunteerism and service opportunity that students may wish to participate in or promote.

- [SD 47 Compassion in Action](#)
- [BC Erase Bullying](#)
- [SD47 Food Literacy](#)
- [Indigenous Activities](#)
- [SD47 International Program](#)
- [SD 47 Sustainable Schools Committee](#)

The following links are sites that have information about volunteerism that may be useful.

- [Volunteerism](#)
- [Volunteer Canada](#)
- [Volunteer BC](#)
- [Volunteer Powell River](#)
- [Brooks Community Service Site](#) (includes samples of course outlines, checklists, etc.)

Books about Volunteerism and Community Service

- Volunteering: A How-To Guide. by Audrey Borus
- Be a Changemaker: How to Start Something that Matters By Laurie Anne Thomson
- The Kids Guide to Service Projects By Barbara A Lewis
- Chicken Soup for the Volunteer Soul

Additional Information: