

TJMS IB PARENT NEWS

"Learning together to understand and improve ourselves, our futures, and our world."

TJMS is dedicated to Service Learning

Service Learning and the Curriculum

When the curriculum is taught with a service learning component, students build authentic connections between what they learn in the classroom and what they encounter in the community. As students move through the **five stages of the service learning process: *investigating, preparing, taking action, reflecting and demonstrating***, they apply concepts, skills and knowledge to address needs in the "real world" beyond school. An example of service learning via the TJMS curriculum is the Family and Consumer Science combined Sewing and Child Development units. Students study the effects of trauma on children and make "Fear Me Not Monster" dolls. Last year, the dolls were donated to a local shelter.

*I never perfected an invention
that I did not think about
in terms of the service it might give others . . .
I find out what the world needs,
then I proceed to invent.
Thomas A. Edison, inventor*



Student's Community Project is a pop-up shop of items made by women in Puerto Rico. Proceeds go to hurricane victims there.

The Community Project

The Community Project is a model of service learning independently implemented by students. This year's projects are well underway with individual's and group's addressing a variety of community needs. Project topics include, Immigrant and Refugee Advocacy, Fighting Homelessness, Teen Social and Mental Health, Helping Communities Affected by Natural Disasters and more.

TJMS families will have the opportunity to support Community Project fundraisers and drives on March 2nd during conferences.

The aims of the Community Project are to encourage and enable students to:

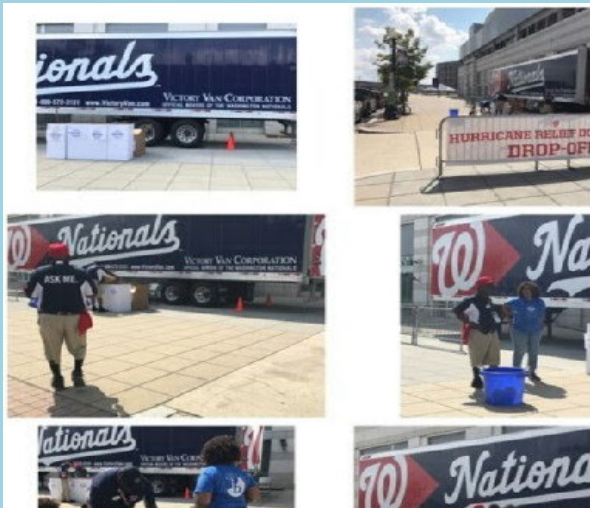
- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments

From MYP: Principles into practice (2017)

Students' Community Project is a fundraiser to benefit a school in Burma.

Students also engage in service at the building level. Sixth and seventh graders are encouraged to look into the many opportunities posted quarterly in our Service Calendar on the IB webpage.

Some service events sponsored by the school this year have included a drive to collect needed items for victims of Hurricane Harvey. Items were taken to Nationals Stadium where a caravan of trucks were loaded to transport the items to Texas. We also hosted a bike collection for *Wheels to Africa*.



This year for **Make a Difference Day in October**, students and their families participated in a number of activities including, walking the Annual Arlington Crop Walk for which we raised over \$600. Students also served brunch to seniors at Culpepper Gardens. For **MLK Weekend**, students and parents helped package more than 1,000 bags of produce for Arlington families.



TJMS 6th and 7th graders join an 8th grader's Community Project to host a bike collection for *Wheels to Africa*. The 8th grader presented his project at an Arlington County Board Meeting. Above, students make signs to advertise the collection. Below, students are trained by *Wheels to Africa* co-founder, Dixie Duncan on how to greet donors, disassemble bikes, and perform other duties for the bike collection.



Service Learning and the Curriculum continued

The 8th grade English and World Geography teachers continue to collaborate to offer an engaging and challenging interdisciplinary unit called the Water Project. This year, special emphasis was given to the concept of displacement as students discussed the plight of displaced peoples.

"Having (a service learning) experience, particularly when the service learning process is made explicit, provides a reliable model for students to use as a means and method for taking more independent initiative with an idea for service." (From MYP: Principles into practice, 2017)

Guest speakers were brought in to share actual experiences and expertise with helping displaced individuals coming to the U.S. Solace Duncan, of the *Ethiopian Community Development Council*, a refugee resource organization in Arlington, spoke with students about the rigorous process persons must go through to be considered refugees and then resettled in the United States. Manyang Kher, founder and director of *734 Coffee*,

spoke with students. Mr. Kher was once, what journalists termed, a "lost boy of Sudan." Kher spent 16 years in refugee camps until he was brought to the United States. His coffee is grown in Gambela, a region in Ethiopia, and is sold in the U.S. Twenty-percent (20%) of sales goes to providing farms, water, and vocational training for refugees so they too can have "meaningful, and aid-free" lives.



New TJMS Service Expectations

6th grade

- * Choose 2 service interest areas and participate in at least one service activity for each, outside of a class.
- * Reflect on the 2 activities to address IB service outcomes. (See outcomes at right)
- * Obtain signatures of activity sponsors using the Service as Action Tracker and Verification form.

7th grade

- * Choose 2 service interest areas and participate in a minimum of 3 service activities with at least one service activity for each interest area.
- * Both service activities must be performed outside of a class AND at least one activity must be performed outside of school.
- * Reflect on the activities to address IB service outcomes. (See outcomes at right).
- * Obtain signatures of activity sponsors using the Service as Action Tracker and Verification form.

8th grade

- * Service expectations are met through the Community Project.

Students should upload completed reflection logs and any photos to their digital IB Portfolio.

The service learning outcomes for International Baccalaureate schools world-wide are for students to:

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

Service activity completion will be confirmed by the TA teacher. Reflections will be reviewed by the MYP Coordinator.

Another successful Service Fair

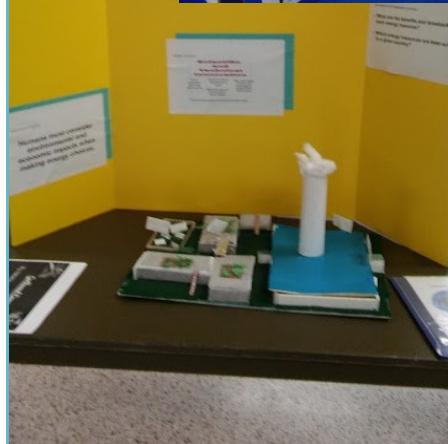
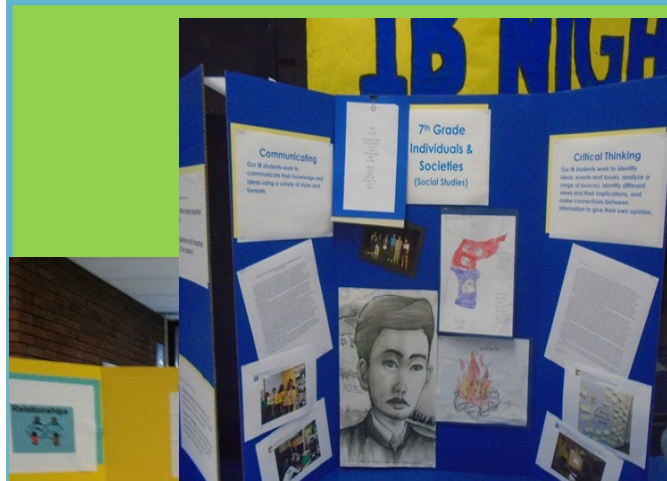
To kick-off the year with a focus on service, we held our Annual Service Fair for students and staff to be able to meet local service organizations. More than 15 organizations that address local, national and international community needs participated. Several 8th grade students were inspired to partner with participating organizations for their Community Projects, including projects to benefit: *Turning the Page*, *Wheels to African*, *Walter Reed 55+ Center*, *Teens Making a Difference*, and local animal shelters to name a few. Many school-wide service activities for all students have resulted from the fair.



Above, students learn about senior centers then and now from service fair participant, *Culpepper Gardens*. Below, students learn about opportunities to support other teens through the Arlington program, *Teens Making a Difference* or *TMAD*.



Service fair participating organization, *Nothing but Nets*, provides mosquito nets to communities overseas. Here TJMS students try out the nets.



Save the Date!

TJMS IB Showcase/ Community Project Exhibition

April 17, 2018

6:00-7:30pm

Learn more about assessments and learning experiences that **explore big ideas, encourage inquiry, cultivate creativity and challenge our students to be reflective, creative, and critical thinkers.**

Also featured will be **8th grade Community Projects**. Come learn how our students made a difference in our local, national and international communities.