COMMUNITY AND SERVICE

Dear student,

Some people argue that it is money that makes a difference in our world. Often it is.

At other times, it is not money but the time and energy of people like you and me that offer a helping hand, which counts. By giving your time freely, you will benefit others. How often have you heard people say?

“It’s not my problem…”

Now you have the opportunity to do something. Don’t just talk and wait for someone else. Give a helping hand.

That reminds me of a story…

Once there was a boy who went to the park, he saw a lot of rubbish on the ground, he bent down and started to pick it up, just then an old man walked over to him and said, “don’t pick up the rubbish son, that’s what garbage men are for”. The boy replied, “Everyone should give a helping hand, because the Prophet (PBUH) said that one of the rules of the street is that if you see something which is harmful to another person or the environment then you should remove it.”

We are living in a world that is loaned to us; we must leave it in even a better condition than what we found it in. We have a responsibility to leave a world that is a better place for our future generations.

I am sure that you have heard the saying “what goes around comes around”, so if you help someone then someone will help you.

Your services count so give a helping hand.

We look forward to your positive input into our world!
What is Community and Service?

Community and Service involve three essential elements:

1. Community Awareness
2. Community Involvement and Service
3. Reflection

How do we live in relation to each other?
How can I contribute to the community?
How can I help others?

• The “Community and Service” program is an important part of the IB Middle Years Program because it promotes universal citizenship. Students accept the role and duty of serving the local, national and international community. The aim of this service is to develop attitudes and values that focus on the rights and responsibilities that we have to care for and improve the broader communities in which we live.

• As adults, people assume leadership roles in the community and in doing so accept the responsibility for the welfare and progress of our community. Hence, in moving through adolescence and toward adulthood we must grow spiritually, physically, mentally and socially. An essential part of this growth process is to become more generous to others in our community.

• During this year, you will be asked to volunteer your time and be a productive member of your community in a variety of ways.

• In doing so you will keep records of the actions that, support the community and more in-depth records of larger or more involved service you undertake.

• Students are expected to make at least 5 contributions/services which are of a minimum of 2 hours each term, for every term.
• Students are required to complete one major community and service activity each semester.
WHY ????

What are the outcomes of Community and Service?

Student participation in community and service is very important and the quality and motive of an act of service is more important than the act itself.

Through community and service, students will:

- Better, appreciate responsible citizenship beyond the classroom.
- Increase their understanding of the broader community around them.
- Gain firsthand experience of activities that benefit others.
- Apply skills and talents beyond the classroom.
- Gain an increased sense of responsibility and self-esteem.
- Reflect on your performance and benefit from such self-appraisal.
- Put values into action.

WHEN????

- Doing things for others should be an ongoing part of everyone’s life. Students are encouraged to find a project that they can do regularly.

- The community and service program occurs outside of lesson time or after normal school hours. However, at times it is appropriate for the whole class, or a select group, to take part in a project.

- Remember you can do a mixture of simple acts for others and longer term Community and Service projects.

HOW?????

- Community and service is non-competitive and flexible to suit the needs and talents of each student.
- It is a structured and monitored program, which has the form teacher as a link between the student and the Community and Service leader.
- It operates at a variety of levels of involvement in the community. It ranges from the short and simple acts to the more in depth and longer-term experiences.
VALUES

Character building and values education are an integral part of AIA curriculum and ethos. Our College vision is “to have graduates who are well prepared and self motivated to advance Australia and to participate effectively as World citizens with Muslim Values.” Having such a vision in mind the College places emphasis on character building through practicing the following values in Community and Service activities:

God Consciousness-Taqwa
Having an understanding that God sees and hears all things and that God loves and cares for us.

Care and compassion
Caring for self and others and respect for life and property.

Doing your best
Seeking to accomplish something worthy and admirable, trying hard and pursuing excellence. Each student is encouraged to achieve his or her potential in all respects.

Fair go
Pursuing and protecting the common good where all people are treated fairly for a just society.

Freedom
Enjoying all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.

Honesty, Trustworthiness and Sincerity
Being honest, sincere and seeking the truth. Being genuine and earnest in actions

Integrity
Acting in accordance with principles of moral and ethical conduct

Respect
Treating others with consideration and regard, having self-respect and respect for others.

Responsibility
Being accountable for one’s own actions, resolve differences in constructive, Creative, imaginative non-violent and peaceful ways, contribute to society and civic life, take care of the environment.
Understanding, Tolerance and Inclusion

To be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

• By participating in Community and service activities, you will have the opportunity to put into practice the values that we hold dear at our college.
• In your reflection, you are expected to say which values you practiced, and how these values are put into practice.

EXAMPLES OF SHORT TERM COMMUNITY AND SERVICE ACTS INCLUDE:

• Helping teachers decorate the classroom.
• Assisting other students through tutoring.
• Donating time to charities.
• Giving a helping hand in cleaning up the environment at home, school, mosques, parks, rivers, in the community.
• Assisting in school or community libraries.
• Participating on Harmony day

OTHER COMMUNITY AND SERVICE TASKS OF GREATER LEVEL OF COMMITMENT INCLUDE:

• Involving yourself in community projects such as recycling projects, tree planting
• Coaching or managing a sport team e.g. a junior sports team
• Cross age tutor
• Donating your time to community associations like:
  - Aged care
  - Trees for life
  - Blind Welfare
  - Save the dolphin
• Being an accredited First Aid volunteer at special events
• Making regular visits and providing services to senior citizens living alone.
• Supporting and developing links between the college and international organizations such as Amnesty International
These lists are NOT EXHAUSTIVE but merely examples.

WHO???

Who is responsible?

- **Students**

You should be selective in your choice of activities so that you maximize your involvement and manage your time effectively. You should approach tasks with enthusiasm and a sense of commitment and dedication. Choose something that interests you and fits your current demands, and is realistically achievable. Discuss your choice with your parents and your form teacher. Submit your record and reflection sheet to your form class teacher at the end of each activity for signing. It would be great to attach photographs of the activity.

- **School**

The structure, organization and monitoring is the responsibility of the Community and Service coordinator. All initial contracts and support materials are to be coordinated with your form teacher. Form teachers will select students to receive Community and Service awards at the end of each semester presented at year level/general assembly.

- **Home**

The support, safety and care of students out of hours is the responsibility of the parent or caregiver. Transport and counseling (discussion, negotiation and support) in choice of activities to enable commitment to tasks undertaken needs to be ensured.

The three parties: students, parents/caregivers and the school need to work together to help make the Community and Service program a rewarding experience for the student involved.
• Recording your tasks is an important part of the process.

• The Helping hand record sheets provide a way of keeping records of activities, which include comments from respective supervisors about the quality and depth of the experience. This record is also intended to develop into an impressive folio of experiences that form part of your personal portfolio to present to prospective employers.

• Get into the habit of making your evaluation soon after completing an activity. Make it easy on yourself do not put off until tomorrow what can be done today.

• Note: Records of your community and service are to be kept in a safe place. These records provide evidence that you have completed your Community and service at levels of the Middle year’s program. Your satisfactory completion of Community and Service is part of the requirement for official accreditation.

• Incomplete records will not be accepted as valid Community and Service projects and these services will not count.

• At the end of each semester, you will be required to complete a self-evaluation form.

• Your form teacher will officially record satisfactory Community and Service activities at the end of each semester.
IDEAS FOR COMMUNITY AND SERVICE
ACTIVITIES

A
- Activities for children with educational difficulties
- Activities with Down's Syndrome children, young adults and/or adults
- Activities for numerous disadvantaged groups which visit the school
- Apprentices to local trades people (community career experience)
- Art activities (for example, cartoon drawing, ceramics, clay, design, drawing, graphics, gravure, jewellery, painting, sculpture, silk screen, textile design)
- Art centre service for local community
- Autistic school assistance
- Australia's biggest morning tea

B
- Beach cleaning service
- Befriending people with handicaps
- Befriending the elderly
- Boating with the handicapped
- Books onto tape for the blind
- Building Bridges program

C
- Campus radio operation
- Children's theatre
- Clothes collection
- Coaching of various sports
- Computer services
- Connections (to encourage high school students to understand the world as an international community)
- Creche assistance
- Chess club
- College Choir

D
- Day care centre assistance for the elderly
- Debating
- Decorating for the elderly and the handicapped
- Diversity training
- Dog training school assistance
- Drama activities (for example, theatre productions, stage management, dance)
- Drug and alcohol abuse programmes in elementary schools
E
- Environmental action group
- Environmental monitoring unit
- Estate service (e.g., running of farm, maintenance of fire equipment, support to campus staff)

F
- First aid training
- Food bank: food made available for local people in need
- Foreign language tutoring (e.g., ESL)
- Fund raising for various charities
- Frog Census

G
- Gardening in old people’s homes
- Grounds monitor

H
- Hospital assistance
- Hospital library service
- Hospital visiting
- Harmony Program
- Harmony week activities

I
- Information bureau at school; dealing with travel, sports, studies, exams, publicity, and problems
- Islamic studies tutoring for young people

J
- Jeans 4 jeans day

K
- Knitting for children in need

L
- Language school tutoring
- Library assistance
- Literacy campaign
- Local aid service; working with poor and disadvantaged
- Local community television service
- Lunch time supervision- volunteer
M
• Marine service: improvement of local marine environment
• Make first aid kits for homeless shelters
• Meals on wheels
• Model United Nations
• Monitoring service at school
• Mountaineering and cliff rescue service
• Museum volunteer work
• Musical activities (e.g., Nasheed group, drumming)
• Mental Health week activities
• Muslim aid activities
• Muslim female girls group (Bint Al-Huda)

N
• Nature reserve
• Newspaper

O
• Old people’s home assistance
• Orphanage assistance
• Orphanage trips

P
• Participation in local village health programmes
• Photography
• Physical education (e.g. aerobics, athletics, basketball, cross-country running, football, golf, gymnastics, hockey, lacrosse, skiing, soccer, swimming, tennis, volleyball)
• Primary school assistance
• Puppetry in primary schools

R
• Reading, story telling to young children
• Reforestation project
• Recording project (preservation of oral history and traditional music)
• Recycling paper collections
• Red Cross cardio-pulmonary resuscitation scheme
• Refugee assistance
• Rehabilitation centre assistance
• Resettlement centre
• Riding for the disabled
• Running chess club in primary school
• Royal children’s hospital appeal
• Ramadan Halal food appeal
S
- Sailing camp
- Sailing instruction and maintenance
- Schools for the blind assistance in swimming and computing
- Scouts
- Secretarial support for charitable organizations
- Self-defense course
- Soil reclamation project (tree planting)
- Speech therapy
- Sports assistance in local schools
- Students campaigning against eg drink driving, child labour etc
- Student representative council
- Supervision of small children on buses
- Swimming with the handicapped

T
- Teen help line
- Therapeutic drama activities in local hospital
- Toy drives for less fortunate children
- Tutor English to people with ESL

U
- Upkeep of hiking trails
- Usher volunteers at theaters

V
- Video making
- Visiting families with handicapped children

W
- Water purification project
- Whole world week
- World Service News: editing and broadcasting
- World environment day
- World teachers day
- Wesley Footscray Outreach centre
- Wesley Do care become a volunteer
- Wesley Aged care housing services in Coburg
- Wesley employment services
- Wesley Homeless services
- Wesley annual Halal food appeal
Y
- Yearbook
- Youth club assistance
- Youth Events

Z
- Zoo assistance
ORGANISATIONS TO VOLUNTEER FOR...

A
- Amnesty International: 9427 7055 www.amnesty.org.au
  Works to promote and defend human rights around the world.
- Anti-Cancer Council of Victoria: 9635 5000 www.cancervic.org.au
  Delivers support and prevention programmes, as well as conducting and supporting research to reduce the physical and emotional burden of cancer.
- Australian Redcross: 9345 1800 www.redcross.org.au
  Offers practical assistance and support to Australians touched by tragedy or disaster.

B
- Berry Street Victoria: 9429 9266 www.berrystreet.org.au
  Works to increase life chances and choices for children and young people who are at risk or who have experienced the trauma of family violence, child abuse and neglect.
- Bonnie Babes Foundation: 9758 2800 www.bbf.org.au
  Supports families grieving after the loss of a baby through stillbirth, miscarriage or prematurity.

C
- Clean up Australia: 1800 282 329 www.cleanup.com.au
  The nation's largest community environmental organization.
- Cat Protection Society of Victoria: 9434 7155
  Largest cat welfare organisation in Australia.
- Canteen: 1800 639 614 www.canteen.org.au
  Supports young people with cancer, including their immediate family.

D
  Provides support and services to people who are deaf/ blind
- Diabetes Australia Victoria: 1300 136 588 www.dav.org.au,
  Provides vital support and information to the community about diabetes.
- Down Syndrome Association of Victoria Inc: 9486 2377
  http://www.dsav.asn.au/
  Supports people with Down syndrome and their families, and raises awareness of the biological disorder in the general community.
E

- Education Program for Infants and Children: 9466 9600 www.epic.edu.au
  A major provider of specialised teaching and therapy programs for young children with a range of developmental disabilities, such as autism.

F

- Fred Hollows Foundation: 9864 9369 www.hollows.org
  Works internationally and nationally on comprehensive quality eye care, with a focus on cataract.

G

- Green Peace Australia: volunteer@au.greenpeace.org.au
  www.greenpeace.org.au
  Gives young people the opportunity to participate in projects designed to preserve and restore Australia's natural environment and heritage.

H

- Human Appeal International: 9387 7111
  Provides Muslim communities all over the world with a trustworthy and professional means of assisting their less fortunate brothers and sisters.

I

- International Women's Development Agency: 9650 5574 www.iwda.org.au
  Undertakes projects in partnership with women from around the world, giving priority to working with women who suffer poverty and oppression.

  - Inspire Foundation: 8420 8755 www.inspire.org.au
    Creates opportunities for young people to help themselves and help others through tough times.

J

- Juvenile Diabetes Research Foundation: 9696 3866 www.jdrf.org.au
  Contributes towards finding a cure for diabetes and its complications through the support of medical research.

K

  A free, confidential and anonymous, 24-hour telephone and online counselling service specifically for young people aged between five and 18.
L
- Leukaemia Foundation of Australia: www.leukaemia.com
  Provides support, counseling, accommodation, disease education, transportation and practical assistance for patients with leukaemia and their families.

M
- Muslim Aid Australia: mail@muslim-aid.org.au  www.muslim-aid.org.au
  Provides emergency, long-term assistance and other charitable work to alleviate the pain of those suffering and in need of relief, in accordance to the obligations imposed by the Qur’an and Sunnah.

- Multiple Sclerosis Society of Victoria: www.msaustralia.org.au/
  Enhances the quality of life of people with MS and reduces the impact of MS on their families and their carers.

- Make A Wish Foundation: 1800 032 260 www.makeawish.org.au
  Makes the wishes of children with life-threatening illnesses come true.

R
- Riding for the Disabled Association of Victoria: 9532 0411 www.rdav.asn.au
  Provides horse riding and associated activities for people with disabilities.

S
- Starlight foundation: 9663 3300 www.starlight.org.au
  Uses fun and entertainment inside and outside the hospital as a positive distraction to pain and boredom for children with a major illness.

U
  Defends the rights of children and raises funds to support children worldwide.
W

  Develops and supports programmes in third world countries to improve the lives of poor and marginalised communities.

- Wesley Mission Melbourne Northern region 9459 2166

Y

- Yooralla: 9650 4077 www.yooralla.com.au
  Provides wide ranging disability services including therapy, specialised accommodation, respite, adaptive aids and equipment, training and employment, and recreation.
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| 6    | Harmony week/Cultural diversity week  
Victorians of all ages, from all walks of life, come together to contribute to community harmony and to promote mutual understanding and respect. ([http://www.culturaldiversity.vic.gov.au/](http://www.culturaldiversity.vic.gov.au/)) | Premiers Reading Challenge  
Promoting literacy in a focused way & to motivate children to read The Challenge aims to promote a love of reading. It is not a competition, but a challenge to each student. ([http://www.education.vic.gov.au/prc/](http://www.education.vic.gov.au/prc/)) | NATIONAL SCIENCE WEEK:  
National Science Week enables those with a general interest in science and teachers, organizations and students, to both host and attend a range of entertaining events and activities about science, technology and engineering. ([http://www.scienceweek.gov.au/YourState/VIC/Pages/default.aspx](http://www.scienceweek.gov.au/YourState/VIC/Pages/default.aspx)) | NATIONAL RECYCLING WEEK  
The aim of NRW is to bring a national focus to recycling and the broader themes of minimizing waste and managing material resources. ([http://recyclingweek.planetark.org/about/](http://recyclingweek.planetark.org/about/)) |
|      | National Youth Week  
National Youth Week offers a great opportunity for Victorians to join the rest of Australia in recognising and celebrating the diverse skills, knowledge and ideas that young people contribute to our society. It is also a perfect time for young people to showcase their talents or highlight an issue in their region that is important to them. National Youth Week is an annual, week-long celebration of young people throughout Australia. ([http://www.youth.vic.gov.au/web21/ofy/dvcofy.nsf](http://www.youth.vic.gov.au/web21/ofy/dvcofy.nsf)) | Year Book / Magazine  
Sponsoring Orphans Human Appeal International  
Today there are millions of disadvantaged orphans around the world, who don’t have the same opportunities as other children. Orphans are often deprived of food, clothing, sufficient health care and a good education. Perhaps the greatest tragedy of all is their lack of education. ([http://www.humanappeal.org.au/Orphans.aspx](http://www.humanappeal.org.au/Orphans.aspx)) | Grounds Monitoring  
A.I.A. Melbourne Senior Campus |
|      | Clean up Australia Day  
Australians get stuck in and clean up their local environment by collecting and removing rubbish on Clean up Australia Day. ([http://www.cleanup.org.au/au/Campaigns/clean_up_australia_day.html](http://www.cleanup.org.au/au/Campaigns/clean_up_australia_day.html)) | Tournament of minds  
Tournament of Minds is a problem solving program for teams of students from both primary and secondary years. They are required to solve demanding, open-ended challenges. It is an opportunity for students with a passion for learning and problem solving to demonstrate their skills and talents in an exciting, vibrant, and public way. ([http://portals.studentnet.edu.au/TOM/DesktopDefault.aspx?tabindex=0&tabid=1](http://portals.studentnet.edu.au/TOM/DesktopDefault.aspx?tabindex=0&tabid=1)) | |
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<td>❖ Premiers Reading Challenge</td>
<td>❖ NATIONAL SCIENCE WEEK</td>
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<td>❖ National Youth Week</td>
<td>❖ Fund Raising-Asylum Seekers and Refugees Fundraising (food collection)</td>
<td>❖ Literacy and Numeracy week</td>
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<td>Clean up Australia Day (at Coburg Lake)</td>
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<td>❖ Year Book / Magazine</td>
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<td>❖ Grounds Monitoring A.L.A. Melbourne Senior Campus</td>
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<td>❖ Step to the future young leadership programme</td>
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<td>❖ Fundraising for Royal Children Hospital and visit RCH (<a href="http://www.rch.org.au/chaux/fundraising.cfm?doc_id=3892">http://www.rch.org.au/chaux/fundraising.cfm?doc_id=3892</a>)</td>
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The ASRC has become the largest provider of aid, advocacy and health services for asylum seekers in Australia. We work directly with asylum seekers, both living in our community and detention, to provide direct aid and support as they seek refugee status in Australia. [http://www.asrc.org.au/about_us.html](http://www.asrc.org.au/about_us.html)

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<td>❖ World Refugee Day</td>
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<td>Collection of canned goods.</td>
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<td>❖ Year Book / Magazine</td>
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<td>❖ MYP Newsletter</td>
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<td>❖ Harmony week/Cultural diversity week</td>
<td>❖ Interfaith meetings</td>
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<td>❖ Literacy and Numeracy week</td>
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<td>❖ National Youth Week</td>
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<td>❖ 40 hr famine</td>
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<td>The 40 Hour Famine is one of Australia's biggest youth fundraising events. It's a chance to do something real: give up food or something else that really matters to you for 40* hours and raise funds for kids living in poverty overseas. It's a great way for young Australians to experience what life's like for children who have to go without – every single day. <a href="http://trans.worldvision.com.au/40hourfamine/about.aspx">http://trans.worldvision.com.au/40hourfamine/about.aspx</a></td>
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<td>❖ Year Book / Magazine</td>
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<td>10</td>
<td>National Youth Week</td>
<td>Royal Children’s Hospital-Good Friday Appeal.</td>
<td>National Science Week</td>
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<td>Australia’s Biggest morning tea</td>
<td>The common goal is to raise money for The Royal Children’s Hospital in Melbourne, and to ensure that all children with life threatening illnesses receive the best possible medical and clinical care. Organization and collection of money can be conducted before hand then delivered on the day on behalf of AIA (<a href="http://goodfridayappeal.com.au/default.aspx?s=about_us">http://goodfridayappeal.com.au/default.aspx?s=about_us</a>)</td>
<td>Tournament of Minds is a problem solving program for teams of students from both primary and secondary years. They are required to solve demanding, open-ended challenges. It is an opportunity for students with a passion for learning and problem solving to demonstrate their skills and talents in an exciting, vibrant, and public way. (<a href="http://portals.studentnet.edu.au/TOM/DesktopDefault.aspx?tabindex=0&amp;tabid=1">http://portals.studentnet.edu.au/TOM/DesktopDefault.aspx?tabindex=0&amp;tabid=1</a>)</td>
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<td>LEARNER PROFILE</td>
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<td>Inquirers</td>
<td>They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</td>
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<td>Knowledgeable</td>
<td>They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</td>
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<td>Thinkers</td>
<td>They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</td>
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<td>Communicators</td>
<td>They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</td>
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<td>Principled</td>
<td>They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</td>
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<td>Open-minded</td>
<td>They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</td>
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<td>Caring</td>
<td>They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</td>
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<td>Risk-takers</td>
<td>They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.</td>
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<td>Balanced</td>
<td>They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</td>
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<td>Reflective</td>
<td>They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.</td>
<td></td>
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</tbody>
</table>
Community and Service Record and Reflection Sheet

ACTIVITY 1

Student Name: ________________ Activity Supervisor name: ________________

Title of activity: _________________________________________________________

Time taken to complete activity: __________________________________________

1. What was the task/activity?
________________________________________________________________________
________________________________________________________________________
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2. Write a brief description about the organisation/person you are volunteering to help.
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3. What have you gained through this activity? (Refer to learner profile)
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Checklist: One or more of the following people must sign for each activity.

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Community and Service Record and Reflection Sheet

ACTIVITY 2

Student Name: ________________ Activity Supervisor name: ________________

Title of activity: ____________________________________________________________

Time taken to complete activity: ____________________________________________

1. What was the task/activity?
________________________________________________________________________
________________________________________________________________________
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2. Write a brief description about the organisation/person you are volunteering to help.
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3. What have you gained through this activity? (Refer to learner profile)
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Community and Service Record and Reflection Sheet

ACTIVITY 3

Student Name: ________________ Activity Supervisor name: ________________
Title of activity: _________________________________________________________
Time taken to complete activity: _________________________________________

1. What was the task/activity?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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2. Write a brief description about the organisation/person you are volunteering to help.
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3. What have you gained through this activity? (Refer to learner profile)
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Community and Service Record and Reflection Sheet

ACTIVITY 4

Student Name: ________________ Activity Supervisor name: ________________

Title of activity: _________________________________________________________

Time taken to complete activity: ________________________________

1. What was the task/activity?
________________________________________________________________________
________________________________________________________________________
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2. Write a brief description about the organisation/person you are volunteering to help.
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3. What have you gained through this activity? (Refer to learner profile)
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Checklist: One or more of the following people must sign for each activity.

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Community and Service Record and Reflection Sheet

ACTIVITY 5

Student Name: ________________ Activity Supervisor name: ________________

Title of activity: _________________________________________________________

Time taken to complete activity: ___________________________________________

1. What was the task/activity?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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2. Write a brief description about the organisation/person you are volunteering to help.

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3. What have you gained through this activity? (Refer to learner profile)

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Checklist: One or more of the following people must sign for each activity.

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**Community and Service Record and Reflection Sheet**

**ACTIVITY 6**

Student Name: ________________ Activity Supervisor name: ________________  
Title of activity: _________________________________________________________  
Time taken to complete activity: ________________________________  

1. What was the task/activity?  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________

2. Write a brief description about the organisation/person you are volunteering to help.  
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__________________________________________________________________________  
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3. What have you gained through this activity? (Refer to learner profile)  
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**Checklist: One or more of the following people must sign for each activity.**

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Community and Service Record and Reflection Sheet

ACTIVITY 7

Student Name: ________________ Activity Supervisor name: ________________
Title of activity: _________________________________________________________
Time taken to complete activity: ____________________________

1. What was the task/activity?
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________________________________________________________________________
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2. Write a brief description about the organisation/person you are volunteering to help.
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3. What have you gained through this activity? (Refer to learner profile)
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Checklist: One or more of the following people must sign for each activity.

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**Community and Service Record and Reflection Sheet**

**ACTIVITY 8**

Student Name: ________________  Activity Supervisor name: ________________

Title of activity: _________________________________________________________

Time taken to complete activity: __________________________________________

1. What was the task/activity?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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2. Write a brief description about the organisation/person you are volunteering to help.

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3. What have you gained through this activity? (Refer to learner profile)

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