

RED = Transdisciplinary and Disposition Standards

Standard 1: Investigate

Learners understand that investigating the needs of the community makes service effective

1.1. Understand how our interests, skills and talents can be applied to community need, and identify areas for growth

1.2. Identify community cause or concern that helps advance our knowledge, skills and understandings

1.3 Use **action research methods**, to authenticate a community need:

- Media
- Interviews
- Surveys
- Observation

1.4 Identify reciprocal community partnerships

1.5 Demonstrate **collaboration** by creating or working with a variety of partners, for example:

- youth
- educators
- families
- community members
- community based organisations

Standard 2: Preparation and Planning

Learners understand that preparation and planning ensure skills and knowledge are developed and needs are met

2.1 Develop questions for a deeper understanding

2.2 Examine preconceptions and assumptions

2.3 Understanding social and civic issues related to this cause

2.4 Make connections to my learning and the world around us

2.5 Identify and analyse different points of view of all involved

2.6 Identify and develop specific skills needed to apply knowledge toward the community need

2.7 Generate ideas and develop a plan of action with specific roles and responsibilities for all involved

2.8 Identify learning and service aims and potential outcomes and recognize the difference

Standard 3: Action

Learners understand that implementing a plan of action generates change and results

3.1 Implement, monitor and adjust the action plan; action taken may be:

- Direct
- Indirect
- Advocacy
- Research

3.2 Fulfil, adjust and augment our roles and responsibilities as needed

3.3 **Develop skills in decision making and problem solving throughout the process**

3.4 Document the process to collect evidence

Standard 4: Reflection, a transdisciplinary standard

Learners understand that reflection is ongoing, prompting deep thinking and analysis about oneself and one's relationship to society

4.1 Understand the meaning and value of reflection in learning and in life

4.2 Select the appropriate modality to reflect based on purpose and preference, for example:

- Kinesthetic
- Artistic
- Verbal
- Written

4.3 Articulate and demonstrate understanding

4.4 Reflect to increase understanding of self and others by: describing what happened (cognitive), expressing feelings (affective), generating ideas (taking initiative), asking questions (ongoing inquiry)

4.5 Reflect on the implementation on our plan of action

4.6 Make explicit connections between the learning, dispositions and outcome

Standard 5: Demonstration/Communication

Learners recognize that through demonstration and communication they solidify their understanding and evoke response from others

5.1 Consolidate ongoing evidence of the learning and the service

5.2 Articulate to an audience what I learned, how I learned, and how we contributed to meeting a community need

- Performance
- Blogging
- Presentations
- Conclusive Journal Entry
- Photos
- Illustrations
- Newspaper Articles
- Letter
- Scrapbook
- Video

5.3 Make suggestions for ongoing collaborative improvement

5.4 Receive and reflect on responses from the targeted audiences