

COMMUNICATION ON ENGAGEMENT (COE)

14 SERVICE-LEARNING UNITS
TARGETING ALL 17 SDGS

OCTOBER 2021- JUNE 2022



Our Vision Statement

Wellspring Learning Community's vision is to contribute to creating a peaceful world where all people are educated and respected; all cultures are valued and decisions to help others are made out of compassion, integrity and responsibility. Leadership is earned by qualifications, principles and desire to build a community through equitable governance and transparency.

Our Mission Statement

“Wellspring Learning Community aims to establish an inquiry-based learning environment in which students from diverse backgrounds are given every opportunity to realize their social, emotional and academic capacities and talents. Our students will become confident, resourceful, creative, caring, responsible and thinking citizens prepared to use their education to contribute in meaningful ways toward improving society, both locally and internationally”.



December 14, 2022

To our stakeholders:

I am pleased to confirm that Wellspring Learning Community reaffirms its support to the United Nations Global Compact and its Ten Principles in the areas of Human Rights, Labour, Environment and Anti-Corruption.

This is our Communication on Engagement with the United Nations Global Compact. We welcome feedback on its contents.

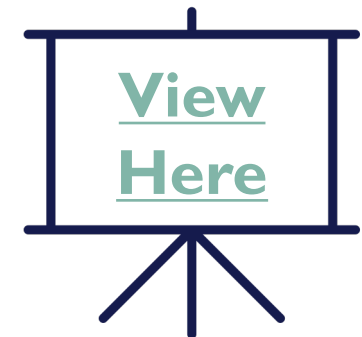
In this Communication of Engagement, we describe the actions that our school has taken to support the UN Global Compact and its principles as suggested for an organization like ours. We also commit to sharing this information with our stakeholders using our primary channels of communication.

Sincerely yours,
Kathleen Battah
Head of School



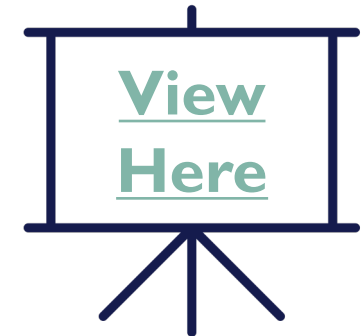
GRADE 6 ADVOCACY PRESENTATIONS

- **Grade 6** students prepared awareness presentations using PowerPoint for the **Digital Design** unit of "**Enlightenment**". They were asked to choose an issue of importance that affects their community, create a presentation and then present it to their peers to advocate about this issue. They were introduced to the UN Sustainable Development Goals and how the SDGs connect to what is happening in Lebanon as inspiration for their presentations.
- Targeted SDGs: 1, 2, 4, 5, 6, 7, 10, 11, 14, 15



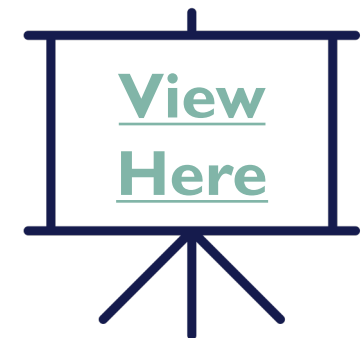
GRADE 6 EID CLOTHES

- As part of the exploration of the global context of their unit “الحوار فنّ” in their **Arabic L&L** class, **grade 6** students discussed underprivileged communities and ways to help them. They initiated a campaign to collect new and used clothes from the wellspring community on the occasion of the coming “Eid”. The goal of this experience was to embrace others’ perspective and showcase one of the IB learner attribute; PRINCIPLED. They targeted SDGs 10 Reduced inequalities and 11 Sustainable cities and communities.
- Targeted SDGs: 10, 11



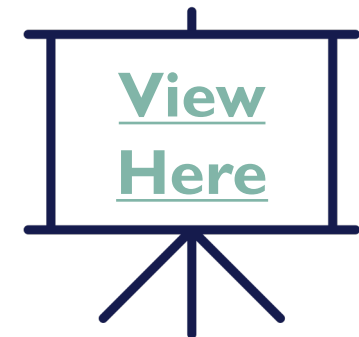
GRADE 6 JIYEH IN OUR THOUGHTS

- **Grade 6** students, in their **Math and I&S** IDU unit of “ديمغرافية السكان في المنطقة الساحلية” visited Jiyeh area on the Lebanese south coast and learned more about the damage facing the shore; including fillings in the sea, trash and urban extension. For that purpose, the students organized a beach clean-up campaign for an area in Jiyeh to enhance their environmental and national sense and to activate their community participation role. They segregated trash into glass, plastic, metals and paper. They targeted SDG 14 Life below water.
- Targeted SDGs: 14



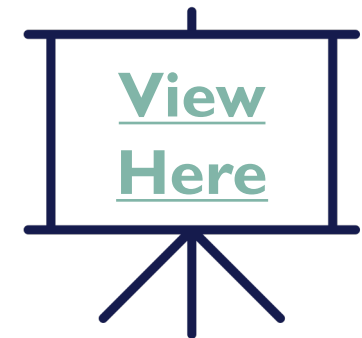
GRADE 6 “TELLING STORIES” SHEDDING LIGHT ON A HUMANITARIAN CAUSE

- **Grade 6** students in their **Media** class and their **Advocacy through conceptual Photography** unit, worked on “Telling stories” to shed light on a humanitarian cause of their choice in light of the 17 SDGs. The fact that conceptual photography is so creatively varied is what made out of this unit a rewarding experience. Students researched and presented this genre, then looked into inspirational examples of conceptual photography that sparked ideas for their own conceptual projects.
- Targeted SDGs: All 17 SDGs



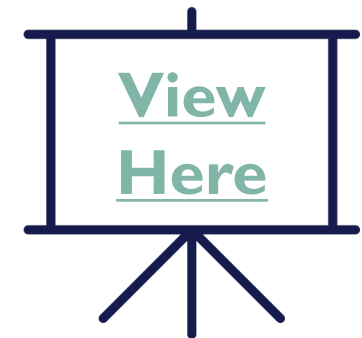
GRADE 7 FOOD FOR ALL

- In their **Biology** class, **Grade 7** students ended their "**Lifestyle and Health**" unit by a service as action initiative. After learning about classifying food, creating balanced diet, and health benefits of proteins, carbohydrates and lipids, students applied what they learnt in the classroom and took it a further step beyond. They took action to support the Lebanese Food Bank and raise awareness in school and for that they organized a food drive. They also prepared an awareness video for the purpose. They targeted SDGs (No Poverty, Zero Hunger and Good Health and Well-Being).
- Targeted SDGs: 1, 2, 3



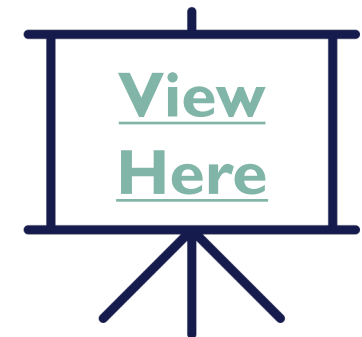
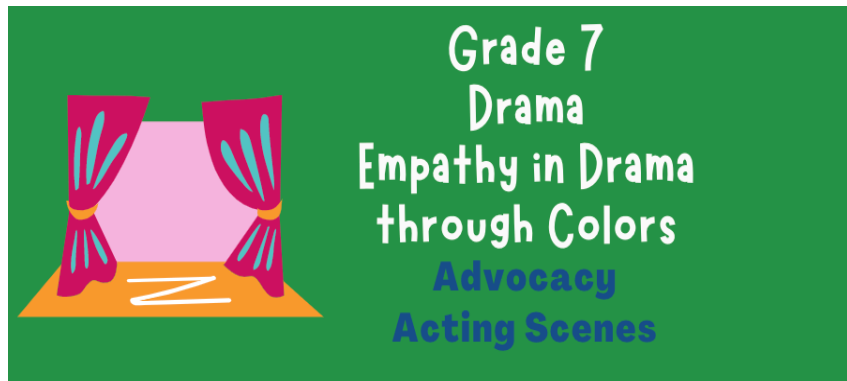
GRADE 7 MON MODE DE VIE SAIN

- **LA French Phase 2** students and as part of their unit “**Le Mode de Vie Sain**”, learnt that having a healthy lifestyle means being physically and mentally sound. In parallel to a number of activities done in class, grade 7 students undertook an advocacy service project to promote a healthy lifestyle and well-being. They developed information literacy skills by creating presentations and videos to describe their healthy journey and prepared a PowerPoint presentation to document their work. They targeted SDG 3 Good health and well-being.
- Targeted SDGs: 3



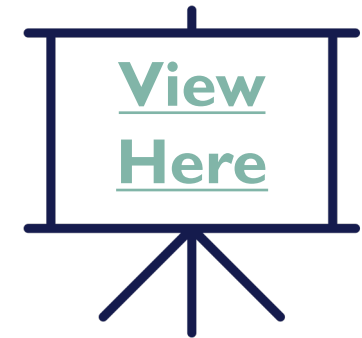
GRADE 7 A RAINBOW OF OUR CREATION

- During the unit of “**Learning Empathy in Drama Through Colors**”, **Grade 7** students analyzed how colors influence character development yet allow them to refute common connotations and finding new ones. They connected this to the idea of labeling and bullying based on common stereotypes. Students picked specific color to research and chose a new connotation to advocate for. Based on their research, they devised a scene and performed it to stand up for their color.
- Targeted SDGs: All 17SDGs



GRADE 8 **REDUCE, REUSE, RECYCLE**

- In their **French Phase 3** and **Media** class, **Grade 8** students took part in “**The Blue Dot**” UNICEF project. They explored the topic on environment that requires a personal action. Students developed creative thinking skills by creating 3 videos advocating ways to reduce, reuse and recycle. Throughout the project, students enriched their learning experience by undertaking challenges that develop new skills. They worked collaboratively and developed international-mindedness through global engagement targeting SDGs 12 Responsible consumption and production, 13 Climate Action and 15 Life on land.
- Targeted SDGs: 12, 13, 15



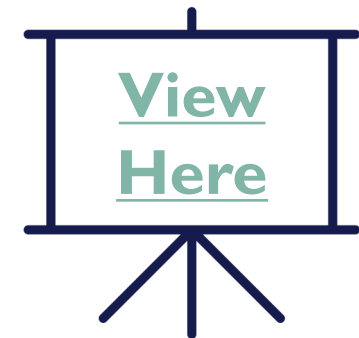
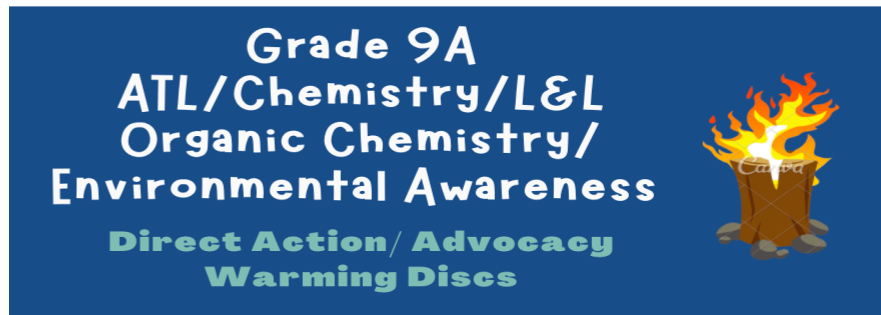
الحياة ذكرى والموت خلود **GRADE 8**

- In **Arabic L&L** unit “القيم الأخلاقية والانسانية الى اين؟”, **Grade 8** students visited Ms. Georgette, “Imm Bechara” to praise her service in educating children in need of education in her neighborhood. The students also bought stationery from a small business shop and offered her three students. The aforementioned happened in parallel with the inquiry that took place in class: “The moral concept of a story is inferred by the audience through the analysis of the lifestyle of communication among its characters”. They targeted **SDG 4 Quality Education**.
- Targeted SDGs: 4



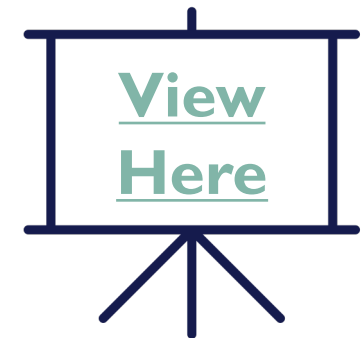
GRADE 9A WARMING DISCS

- **Grade 9A** students, through their **Chemistry and English L&L IDU and ATL** classes and their “**Organic Chemistry**” and “**Environmental Awareness**” units, collected and analyzed data to identify solutions and make decisions. They combined knowledge, understanding and skills to create solutions in providing a sustainable heating alternative to wooden logs to a selected underprivileged community. They prepared coffee discs and starter kits to offer to Maroun Abboud Public School students. They prepared and shared a presentation in which they delivered their solution. They documented their work in a film. They targeted SDGs 11 Sustainable cities & communities and 12 Responsible consumption and production.
- Targeted SDGs: 11, 12



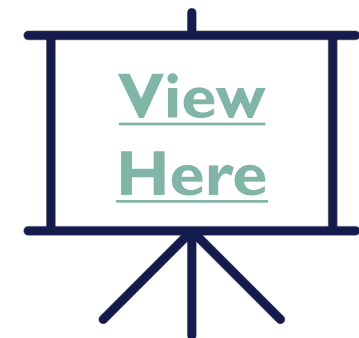
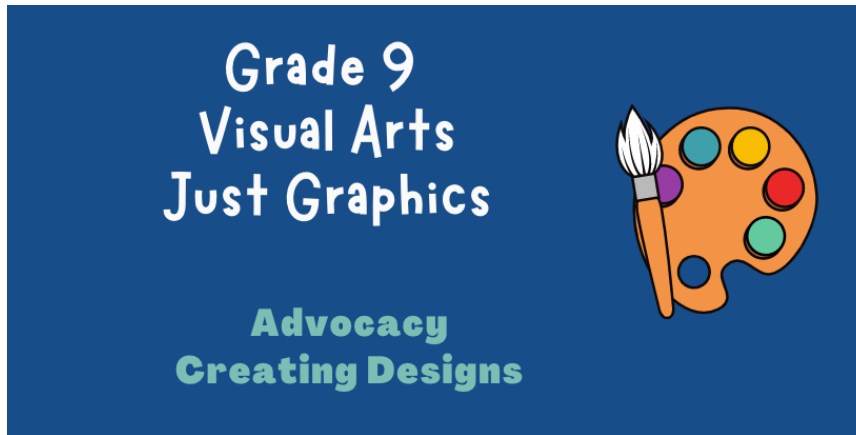
GRADE 9B HUMAN RIGHTS AND CIVIL RESPONSIBILITIES

- The **Grade 9B** students, through their **English L&L** class and their unit “**Navigating the Moral Universe**” researched and created speeches about human rights and responsibilities. They used the persuasive techniques in creating the speeches with pathos, ethos, logos. Through advocacy, students took action and presented their speeches to Grade 9A students. They targeted SDG 10 Reduced inequalities.
- Targeted SDGs: 10



GRADE 9 PEACE, JUSTICE AND STRONG INSTITUTIONS

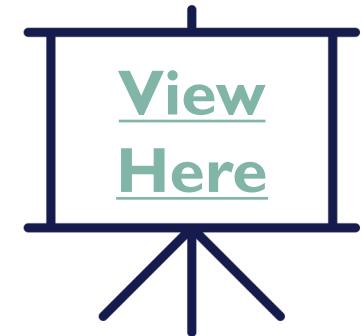
- As part of **the Just Graphics** unit in their **Visual Arts** class, **Grade 9** students explored UN Sustainable Development Goal #16; Peace, Justice and Strong Institutions. They created a design to advocate for achieving a target in this goal in the context of contemporary Lebanon.
- Targeted SDGs: 16



بثحب لبنان، حب صناعته

GRADE 9B

- **Grade 9B** students in their **I&S and Arabic L&L** classes and as part of their **بنية الاقتصاد اللبناني** and **الوصف** units discovered the Lebanese craftsmanship and discussed issues related to that field in a written form. They highlighted the importance of sustaining and improving this industry. The students contributed to the craftsmanship industry by finding the market to display and sell their products. They targeted SDG 11 Sustainable cities and communities.
- Targeted SDGs: 11



GRADE 10A GREAT DEEDS

- **Grade 10A** students in their **I&S** class and in **Significant Individuals** unit, researched and created PowerPoint presentations about people who were influential in rights and social protest movements in order to showcase that change is possible and can be initiated by individuals. They targeted SDG 16 Peace, Justice and Strong Institutions.
- Targeted SDGs: 16

