

Service as Action

A handbook for MYP students and their families

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**Help others achieve their dreams and you
will achieve yours.**

-Les Brown

Service as Action requirements for the IB Middle Years Programme

In keeping with its goal of educating the whole person and its mission “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world,” the International Baccalaureate Organization has made ‘Service as Action’ a fundamental part of its curriculum. The IBO and thereby ISB require that IB MYP students complete a set number of activities over the course of the academic year in the area of service to the community. The requirement aims to foster experiential learning beyond the confines of the classroom and encourages students to become involved in school-based activities as well as local, national, and international service projects.

Service Guidelines

The figure below shows the minimum requirements for Service as Action at ISB.

Year Level	Long term/ ongoing	Short term	Required evidence on ManageBac
M6	1	1	<ul style="list-style-type: none"> • 2 descriptions of goals and learning outcomes • 2 pieces of evidence of planning and involvement (planning notes, pictures, diary extracts) • 2 reflections including 1-2 learning outcomes
M7 & M8	1	2	<ul style="list-style-type: none"> • 3 descriptions of goals and learning outcomes • 3 pieces of evidence of planning and involvement (planning notes, pictures, diary extracts) • 3 reflections including 2 or more learning outcomes
M9 & M10	1	3	<ul style="list-style-type: none"> • 4 descriptions of goals and learning outcomes • 4 pieces of evidence of planning and involvement (planning notes, pictures, diary extracts) • 4 reflections including two or more learning outcomes.

- Long-term relates to a project that requires more than 10 hours including several actions
- Short-term relates to stand-alone activities including one or two actions
- One long-term project lasting more than 10 hours may replace a number of short-term projects

SA philosophy and aims

Service activities should evolve around engaging with others in a shared commitment towards the common good. Meaningful service requires understanding of an underlying issue such as poverty, literacy or pollution, and authenticating the need for this service. Meaningful service includes interaction, such as building relations with individuals or groups in the community. To align with the general principle that the rights, dignity and autonomy of all those involved in service are respected means that identification of needs towards which a service activity will be directed has to involve prior communication and full consultation with the community or individual concerned. This approach, based on a collaborative exchange, maximizes the potential benefits for all the people involved, including learning opportunities for students as they develop and strengthen communication abilities.

(MYP: Principles into Practice 2014)

MYP learning outcomes for service

Learning outcomes are not the same as assessment objectives because they are not rated on a scale. With appropriate guidance and support, MYP students should, through their engagement with Service as Action, achieve the following:

- Become more aware of their strengths and areas for growth (challenge)
- Undertake challenges that develop new skills (new skills)
- Discuss, evaluate and plan student-initiated activities (initiative)
- Persevere in action (perseverance)
- Work collaboratively with others (collaboration)
- Awareness and understanding of culture, intercultural understanding and international mindedness (awareness & global value)
- Consider the ethical implications of their actions (ethics)

When planning a service project or activity, students should consider which of the outcomes above would be applicable for their activity and record it in ManageBac. At the end of the project(s), the student must reflect on the level of success s/he has had against the relevant learning outcomes.

Activity Ideas

School	Local	National/International
<ul style="list-style-type: none"> Organize a celebration or school event (UN Day, mother tongue day, trivia night, talent show) Peer tutoring or buddy reading Helping at school events (Halloween, school disco, spring festival, end of year art show) Participate in a student organization like the student council Run an after school club (sport or language etc.) Library assistant School improvement projects Start an environmental initiative at school Anti-bullying campaigns Organize break time activities 	<p>Volunteer locally:</p> <ul style="list-style-type: none"> Become an assistant coach for younger players in a sports club Help neighbors Visit nursing homes Church projects Music School events Organize a food or clothing drive for a good cause Teach a language Participate in local clean city projects Animal rescue Local library assistant 	<p>Fundraising for an organization:</p> <ul style="list-style-type: none"> Mission Africa Kræftens bekæmpelse Red Cross Etc <p>Organize an event for an international day- e.g. Earth Day, Movember, etc</p> <ul style="list-style-type: none"> Create a global campaign Participate in an international organization event (Amnesty International, Care, Oxfam, etc.) Participate in Model UN Organize garbage / beach clean-ups Recycling programs Volunteer at cultural events in or out of town (culture crew etc)

Invalid SA activities

Service activities require action and must be a service to the community. The following is a list of activities, which would **not** fit into the SA criteria:

- An activity for which a student is personally rewarded, either financially or with some benefit (unless this benefit is passed on in full to a worthy cause)
- All forms of duty within the family, i.e. no party planning for cousins or babysitting.
- Work experience that only benefits the student (joining a music group or sports team as a participant... though it is acceptable if it entails a leadership role!).
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.

Procedures

Students should follow the procedures outlined below:

- **Plan a service activity**

Whilst the service coordinator in collaboration with the homeroom teacher will post activities when they become available, the responsibility is on the student to find areas of service in which to become involved. These activities should, ultimately, enable the student to meet some of the outcomes listed previously. Activities are not limited to those organized by individuals within the community, and can also include class or bigger group projects. Students must record their individual planning details in ManageBac before each project. The homeroom teacher or the SA coordinator will approve all student-initiated activities; it will be visible in ManageBac if a project is accepted or rejected.

- **Join or create an activity/project**

Advisory teachers act as supervisors to all middle school students. Students will be allocated some contact time to update their SA reflection section on ManageBac during the year in advisory classes. Students will also be able to spend this time either joining an existing group as a member or creating new groups through peer discussions. Students must assign a supervisor for the project, a grown-up who can provide a final assessment of the students' engagement and initiative during the project.

- **Begin the activity and journal along the way**

Once the activity has been approved, the student may participate in, or begin their proposed project. Be sure to collect evidence along the way: pictures, video or files and planning notes can all act as good pieces to include in the student's SA portfolio.

- **Reflection and hand-in**

Personal reflection is an essential part of Service as Action. Reflection encourages better awareness of needs and improves the quality of response. Likewise, reflection helps students to develop positive attitudes and to become aware of their strengths and challenges. This reflection will be completed online in Managebac twice a year and will become part of their formal reports distributed in January and June. Students will be able to access this reflection on Managebac.

- **Supervisor review**

Upon completion of the activity or project, a supervisor (contact teacher and/or service coordinator) will be able to send comments throughout the year. Once the formal reflections have been completed and appropriate edits have been made, supervisors will be able to select whether each student has achieved sufficient evidence towards the outcomes or if further attention is needed.

* Fulfilment of the school's expectations for participation in service is a requirement of the IB MYP certificate for M10 students.

Tips for parents

Parental encouragement and support, or involving yourself in volunteer activities, is often a vital part of helping students complete the IB MYP. Here are some ideas of how you as a parent can encourage your child:

- Familiarise yourself with the SA requirements
- Discuss the requirements/opportunities with your child
- Share your own volunteer experiences with your child and reflect on what you have given and gained through volunteering
- Explore your child's interests and look through the listing of possible volunteer activities together. Help your child connect with local organizations and develop ideas for possible opportunities to volunteer
- Many students who have chosen the IB program have had previous volunteer experience. Encourage your child to build on previous successful volunteer experiences
- Be willing to get involved – come to games, plays, and concerts; volunteer for various committees and work groups

Acknowledgements

The following documents were used in the creation of this handbook:

'Service as Action: MYP Years 1-5'. Cedar International School, 2017

'MYP: Principles into Practice'. IBO, 2014

'MYP Service as Action' Skagerak international School, 2017-18