SERVICE AS ACTION EXPECTATIONS MAP

International School of Billund

M1 **Emerging**	M2 **Evolving**	M3 **Evolving**	M4 **Consolidating**	M5 **Consolidating**
Local based service-school based activities	Local based service-school based activities	The Local Community	Global based	Service can be linked to the Personal Project
What can be done within school to make it better?	What can be done within school to help the wider community?	What problem(s) are in my community and how can I provide a solution?	What problem(s) are within the global community, and can I find a solution?	What am I passionate about and how can I use it to identify a local or global problem to support my PP?
Show an understanding of action and service, why we do it.

Show an understanding of acceptable events, and how to access communities in need.

Show an understanding of commitment and organisation (e.g. punctuality; planning)

Whole group activities or guided activities. Move away from bake sales! | Increased planning responsibility by ensuring the event runs smoothly.

Student-led initiatives emerging.

Show awareness of need and learn to fulfill that need. Begin to align with ATL skills.

Proactively seek out events and make suggestions for activities.

Begin finding specific groups/organizations of interest developing awareness of longer-term commitments. | Responding to and reflecting on the needs of the local community.

Being more aware of what ATL skills are being developed and developing a sense of independent leadership.

Independently connect ideas to SA outcomes and activities.

Begin to develop independent evaluations and reflections. | Find a need within a global community and choose an appropriate type of service to help that need.

Take charge of the event with planning, organization, implementation, configuration, problem solving, execution, facilitation, and follow up.

Confident evaluations and reflections. | Students have found their passion through their Personal Project. They can choose whether to extend their PP into a SA or not.

What local and/or global communities are within the project?

What needs do they have?

How can students link the needs identified in their PP to Action as Service? |
| 1 long term project and 1 short term project | 1 long term project and 2 short term projects | 1 long term project and 2 short term projects | 1 long term project and 3 short term projects | 1 long term project and 3 short term projects |

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Required evidence on ManageBac: • 2 descriptions of goals and learning outcomes • 2 pieces of evidence of planning and involvement (e.g. planning notes, pictures, diary extracts) • 2 reflections including selected learning outcomes	Required evidence on ManageBac: • 3 descriptions of goals and learning outcomes • 3 pieces of evidence of planning and involvement (e.g. planning notes, pictures, diary extracts) • 3 reflections including selected learning outcomes	Required evidence on ManageBac: • 3 descriptions of goals and learning outcomes • 3 pieces of evidence of planning and involvement (e.g. planning notes, pictures, diary extracts) • 3 reflections including selected learning outcomes	Required evidence on ManageBac: • 4 descriptions of goals and learning outcomes • 4 pieces of evidence of planning and involvement (e.g. planning notes, pictures, diary extracts) • 4 reflections including selected learning outcomes	Required evidence on ManageBac: • 4 descriptions of goals and learning outcomes • 4 pieces of evidence of planning and involvement (e.g. planning notes, pictures, diary extracts) • 4 reflections including selected learning outcomes
ATL Skills Focus: • Self-management (organisation) • Thinking (transfer) • Social (collaboration) • Communication	ATL Skills Focus: • Self-management (organisation, reflection) • Thinking (transfer, creative) • Social (collaboration) • Communication	ATL Skills Focus: • Self-management (organisation, reflection) • Thinking (transfer, creative) • Social (collaboration) • Communication • Research	ATL Skills Focus: • Self-management (organisation, reflection, affective) • Thinking (transfer, creative, critical) • Social (collaboration) • Communication • Research	ATL Skills Focus: • Self-management (organisation, reflection, affective) • Thinking (transfer, creative, critical) • Social (collaboration) • Communication • Research

How will you be supported by the Service as Action Coordinator?

- The Service as Action Coordinator will collaborate with teachers to develop SA possibilities in MYP units of work
- Plan workshops in collaboration with Homeroom teachers helping students to understand the premises of Service as Action
- Help communicate meaningful projects out to students and help support students in need
- Work closely with Homeroom teachers to ensure monitoring and quality of the SA activities students are involved in and record evidence on ManageBac