



Middle Years Programme

Service as Action

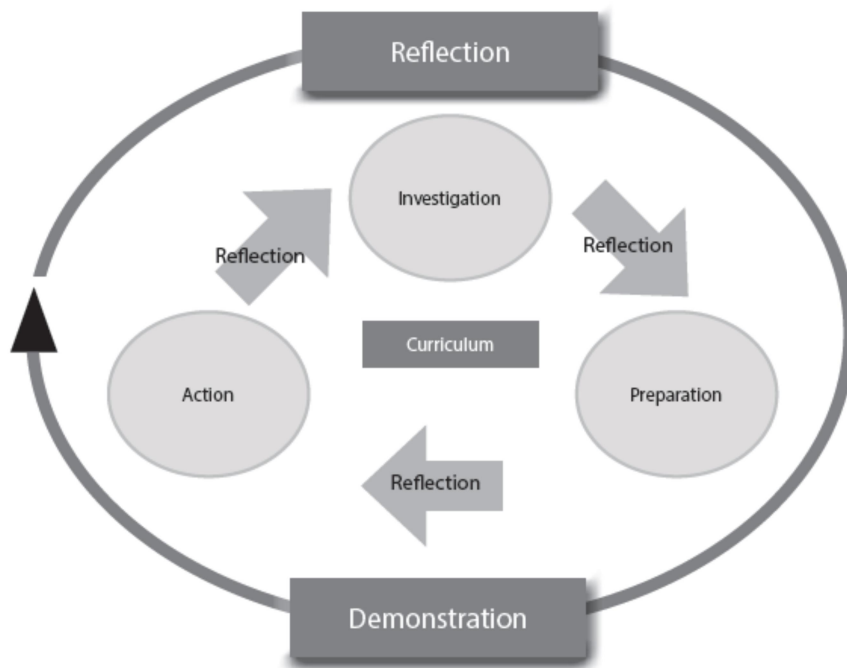
**International School of Bydgoszcz learning
expectations for service**

2018/2019

Understanding the philosophy

Learning by doing and experiencing, as part of action and global engagement are central to the IB philosophy and practice. Through the practice and use of approaches to learning skills that support the learning and practice of the learner profile attributes, students get involved with issues they are interested in as they explore the curriculum of the different subjects and identify needs and conflicts in the community, through the way these issues affect their lives and the lives of others around them or around the world.

As students explore different topics in the different subjects using inquiry based learning, they discover issues, confront the consequences of different actions, and identify global contexts which help them to take service as the natural outcome for action.



Investigating, preparing, taking action, reflecting and sharing become the training for the acquisition of tools and skills that will allow students to be successful as problem solvers in the 21st century.

MYP Service as Action is more about developing in students the appropriate attitudes and outcomes. This action will be different from student to student and may involve students in:

- showing empathy,
- modifications on behavior and habits,
- taking responsibility for longer projects,
- acting alone and acting with others,
- taking physical action,
- suggesting changes for the benefit of all involved and,
- lobbying people in more influential positions to act.

MYP learning outcomes for service

When working on Service as Action you will focus on the following **learning outcomes**:

<h3>Learning outcomes</h3>	Abbreviations for "MYP learning outcomes for service" used in ManageBac:
1. become aware of your own strengths and areas for growth <ul style="list-style-type: none"> ❖ Determine your strengths and weaknesses – answer questions: "What am I good at?" "What do I need to develop?". ❖ Overall of your experience should present a challenging opportunity. 	"Awareness"
2. undertake challenges that develop new skills <ul style="list-style-type: none"> ❖ Decide what action you can take to develop yourself. ❖ Your experience needs to develop new skills for you. 	"Challenge & New Skills"
3. discuss, evaluate and plan student-initiated activities <ul style="list-style-type: none"> ❖ Make a plan of your action. ❖ Your activity should be organized by a student group with an adult leader, when you actively participate by planning, discussing a plan, evaluation. 	"Initiative"
4. persevere in action <ul style="list-style-type: none"> ❖ Make sure your action is a long-term action. ❖ The overall programme of your experience requires sustained commitment. You should show evidence of self-direction. 	"Perseverance"
5. work collaboratively with others <ul style="list-style-type: none"> ❖ Your action should involve working within the school and wider community. 	"Collaboration"
6. develop international-mindedness through <ul style="list-style-type: none"> o global engagement, o multilingualism and o intercultural understanding ❖ Make an action with global range, work with people from other nations, communicate in foreign language. ❖ Your action should have with global range; where contact with people from other nations is required; when you have to communicate in foreign language(s). 	"Global Value"
7. consider the ethical implications of your actions <ul style="list-style-type: none"> ❖ You need to be honest and fair in your action. ❖ You should write about ethical implications in your reflection. ❖ Your reflection and other documentation of the experience should be complete. It should consider the ethical implications of your actions. ❖ Ethical implication – consider: Was it good what I have decided to do? Why? Did I address a need of specific person or group of people? 	"Ethics"

Based on: *Further guidance for developing MYP Service as Action. Reference excerpt—MYP: From principles into practice (2014)*, International Baccalaureate.

"All MYP student learning outcomes for service are closely associated with IB learner profile attributes and approaches to learning (ATL) skills. (...) The seven outcomes are developmental, reflecting what students may expect to experience and learn over time. The outcomes describe broadly how students can change and grow through service with and for others (...)"

Source: *Further guidance for developing MYP Service as Action. Reference excerpt—MYP: From principles into practice (2014)*, International Baccalaureate.

Action becomes service when:

- Students build authentic connections between what they learn in the classroom and what they encounter in the community.
- Service connected to classroom learning give students the opportunity to apply concepts, skills and knowledge.
- Students grow in confidence and responsibility.
- Students become more confident, self-regulated learners.

Why do MYP students do Service as Action?

- To further develop themselves as IB learners,
- To demonstrate they are caring and principled members of the local and global communities,
- To try and make a positive difference to other people's lives and to the environment,
- To develop an understanding of the world and their responsibilities within it,
- To demonstrate they learned and apply the attributes of the learner profile,
- Service as Action is a requirement to graduate from the MYP.

Service as Action will help you to develop as an IB learner

The content in your lessons and its application in the Service as Action experiences will help you gain a better understanding of the world around you. When this happens you can understand your role in the community, take responsibility, and make sound decisions that translate in making a difference in the world. Also through your participation in service, you can become more confident and self-regulated learner.

Service as Action activity – general requirements

1. Choose service activities that you are really interested in and concerned about. Consider the needs of your school, neighborhood, state and world communities. Find ways to make a real difference in the lives of the people and environment around you.
2. Choose a mentor/supervisor who will guide you through your activity (a teacher, an older student from grades 10-12, another adult person from outside the school).

>> Your parents may only act as your supervisor if they are acting in a role other than your parent.

>> Students from the same grade cannot be mentors/supervisors for one another.

3. Your action needs to:
 - help you to grow over time,
 - help you to develop self-management ATL skills.
4. Your service activity can be associated with a specific MYP unit but it can be your own independent idea as well.

"Both stand-alone and curriculum-based approaches to service can be valuable, providing meaningful opportunities for student engagement and participation in service. Extra-curricular or co-curricular activities—including individual and family community-service activities—can also provide opportunities for students to demonstrate learning outcomes for service"

(Further guidance for developing MYP Service as Action. Reference excerpt—MYP: From principles into practice (2014), International Baccalaureate)

5. It can be individual, small-group, classroom, school-wide and community-focused service (more in *Requirements according to grade...*).

6. It can overlap local and global communities.
7. If a teacher uses service-learning in her/his lessons and you are actually involved in that with your real actions, you can complete your Service as Action project at the same time.
8. You need to be proactive and make things happen. You have to demonstrate learning through the experiences. Participation is not enough. You are responsible for your learning.
9. Remember that during a year, through all your Service as Action experiences you need to meet all seven "MYP learning outcomes for service". It means that a single activity can meet one or a few of them but all activities together should meet all seven learning outcomes during one school year.
10. When you have an idea, you need to "Add SA Activity" on ManageBac, complete a whole form and send it to your Service as Action Supervisor (by clicking "Add SA Activity" below on page). You can also join a pre-existing group by clicking "Select Activity Form a Group" to complete your Service as Action and do things planned by others. Supervisor or SA Leader can approve of your idea or ask you to change it or give more details about it. In that situation you will find information in "Message Board".
11. When you do your Service as Action activity, remember about the document "Service as Action Observation Form" which is the last page of this document. Your supervisor/mentor of your single SA experience needs to complete it. You are responsible for giving it to your Service as Action Supervisor to complete and then bring it to the SA Leader once completed.
12. Write meaningful reflection on your growth over time during your Service as Action project. When doing your Service as Action activity you must remember to complete reflection by clicking "Add New Reflection & Evidence" on ManageBac. Also you need to upload a journal, websites, videos, photos or files (like for example: forms, applications, letters, flyers). It will be evidence of your activity.
13. When you complete your Service as Action experience, click on ManageBac "Request Supervisor Review".

Requirements according to grade

Year 1 students (grade 6):

- one Service as Action experience should be done individually (it can be a long-term work on your self-improvement)
- one Service as Action experience should be done in a group.

Year 2 students (grade 7):

- one Service as Action experience should be done individually,
- one Service as Action experience should be done in a group.

Year 3 students (grade 8):

- one Service as Action experience should be done individually,
- two Service as Action experiences should be done in a group(s).

Year 4 students (grade 9):

- two Service as Action experiences should be done individually,
- two Service as Action experiences should be done in a group(s).

Year 5 students (grade 10):

- two Service as Action experiences should be done individually,
- two Service as Action experiences should be done in a group(s).

Tips for your Service as Action experience

Preparation to your activity

You can do the experience on your own or as a group.

If you are going to do in on your own you need to:

- What will be the purpose of your Service as Action?
- What resources do you need?
- Who needs to be involved?
- For how long are you going to be working on this issue?
- What do you expect will happen at the end of the experience?

If you are going to work with a group of students:

- You need to organize the group, assigning roles and responsibilities and time frames.
- You need to consider if you need to do more research on issues you did not consider when you started planning the experience. Issues like: what institutions do similar things, how reputable are they, how do you get in touch with them, who can be benefitted from your actions besides the people you originally designed the experience for, are you acting ethically, etc.

Your action can be planned and prepared according to a **SMART model**.

S – Specific: What exactly do you want to do in your action?

M – Measurable: How will you measure that you have achieved your goal?

A – Attainable: Is your goal attainable? Are you going to achieve it?

R – Relevant: Does your goal align with all the requirements described in this document?

T – Time bound: Did you prepare a plan which has specific time when it starts and when it finishes?

Reflection

You can broaden your reflection with answering below questions to consider when reflecting on your experience:

- What are the new things that I learned from this Service as Action experience?
- How did I increase the knowledge of my strength and weakness areas?
- What new skills did I develop by participating in this Service as Action experience?
- How can I describe a development of self-management my ATL skills?
- Which outcomes of seven MYP learning outcomes for service did I achieved in this single activity?
- Was my action directed to global community or local as well?
- How was this Service as Action experience a challenge for me?
- How was I an active participant in the investigation and preparation of this experience?
- How did my participation in this Service as Action experience increase my awareness of the community I am part of?
- How well did I work collaboratively with others involved in the Service as Action experience?
- How did I help others by doing this Service as Action experience?
- In what ways was I committed with this Service as Action experience?
- How was this Service as Action experience related to issues of global importance?
- What did I accomplish related to what I expected to accomplish?
- What difficulties did I encounter?
- Did anyone help during the experience? What did they do for me?
- How did this activity benefit other people or institutions?
- If I get to do this Service as Action experience again, what would I change?
- What would I like to do next if I am to continue with this Service as Action experience?

Assessment for MYP year 5

Year 5 students (grade 10): How you are going to be assessed?

At the end of the MYP you will be obliged to present your achievements related to SA throughout the programme. Your presentation should last around 10-15 minutes. You can use multimedia, films, photographs, posters, etc. Be creative.

What criteria will I be assessed against?

	Criterion	Expectations not met	Approaching Expectations	Expectations met	Exceeds Expectations
A	"Awareness" (become aware of your own strengths and areas for growth)	No opportunity for the students to develop themselves	Provides some opportunity for the students to develop themselves	Overall experience presents a challenging opportunity	Overall experience pushes the student beyond previous limits
B	"Global Value" (develop international-mindedness through global engagement, multilingualism and intercultural understanding)	Action with local range; no contact with people from other nations; student did not communicate in foreign language(s)	Action with global range; required contact with people from other nations or: student had to communicate in a foreign language	Action with global range; required contact with people from other nations; student had to communicate in more than 1 foreign language	Action with global range; required contact with people from other nations outside ISOB community; student had to communicate in a few foreign languages
C	"Challenge & New Skills" (undertake challenges that develop new skills)	Little skill required	Enhances existing skills	Develops new skills	Contributes to others with a newly developed skill
D	"Initiative" (discuss, evaluate and plan student-initiated activities)	Student participates in an individual activity but does not initiate it	Student participates in an individual activity initiated by her/ or in a group activity but does not organize it,	Activity is organized by a student group with an adult leader and student actively participates by planning, discussing a plan, evaluating	Activity is planned, organized and run by the student. Activity requires active participation and input from the student. Plans reflect the needs of the community

E	"Collaboration" (work collaboratively with others)	Does not involve working with others	Involves working within the school community only	Involves working within the school and the wider community	Involves working with and within the local community and/or the international community. The student demonstrates exceptional interpersonal skills.
F	"Perseverance" (persevere in action)	The activities are one-off. There is little evidence of sustained commitment.	There is a mixture of one-off and short duration activities. There is insufficient evidence of sustained commitment.	The overall programme requires sustained commitment. The student shows evidence of self-direction.	The overall programme requires a high degree of commitment. The student shows perseverance and a high degree of self-direction.
G	"Ethics" (consider the ethical implications of your actions)	The reflection or other documentation does not contain ethical implications of student's actions	The reflection or other documentation of the experience have some omissions in case of ethical implications of student's actions	The reflection and other documentation of the experience are complete. The reflection considers the ethical implications of student's actions.	The reflections demonstrate ethical implications of student's actions, empathy, respect and self-awareness.

Service as Action Observation Form

(Supervisor should complete this hard copy or the emailed observation form for each SA activity)

Date: _____

Name of student: _____ Grade: _____

Person observing the student during the activity:

Name: _____ Title: _____

Email contact: _____ Phone contact: _____

Name of activity organizer or organization: _____

I observed the above named student as he/she completed the following service as action activity:

Name/type of activity:

Date(s)/hours of participation:

Please, mark only this/these point(s) which was/were actually visible in student's activity (students are not expected to complete all of below requirements in a single activity):

- the activity was really challenging for student,
- student developed new skill for her/him – if yes, write what was that skill:

- activity was organized by student herself/himself,
- activity was organized by another student and it was group work,
- you have seen that student actively participating in planning this activity,
- you have seen that student actively participating in discussing a plan and/or evaluation of the activity,
- the activity was long-term and student has shown perseverance in action,
- student was working collaboratively with others within the school,
- student was working collaboratively with others within the wider community,
- it was an action with global range,
- student worked with people from other (for her/him) nations,
- student communicated in foreign language(s) during activity,
- student's action addressed a need of a specific person or group of people.

Please comment on the student's attitude, initiative and effort:

Signature

***Please give this completed form to your SA Leader at school.
Your Service as Action experience will not be credited without this form.***