

Middle Years Programme

Handbook
for Service as Action
International School of Bydgoszcz
learning expectations for service

2026/2027

Understanding the philosophy

"IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment".

From principles into practice (2014), International Baccalaureate.

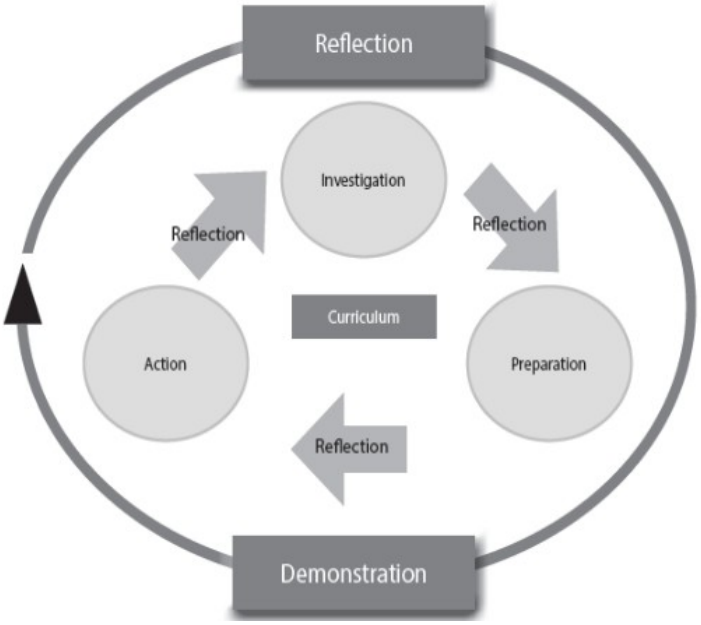
"Service as action: With appropriate guidance and support, MYP students should, through their engagement with service as one of the significant forms of action, meet the learning outcomes to develop the skills and attributes of an IB learner. IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities".

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

"Service activities or service experiences are opportunities for students to engage in action. Service activities may be designed as a single learning event, a series of related learning experiences, or an extended project. They can be planned by teachers, students, external organizations and agencies, alone or in collaboration with other individuals and groups".

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

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:

1. showing empathy,
2. modifications on behaviour and habits,
3. taking responsibility for longer projects,
4. acting alone and acting with others,
5. taking physical action,
6. suggesting changes for the benefit of all involved and
7. 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**:

Learning outcomes

You should:

1. **become more aware of your own strengths and areas for growth**
   - Your SA activity allows you to learn something new about yourself – that you are good at something or that you need to work on specific character trait more.
   - If you gain a **new** skill, you meet another learning outcome: undertaking challenges that develop new skills.

2. **undertake challenges that develop new skills**
   - You are facing challenges when completing your task.
   - During the activity you plan to develop new skills for yourself.

3. **discuss, evaluate and plan activity initiated by you**
   - You initiate the activity and go with the idea for SA to a candidate for your supervisor and your fellow students if you want to work in a team or pair.
   - You play a very active role when planning the activity.
   - You take part in a discussion about the activity before, during planning it or when it was necessary to evaluate it.
   - You evaluate the project – when you see that something has to be changed, you modify the plan of the activity.
   - You evaluate the project in the form of a reflection after an activity – write what you would change next time in case of doing the same experience once again.

4. **persevere in action**
   - You are persistent in the action, disregarding difficulties, obstacles, or discouragement.
   - What's more, according to your grade, you need to do your activity by at least the minimum number of hours

G6 students are required to do at least 6 hours of the SA experience which meets "perseverance" requirement;
G7 students are required to do at least 6 hours in the SA experience which meets "perseverance" requirement;
G8 students are required to do at least 7 hours in the SA experience which meets "perseverance" requirement;
G9 students are required to do at least 8 hours in the SA experience which meets "perseverance" requirement;
G10 students are required to do at least 9 hours in the SA experience which meets "perseverance" requirement;
Length (6-9 hours or more) of a single SA experience can be spread into regular activities (e.g. once a week one hour) or can be done during one long activity (e.g. helping in a city's voluntary service for 6 hours at once). **"Hour" means 60 minutes.**

5. **work collaboratively with others**
   - You work on the project in a team or pair. You shared responsibilities and helped each other to achieve activity's purpose.

6. develop international mindedness through
- global engagement,
- multilingualism and
- intercultural understanding

- The project has a global range.
- In your activity you show what activities similar to yours look like in other countries.
- You can show that your project influences also other country/ies.
- Your activity teaches others about another culture/country (e.g. music, literature, theatre, architecture, clothes, lifestyle, history) or problems around the world.
- You are in touch with a student studying in another country who does similar project in her/his school or you are doing an international activity with her/him.
- You cooperate with international organisation that helps people from various countries.
- You are learning totally new language for you when doing a project (the language that you have never learnt).
- When doing your project, you are using a foreign language to communicate.
- Your activity shows that education does not have borders.
- You are engaged with a global issue at local, national or international level.
- Using English is NOT meeting this outcome.
- Using Polish if you are Polish person is NOT meeting this outcome.
- Doing a project for or with our international school community is NOT meeting this outcome.

7. consider the ethical implications of your actions

- You understand how your actions affected yourself, the community or environment.
- You understand that the reason for this activity is to help of community/people/person in a real need.
- You consider in ethical way what you did properly in this activity and what you did not.

Based on: *Further guidance for developing MYP Service as Action. Reference excerpt—MYP: From principles into practice (2014)*, International Baccalaureate; *Service as Action in the MYP in different modes of teaching and learning* (2020), International Baccalaureate.

Have you learnt a <u>new</u> skill when challenged when doing your project? Here you have some examples of possibly <u>new</u> skills:

- writing skills
- critical thinking
- being a leader
- negotiating ideas and knowledge
- finding the proper correct information
- taking effective notes during meetings
- using "social media networks appropriately to build and develop relationships"
- Delegating and sharing "responsibility for decision-making"
- Managing and resolving conflict
- Listening "actively to other perspectives and ideas"
- Encouraging "others to contribute"
- Practising "strategies to overcome impulsiveness and anger"
- Practising "strategies to prevent and eliminate bullying"
- Practising "strategies to reduce stress and anxiety"
- Considering "ideas from multiple perspectives"

Based on: ATL list on Managebac.com.

Some examples of strengths or areas for development that you can <u>discover</u> when doing your project:

- time management
- planning, organizing your work
- controlling emotions
- planning teamwork, dividing responsibilities when working with friends
- looking for solutions with your team members

- concentration
- easy to be distracted by different things (a phone, games, music, a computer, the Internet, animals etc.)
- being trustworthy or not
- being a leader or not
- being courageous or not
- being confident or not
- being persistent or not
- having empathy

"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.

ISoB students are expected to meet all of the learning outcomes for SA during whole education in MYP. Remember that during five years (MYP1-MYP5), 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 throughout 5 years should meet all seven learning outcomes. If you are a newcomer to G10 with no IB experience, you are expected to meet at least 3 learning outcomes.

Requirements according to the grade

Recommended learning outcomes for each grade

The table below is our school's suggestion for students what outcomes they should meet in specific grades. **The pupil needs to meet all of the learning outcomes over the course of the Middle Years Programme but she/he does not need to meet all of them within a given year.**

The choice below is based on our observations on how students reflect on their projects. In the table the outcomes are located according to students' age and if pupils follow the suggested path - year by year it will be easier for them to complete the requirements at the end of MYP.

Every time we recommend that students should analyse their projects according to possible learning outcomes which they could meet. The analysis can be conducted also right after completing the project. It means that students are very welcome to meet more outcomes during one school year than described below. Meeting other learning outcomes than described here will not be treated as a mistake.

Learning outcomes ”dedicated” to each MYP grade:

Grade 6	undertaking challenges that develop new skills working collaboratively with others
Grade 7	discussing, evaluating and planning activity initiated by you
Grade 8	becoming more aware of student's own strengths and areas for growth perseverance in action
Grade 9	develop international mindedness through global engagement, multilingualism and intercultural understanding considering the ethical implications of your actions
Grade 10	developing international mindedness through global engagement, multilingualism and intercultural understanding considering the ethical implications of your actions

The older you are, the more developed project you should do.

For example, good ideas for grade 6 are: reading stories to younger children in a local kindergarten or creating handmade greeting cards for elderly residents in the community.

In G7, you could organize regular reading sessions for a group of younger students and teach them basic crafts, or help organize activities during community events for elderly residents.

In G8, you could establish a peer tutoring program for younger students struggling with specific subjects. What's more, you can create promotional materials or organize presentations to encourage other students to join. In Grade 8, simply helping during one community event isn't sufficient. You should organize structured activities like art workshops or educational presentations for community centers.

In G9 you could not only tutor younger students but also train other tutors and create learning materials. G9 students could organize workshops teaching basic computer skills to community members at local libraries or community centers.

G10 students can establish a comprehensive mentorship program connecting high school students with elementary schools and involve parents and teachers in the initiative. They can organize community events bringing different generations together, such as intergenerational cooking classes or storytelling festivals at community centers, and create a documentation project preserving local community stories.

Above projects are just ideas to illustrate how a given project "grows" in complexity the older the students doing it. What's also important, each student should organize a project that meets her/his interests.

How many activities in your grade?

Year 1 students (grade 6):

- one Service as Action experience (done individually, in a group or pair).

Year 2 students (grade 7):

- one Service as Action experience (done individually, in a group or pair).

Year 3 students (grade 8):

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

Year 4 students (grade 9):

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

Year 5 students (grade 10):

- one Service as Action experience (done individually, in a group or pair).

Frequently asked questions

Why do I need to do Service as Action?

- To further develop as IB learner,
- To demonstrate you are caring and principled member 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 your responsibilities within it,
- To demonstrate you learned and apply the attributes of the learner profile,
- Service as Action is a requirement to graduate from the MYP.

Will service as action help me in any sense? If so in what way?

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 into making a difference in the world. Also, through your participation in service, you can become more confident and self-regulated learner. You build authentic connections between what you learn in the classroom and what you encounter in the community.

- Service connected to classroom learning (service-learning project) gives you the opportunity to apply concepts, skills and knowledge.
- You grow in confidence and responsibility.
- You become a more confident, self-regulated learner.

I don't have any idea for my SA experience. What should I do?

Choose service activities that you are really interested in and concerned about. Consider the needs of your school, neighbourhood, state and world communities. Find ways to make a real difference in the lives of the people and environment around you. You can use also consult the list of ideas for SA prepared by the school.
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?

Do I need any supervisor?

Yes. Choose a supervisor who will guide you through your activity - a teacher, an older student from grades 10-12, another adult person from outside the school. Students from the same grade cannot be supervisors for one another. Supervisor should observe you when you do your project, but it is not necessary for her/him to stay with you all the time. You need to do your experience being under supervision of your guardians or parents, or teacher if you are in school at that time. After that you can show results of your work and tell your reflections to your supervisor. **It is forbidden to ask any person to be your supervisor after finishing your SA activity. In other words, an adult's supervision does not work backwards.**

What should I ask my supervisor for?

You need to remember that you should discuss with your supervisor: your idea, a plan of the project (with learning outcomes included) and later your reflections (also with your learning outcomes). If your mentor is your teacher (this is recommended situation), she/he needs to comment your project in ManageBac. If she/he is not, should complete the form located at the end of this document.

Can one of my family members be my supervisor?

Your family members may only act as your supervisor if they are acting in a role other than your family member (e.g. as an employer in a company).

When an activity which I want to undertake becomes service?

Service as Action is not a homework assignment or presentation that you do during a lesson. It is something that you do beyond the school lessons. The SA project can be related to a topic that you do on specific subject, can be inspired by a teacher but it can and, in fact, it should be your idea and your own initiative.

Your experience becomes service...

- When your action helps someone – one person or a community.
- When you meet at least one learning outcome in one Service as Action experience. You need to meet all learning outcomes during MYP.
- When your action helps you in growing up and developing self-management ATL skills.
- When you complete the required documentation in ManageBac and upload a photo or scan of the "Observation Form" completed by your supervisor to the Service as Action section in ManageBac. Instead of completing "Observation form" a teacher who plays a role of your mentor, can write a comment about your work in a **message board** on ManageBac.
- When you write a concise reflection after (and also during) your action. It needs to contain explanation how you met each planned learning outcome. Don't worry if you did not meet a learning outcome which you have planned before. You need to explain what happened that it did not work and you need to meet this outcome in another project.

"This action will be different from student to student and from context to context. The action may involve students in:

- feeling empathy towards others
- making small-scale changes to their behaviour
- undertaking larger and more significant projects

- acting on their own
- acting collaboratively
- taking physical action
- suggesting modifications to an existing system to the benefit of all involved
- lobbying people in more influential positions to act".

From principles into practice (2014), International Baccalaureate.

Does my service activity need to be associated with curriculum from lessons like a specific MYP unit?

It can be associated but it is not a requirement. 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)

What is the minimum number of people in the group doing a project?

Individual project means that you or your supervisor plan your future action that later you complete. Group action can be a pair, small-group, classroom, school-wide and community-focused service. More information can be found in *Requirements according to grade...*
You can do the experience on your own or as a group.

If you are going to do a project on your own, you need to answer these questions when writing a plan:
- What do you plan to do – step by step?
- What learning outcomes you plan to meet and how you plan to do that?
- 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, except answering questions above:
- 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, i.e.: 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.

Should my project be local, or I can help someone from another country?

It can overlap local and global communities.

"If students are planning a service experience with global emphasis, it is highly recommended they consider ways to include and integrate local action. Students can also consider extending local actions to global impact through partnerships with students in other cities and towns, countries and continents. Technology affords a myriad of opportunities for networking, sharing of initiatives, partnerships and impact".

From principles into practice (2014), International Baccalaureate.

Can my SA be done during a lesson or lessons?

Your service activity **cannot be done during scheduled lessons** (but during the breaks between lessons it is possible) but it can be a part of a bigger service learning project run by a subject teacher. It means that if you are learning with a teacher by helping but everything you do happens during lessons - it is not enough to treat that as your SA experience. However, if you take part in that project and additionally you do many things more to broaden the teacher's project, then it can be treated as your service activity. It is recommended for students to consult teachers about their ideas for service-learning projects.

Is it good if I only join the group which does a SA project?

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 – even if you join a group you need to work hard.

My idea of SA activity is to raise money or other goods for a good purpose. Can I do this?

Yes. You need to follow these rules:

1. You need to very clearly specify what is the purpose of your fundraising/collecting goods and how exactly you are going to pass it to the institution or person in need. Your supervisor needs to agree to that idea – the same as for your other SA activities. Write this in your plan.
2. You need to get a permission for this activity from the School Principal and your guardians (parents). You need to describe to the School Principal all the data from the 1. point – the purpose, way of passing funds/goods, who is your supervisor.
3. <u>According to the Polish law you can collect money only in a school building and school area, in your fundraising only students can take part and only they can give money</u>.
4. You cannot take any money collected during your SA activity. ALL collected money needs to be given for the purpose which was planned at the beginning of the activity.
5. Remember that fundraising is not enough. You need to be engaged in the problem.

Other students took the idea that I created, and they treat it as their SA project. What should I do?

You should be proud of your good idea! It means that other people share your empathy and agree that this thing can be an important area to make a difference. This is a great occasion to cooperate with these students! You can always do two separate projects with the same purpose if it still answers the need.

What should I do on ManageBac?

ManageBac is the only place which is accepted by International School of Bydgoszcz for planning your SA and writing concise reflections about your Service as Action experience. You need to start your SA activity from writing about your idea on ManageBac website.

When you have an idea for SA activity, you need to:

- Click "IB Manager".

- Click "Add SA Activity" or "Add Service Activity".

- Complete boxes:

"Activity Name" (here you should name your activity and specify whether it is an individual or group activity – e.g. "Campaign for a country in poverty – group activity").

"Location" - if your experience happens in school you need to click: "in-School", in other way you need to choose: "Out-of-School".

"Service as Action" – check this box.

"Start date" - the date when you start your project in practice.

"End date" - the last day of your experience. It is the best time to write your concise reflection because of fresh memory.

"Supervisor Name" - your supervisor name and last name.

"Supervisor Title" - for example: teacher, Ms, Mr.

"Supervisor E-mail" - your supervisor's e-mail address. If you do not write supervisor's contact number, you need to complete this box.

"Supervisor Contact Number" - it is not required, unless you do not give your supervisor's e-mail address.

"Description and Goals" - here you write a plan of your Service as Action experience – what you plan to do first and what comes later. It can be described in points. Also, you need to write very briefly what learning

outcomes you choose and why those specific ones. To do this, always read the table "MYP learning outcomes for service" in this document.

"Organisation" - here you write an organisation name which you cooperate with in your activity, e.g. "Unicef" or "Szlachetna Paczka". If your project does not involve collaboration with any organization, leave this field blank in the form.

"Activity Aim" – here you explain why you are doing this activity and what you aim to accomplish.

"Please select your target learning outcomes:" - here you need to mark only the learning outcomes that you have described in the 'Description and Goals' box.

- Click "Add SA Activity".

- You can write on "Message Board" if you want to tell something to SA Coordinator what is related to your activity.

- Click "Add Reflections and Evidence" to write "Journal" (your concise reflection needs to contain explanation how you met each planned learning outcome). Your reflection can be completed by your artwork which you can put in the sections: "Website", "Video", "Photos" and "File".

- In the "Photos" section, you should include photos that prove that you worked on this project.

- Click "Add New Entry" to save your data.

Observation form. What is it and what should I do with this document?

When you do your Service as Action activity, remember about the document "Service as Action Observation Form" which you can find at the bottom of this document. Your supervisor 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 upload it to Managebac once completed.

Instead of completing "Observation form" a teacher who plays a role of your supervisor, can write a comment about your work in a **message board** on ManageBac.

My supervisor or SA Coordinator did not accept one/some of my learning outcomes.

It can happen if you do not follow the explanation of the learning outcomes in this document. Your supervisor can remove them from your project, and you are required to prepare another project which meets the learning outcome(s) which hasn't been accepted before.

When do I need to complete the required activities?

You need to follow the semester and school year deadlines given by the SA Coordinator which are announced at the beginning of the year. After the deadlines the SA Coordinator can refuse to accept projects described in ManageBac or any brought document.

What should I write in the reflection about my Service as Action?

Write a meaningful concise reflection on your growth over time during and after your Service as Action project and publish that on ManageBac. It needs to contain explanation how you met each planned learning outcome. It is good if you write what gave you satisfaction in this project, what you learnt and what taught skills you used (more options are described below). Your reflection can be completed by your artwork – painting, singing, blog website, photographs, video of your speech or drama, journal, other files reporting your activities - forms, applications, letters, flyers. It will be an evidence of your activity. Also, you should record them and your reflections on your private computer hard disk. These files will be useful in G10 when you present your development through Service as Action.

Based on: *From principles into practice (2014)*, International Baccalaureate.

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

- What did I do to achieve the learning outcomes I selected? (obligatory)
- 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?
- Was my activity 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?

What are the consequences of omitting SA activities?

The student's end-of-year school report includes a section related to Service as Action, which shows a grade for the level of their chosen volunteer projects and the quality of their performance. If a student doesn't complete at least one of the projects, this will also be noted on the report.

One of the requirements for receiving a very good or excellent behaviour grade is the completion and documentation of the required number of Service as Action projects during a school year on ManageBac on time.

I have joined the school community when the school year was in process. What should I do?

The SA Coordinator, School Principal or MYP Coordinator has a right to decide how many projects a newcomer should do.

Final Completion of Service as Action in Grade 10

One of the conditions for being promoted to the Diploma Programme is completion of Service as Action.

By the end of Grade 10, you should ensure that throughout your education in the Middle Years Programme you have achieved all the Service as Action learning outcomes. This will be reflected in your final report at the end of the school year.

This year, your task is not only to complete the required number of Service as Action projects, but also to share your experiences connected with this activity.

You may prepare a stand (for example, a small exhibition with posters, photographs, objects, and other evidence) or create a multimedia presentation showcasing your Service as Action achievements across your years in the International Baccalaureate Programme, and explaining the learning outcomes you have achieved. You should be ready to explain **all 7 Service as Action learning outcomes** through your experiences. Your audience will include your schoolmates (especially from Grades 6–9), teachers, parents, and other guests.

The SA Coordinator will inform you about the date, timeframe, and venue for fulfilling this requirement, as well as provide specific deadlines. Failure to prepare the exhibition or presentation will result in a negative comment in ManageBac and may lead to a lowered behaviour grade.

In the case of adverse circumstances (e.g., illness), you will present your Service as Action experience at a time determined by the SA Coordinator.

Helpful tick list to do a single Service as Action activity

(for a student)

☐ 1. I have an idea for my Service as Action activity.

☐ 2. I read the table with learning outcomes that is in the ''Handbook for Service as Action International School of Bydgoszcz. Learning expectations for service 2026/2027''.

☐ 3. I chose learning outcomes that I can meet during this activity.

☐ 4. I found a SA supervisor. It is recommended to choose a teacher for this role.

☐ 5. I discussed my idea and learning outcomes with my supervisor.

☐ 6. I got the permission for my activity from the school principal (if my activity includes collecting money, other goods or selling something).

☐ 7. I wrote a plan of my activity and I uploaded it to ManageBac.

☐ 8. The title of my project includes word „individual” or „team work”.

☐ 9. I showed the plan to my supervisor.

☐ 10. I gave an observation form to my supervisor. Or: If my supervisor is my teacher I asked her/him if she/he can write a comment about my work in a **message board** on ManageBac.

☐ 11. I did my project. If it took a couple of days, during the activity I was writing short reflections on Managebac ongoingly.

☐ 12. I wrote final reflections which include explanations – what I did to meet each of the planned learning outcomes.

☐ 13. I uploaded photos, videos and other files on ManageBac to evidence my project.

☐ 14. I showed results of my project to my supervisor (photos, video, other files or products).

☐ 15. I asked my supervisor to hand me completed observation form. Or: if my supervisor is my school teacher, I asked her/him to write a comment about my work in a **message board** on ManageBac.

☐ 16. I uploaded the scan/photo of observation form to ManageBac. Or: I checked my supervisor's message in ManageBac.

In the page below you can find the Service as Action Observation Form – the document which needs to be completed by your mentor only if she/he is not the teacher from ISOB. Our teachers can write a comment about your work in a message board on ManageBac instead of using this document.

Service as Action Observation Form (2 pages)

Date: _____ Name of student: _____ Grade: _____

Supervisor - person observing the student during the activity:

Name and last name: _____

Email contact: _____ or 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) of participation: _____

Following the entry into force of Regulation (EU) 2016/679 of the European Parliament and of the Council of 27th April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (hereinafter referred to as "RODO"), we hereby inform that we process your personal data based on the following principles. The Administrator of personal data is International School of Bydgoszcz (address: Bośniacka 3 street, 85-162 Bydgoszcz, telephone: +48 512 727 623, +48 512 727 635, e-mail: office@isob.ukw.edu.pl, www: https://isob.ukw.edu.pl). With regard to your personal data, decisions will not be taken in an automated manner. We process personal data of person who is a guardian/carer (called: supervisor) of a student who is doing the required school projects in purpose of confirming the authenticity of the student's report about the projects. Your data can be kept in the Internet database ManageBac (which is digital class register), in school paper and electronic databases (scans). Your data can be used to contact with you to confirm what the student did during the activity.

Information for supervisor

Congratulations! You were chosen as a supervisor of student's SA action. Thank you that you agreed to help the student in this project. Thanks to you the student can develop the IB learner profile and be a better person. Please, read the rules given below to help the student in a manner required by a school policy. You can read the Handbook for Service as Action which is published on the school's website as well to broaden knowledge about SA.

Please, do not complete this document if:

- the student did not come to you with an idea for a project before starting it,
- you did not see any part of the student's work (in direct observation, photos or movies),
- the student(s) ask(s) you to complete the form and to put your signature after the completed action if you hadn't had a chance to contribute in planning or discussing the SA experience.
- you are the student's family member (then you cannot be the supervisor) – unless you are acting in a role other than a family member – for example: you are a worker in the organisation where the student does the activity.

Another information important for supervisor:

1. The supervisor should observe the student when she/he does the project, but it is not necessary for the supervisor to stay with the student all the time. The student needs to do his/her experience being under supervision of the student's guardians or parents, or a teacher if she/he is in the school at that time. After that the student can show the results of her/his work and tell reflections to the supervisor. It is forbidden to ask any person to be a supervisor after finishing SA activity.
2. The service activity cannot be done during scheduled lessons. It does not count breaks between lessons.
3. The student needs to plan in the activity what *learning outcomes* she/he wants to meet. The supervisor can read all possible *learning outcomes* in the table below. Please check whether chosen *learning outcomes* fit the idea for activity. You can tell the student to change his *learning outcomes*. The student needs to meet at least one learning outcome in a single Service as Action activity.
4. If the student wants to raise money/collect goods in her/his activity, she/he needs to clearly specify what the purpose of fundraising/collecting goods is and how exactly the student is going to pass it to the institution or person in need. It needs to be described in the student's plan. You, as a supervisor, need to agree for that idea. The student needs to get permission for this activity from the School Principal. According to Polish law, students can collect money only in a school building and school area, only students can take part in fundraising and only they can give money. Students cannot take any money from those collected during SA activity. ALL collected money needs to be given for the purpose which was planned on the beginning of the activity. If you or the student want(s) to broaden the fundraising beyond school, ask for help school the SA Coordinator – there will be other requirements for that.
5. If you have access to ManageBac (teachers and parents), you can control and comment the way how student describe the Service as Action activity.

Please, read the form very carefully and complete it according to what the student did. Based on this, the student is meeting the *learning outcomes*. Moreover, the student needs to be able to explain what he/she did in the action to meet the outcomes.

Please, put your signature if you have read the above text. It will ensure the school that the student's SA activity was conducted properly. Thank you very much for your support!

_____

Supervisor's signature

Names of *learning outcomes* in Service as Action	**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):**
Becoming more aware of student's own strengths and areas for growth.	□ Student has learnt something **new** about herself/himself – that she/he is good in something or that she/he needs to work on specific skill/character trait more.
Undertaking challenges that develop new skills.	□ During the activity student developed **new** skill for her/him – if yes, write what was that skill: _____ □ Student faced challenges when completing a task. _____
Discussing, evaluating and planning student-initiated activity.	□ Student initiated the activity – she/he came with the idea for the experience to supervisor or/and gathered members of his group for this project. □ Student took part in discussion about the activity before, during planning it or when it was necessary to evaluate it. □ Student did an evaluation of the project – she/he saw that something had to be changed and later modified a plan of the activity when it was going on. □ Student did an evaluation of the project – she/he wrote a reflection after an activity what she/he would change next time in case of doing the same experience once again. □ Student played a very **active** role when planning the activity.
Perseverance in action.	□ Student was persistent in her/his action, disregarding difficulties, obstacles, or discouragement. □ Student's activity took ____ hours (write how many hours, where "hour" is 60 minutes).
Working collaboratively with others.	□ Student was working in a team or pair on the project. They shared responsibilities and helped each other to achieve activity's purpose.
Developing international mindedness through global engagement, multilingualism and intercultural understanding.	□ The project has a global range. □ Student shows what activities similar to her/his look like in other countries. □ Student can show that her/his project influences also other country/ies. □ The activity teaches somehow others about another culture/country (e.g. music, literature, theatre, architecture, clothes, lifestyle, history) or problems around the world. □ Student is in touch with a student studying in another country who does similar project in her/his school or you are doing with her/him an international activity. □ Student cooperates with an international organisation helping people from various countries. □ Student is learning totally new language for her/him when doing a project (the language that she/he have never learnt). □ When doing the project student uses a foreign language to communicate. □ Student's activity shows that education does not have borders. □ Student is engaged with a global issue at local, national or international level.
Considering the ethical implications of student's actions.	□ Student explained to you that the reason for her/him to do this activity was to help in a real need of community/people/person. Student shows understanding of this need. □ Student considered what she/he did properly in ethical way in this activity and what she/he did not. □ Student explained how her/his actions affected him/her, the community or environment.

If you want, you can comment on the student's attitude, initiative and effort:

_____

_____

_____
Supervisor's signature

Students should upload this completed form in the appropriate section on ManageBac.
Your Service as Action experience will not be credited without this form.

Arkusz obserwacji wolontariatu „Service as Action" (2 strony)

Data: _____ Imię i nazwisko ucznia: _____ Klasa: _____

Mentor – osoba obserwująca ucznia w czasie projektu:

Imię i nazwisko: _____

E-mail: _____ lub numer telefonu: _____

Nazwa organizatora lub organizacji: _____

Obserwowałem/am wyżej opisanego ucznia w czasie projektu:

Nazwa/typ projektu: _____

Termin realizacji projektu: _____

Zgodnie z art. 13 ust. 1 i 2 rozporządzenia Parlamentu Europejskiego i Rady (UE) 2016/679 z dnia 27 kwietnia 2016 r. w sprawie ochrony osób fizycznych w związku z przetwarzaniem danych osobowych i w sprawie swobodnego przepływu takich danych oraz uchylenia dyrektywy 95/46/WE (ogólne rozporządzenie o ochronie danych) (Dz. Urz. UE L 119 z 04.05.2016, str. 1), dalej „RODO", informuję, że administratorem Pani/Pana danych osobowych jest International School of Bydgoszcz (ul. Bośniacka 3, 85-162 Bydgoszcz, tel. +48 512 727 623, +48 512 727 635, e-mail: office@isob.ukw.edu.pl, www: https://isob.ukw.edu.pl). W odniesieniu do Pani/Pana danych osobowych decyzje nie będą podejmowane w sposób zautomatyzowany. Przetwarzamy dane osobowe opiekuna (mentora) projektu by potwierdzić prawdziwość przekazanych przez ucznia informacji. Pani/Pana dane będą przechowywane w dzienniku elektronicznym ManageBac, w formie papierowej (niniejszy dokument) i jego skanu (baza elektroniczna). Pani/Pana dane mogą zostać wykorzystane w celu skontaktowania się i potwierdzenia czynności, których podjął się uczeń.

Informacja dla mentora

Gratulujemy! Został(a) Pan(i) wybrany(a) na mentora projektu wolontariackiego Service as Action (SA). Dziękujemy, że zgodził(a) się Pan(i) pomóc uczniowi w tym wyzwaniu. Dzięki Panu/i uczeń może rozwinąć w sobie cechy ucznia IB i stawać się coraz lepszą osobą. Prosimy o przeczytanie poniższych reguł, by móc wspierać ucznia w sposób odpowiadający szkolnym zasadom. Może Pan(i) przeczytać również podręcznik dot. SA (Handbook for Service as Action), który jest dostępny na szkolnej stronie internetowej, by dowiedzieć się więcej na ten temat.

Prosimy nie uzupełniać tego dokumentu, jeśli:

- uczeń nie przyszedł do Pani/a z pomysłem na projekt przed jego rozpoczęciem,
- w ogóle nie obserwował(a) Pan(i) projektu (bezpośrednio, poprzez fotografie lub filmy),
- uczeń poprosił Panią/a o wypełnienie tego formularza i złożenie podpisu po ukończeniu projektu, przy czym wcześniej nie miał(a) Pan(i) możliwości wpływu na planowanie jego działań lub ich omówienia,
- jest Pan(i) członkiem rodziny tego ucznia (wtedy nie może być Pan(i) mentorem tej osoby) – chyba że pełni Pan(i) zarazem inną rolę – np. jest Pan(i) pracownikiem organizacji, w której uczeń realizuje swój projekt.

Ważne informacje dla mentora ucznia:

1. Mentor powinien obserwować ucznia w czasie realizacji projektu, ale nie jest to konieczne przez cały czas trwania wolontariatu (uczeń pozostaje pod nadzorem rodzica / opiekuna prawnego lub nauczyciela, jeśli jest w tym czasie w szkole). Uczeń może rozliczyć swoją pracę z mentorem, pokazując dowody i relacjonując wyniki. Uczniom nie wolno prosić o objęcie projektu opieką dopiero po jego wykonaniu.
2. Nie można realizować projektów SA w czasie lekcji. Nie dotyczy to przerw między lekcjami.
3. Uczeń musi zaplanować, jakie *efekty uczenia się* (*learning outcomes*) chce osiągnąć w projekcie SA. Mentor może zapoznać się ze wszystkimi możliwymi *efektami uczenia się* w poniższej tabeli. Prosimy o sprawdzenie, czy wybrane przez ucznia *efekty uczenia się* są możliwe do osiągnięcia w jego projekcie. Można zaproponować podopiecznemu ich zmianę na bardziej odpowiednie. Uczeń musi osiągnąć co najmniej jeden *efekt uczenia się* w trakcie pojedynczego projektu Service as Action.
4. Uczeń chcący zorganizować zbiórkę pieniędzy lub jakichkolwiek dóbr, musi jasno określić w swoim planie cel ich pozyskania oraz sposób przekazania wybranej instytucji lub osobie potrzebującej. Mentor podejmuje wstępną decyzję, czy taka zbiórka może się odbyć. Finalnego pozwolenia udziela Dyrektora szkoły. Uczniowie prowadzą zbiórkę tylko w budynku i na terenie szkoły, w zbieraniu funduszy mogą brać udział wyłącznie uczniowie i tylko oni mogą przekazywać pieniądze. WSZYSTKIE zebrane środki należy przekazać na cel zaplanowany na początku akcji. Uczniowie **nie mogą** pobierać żadnych pieniędzy na własny użytek (np. w ramach rekompensaty za poniesione wydatki) od tych zebranych podczas projektu SA. Jeśli Pan(i) lub uczeń pragną poszerzyć teren objęty zbiórką, prosimy o zgłoszenie się do osoby odpowiedzialnej za SA w IsoB.
5. Jeśli ma Pan(i) dostęp do dziennika ManageBac (jest Pan(i) nauczycielem lub rodzicem), może Pan(i) sprawdzać przygotowany przez ucznia opis projektu i jego regularne wnioski.

Prosimy bardzo uważnie przeczytać poniższy formularz i wypełnić go zgodnie z tym, co zrobił uczeń. Na tej podstawie zaliczone zostają tzw. *efekty uczenia się* (*learning outcomes*). Ponadto uczeń musi samodzielnie wyjaśnić, co zrobił w ramach projektu, by je osiągnąć.

Prosimy o Pana(i) podpis, jeśli przeczytał(a) Pan(i) powyższy tekst. Dzięki temu możemy być pewni, że projekt SA będzie wykonany zgodnie ze szkolnymi wymaganiami. Bardzo dziękujemy za Pana/i wsparcie!

_____

Podpis mentora

Nazwy *efektów uczenia się* Service as Action	**Proszę zaznaczyć tylko te punkty, które były faktycznie widoczne w działaniach ucznia (od uczniów nie oczekuje się spełnienia wszystkich poniższych wymagań w pojedynczym projekcie):**
Uświadomienie sobie swoich mocnych stron i obszarów wymagających rozwoju.	□ Uczeń nauczył się czegoś **nowego** o sobie – dowiedział się, że jest w czymś dobry lub że musi więcej pracować nad określoną umiejętnością / cechą charakteru.
Podejmowanie wyzwań rozwijających nowe umiejętności.	□ Podczas zadania uczeń rozwinął **nową** dla siebie umiejętność - jeśli tak, proszę ją opisać: _____ _____
Omawianie, ewaluacja i planowanie działań zainicjowanych przez ucznia.	□ Uczeń zainicjował swój projekt – przyszedł ze swoim pomysłem na projekt do mentora lub samodzielnie zebrał zespół do tego projektu. □ Uczeń brał aktywny udział w omawianiu projektu - przed jego rozpoczęciem, podczas jego planowania lub ewaluacji (jeśli była konieczna). □ Uczeń dokonał ewaluacji projektu - zauważył, że coś musi zostać zmienione, a następnie zmodyfikował plan działania w trakcie jego trwania. □ Uczeń dokonał ewaluacji projektu - po jego zakończeniu napisał refleksję, w której ujął, co by zmienił, gdyby miał go realizować ponownie. □ Uczeń odegrał **aktywną** rolę podczas planowania zadań projektu.
Wytrwałość w działaniu.	□ Uczeń wykazał się wytrwałością i realizował projekt mimo trudności, przeszkód lub zniechęcenia. □ Projekt ucznia zajął ___ godzin (proszę podać liczbę godzin, przy czym „godzina” oznacza 60 minut).
Współpraca z innymi.	□ Uczeń pracował nad projektem w zespole. Członkowie zespołu dzielili się obowiązkami i pomagali sobie nawzajem w osiągnięciu celu.
Rozwijanie nastawienia międzynarodowego poprzez globalne zaangażowanie, wielojęzyczność i podejście wielokulturowe.	□ Projekt ma zasięg globalny. □ Uczeń pokazuje, jak wyglądają działania podobne do jego projektu w innych krajach. □ Uczeń wykazuje, że jego projekt ma wpływ także na inne kraje. □ Projekt pozwala innym dowiedzieć się czegoś na temat obcej kultury / obcego kraju (np. dotyczy muzyki, literatury, teatru, architektury, ubrań, stylu życia, historii) lub poznać problemy obecne na całym świecie. □ Uczeń w trakcie projektu pozostaje w kontakcie z kolegą uczącym się w innym kraju, który realizuje podobny projekt w swojej szkole lub wspólnie realizują pomysł o międzynarodowym zakresie. □ Uczeń współpracuje z międzynarodową organizacją pomagającą ludziom z różnych krajów. □ Uczeń podczas realizacji projektu uczy się zupełnie nowego dla siebie języka obcego. □ Podczas realizacji projektu uczeń używa w komunikacji języka obcego. □ Projekt ucznia pokazuje, że edukacja nie ma granic. □ Uczeń jest zaangażowany w globalny problem na poziomie lokalnym, krajowym lub międzynarodowym.
Uwzględnianie etycznych konsekwencji działań ucznia.	□ Uczeń wyjaśnił Pani/u, że powodem realizowania jego projektu jest rzeczywista potrzeba społeczności/osób/osoby. Uczeń wykazuje zrozumienie tej potrzeby. □ Uczeń przeanalizował, co udało mu się zrobić w projekcie w sposób etyczny, a co mogło mieć charakter nieetyczny.

Poniżej może Pan(i) skomentować postawę, inicjatywę i wysiłek ucznia:

_____

_____
Podpis mentora

Uczeń ma zamieścić ten uzupełniony formularz w odpowiedniej sekcji w ManageBacu.
Projekt Service as Action nie zostanie uznany bez tego formularza.