

SKAGERAK

INTERNATIONAL SCHOOL



MYP Service as Action

A handbook for MYP students and their families

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The best way to find yourself is to lose yourself in the service of others.

Mahatma Gandhi

A 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 Skagerak International School require that IB MYP students complete a set number activities over the course of the academic year in the area of service to the community. This important requirement fosters 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

Year level	Long Term/Ongoing	Short Term	Evidence of leadership
MY1	1	1	
MY2 & MY3	1	2	optional
MY4 & MY5	1	2	required

- ✓ The figures above are the minimum requirements for Action & Service
- ✓ Long term relates to a project that requires more than 10 hours.
- ✓ MY4 /MY5 students are expected to take part in at least 1 ongoing long term project
- ✓ All students must show evidence of service for each semester in the year.

B SA Philosophy and Aims

Service activities should evolve beyond doing for others to 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 links 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 2015)

C Service as action: the progression through the IB continuum

The service as action continuum could be summarized by the following diagram.

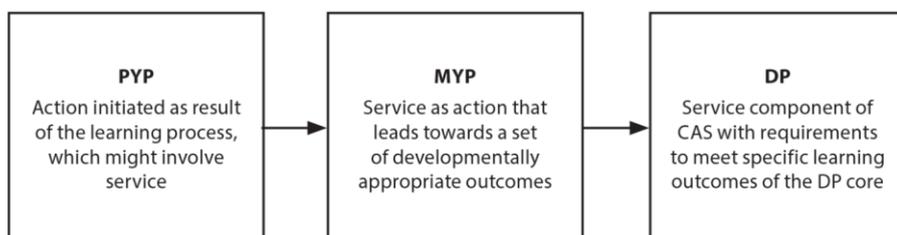


Figure 1: From Principles into Practice. IBO, 2014

D 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:

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

Before taking on a service project or activity, students should consider whether it will achieve the outcomes above. At least three (3), and hopefully all seven (7), of these learning outcomes must be achieved through activities to successfully complete the IB SA requirement each year.

See **Appendix A for the Student Continuum of Service Outcomes**

E SA Activity ideas

In School	Local	National/ International
<ul style="list-style-type: none"> • Organise a celebration or school event (UN Day, Mother tongue day, trivia night) • Peer Tutoring • Student Council • Organize a school dagnad • Helping at school events • SFO assistants • Organize or participate in a student organization • Run an after-school club (sport or language etc.) • Become a sports convenor for the Middle School (table tennis, foosball, football) • Library assistant • School improvement projects (Art Club) • Start an environmental initiative at school • Anti-bullying campaigns 	<ul style="list-style-type: none"> • Volunteer locally • Become an assistant coach for younger players in a sports club • Helping neighbours • Visit nursing homes • Church projects • Silver Surfers • Organize a food or clothing drive • Teach a language • Organize a Loppemarked • Natur og Ungdom • Animal rescue • Local library 	<ul style="list-style-type: none"> • Fundraise for an organization: <ul style="list-style-type: none"> • Mercy Ships • Doctors without Borders • Kreftforeningen • FAVL • Organize an event for an international day- e.g. Earth Day • Movember fundraising (to support male health) • Create a global campaign • Participate in an international organization (Red Cross, Amnesty International, Care, Oxfam, Norwegian Refugee Council, etc.) • MUN • Organize garbage / beach clean-ups • Recycling programs • Volunteer at cultural events

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 or is undertaken as part of student work weeks (MY4).
- Joining a sports team as a participant (vs leader).
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.

F Procedures

Students should follow the procedures outlined below:

1. Plan a service activity:

Whilst the Service Coordinator 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 fulfil the outcomes listed previously in Section D. Activities are not limited to those organised by individuals within the community. Students should be able to demonstrate leadership beginning in MY2 by planning their own service activities or projects. All student initiated activities should be approved by the MYP Coordinator or Service Coordinator.

2. Join or create the activity/project:

Class contact teachers act as supervisors to all middle school students. Contact time will be allocated for students to update their SA reflection section on ManageBac. Students will spend this time either joining an existing group as a member or forming a group as a leader.

3. 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 gain evidence along the way: pictures, video or files can all act as good pieces to include in your SA portfolio. Students should be recording which of the 7 Learning Outcomes each activity addresses and write any important notes that will allow them to better reflect at the end of each semester.

4. 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,

5. 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 MY5 students.

E 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

F 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, 2015

Appendix A: MYP Learning Outcomes for Service

At Skagerak International School, we encourage our middle school students to ‘...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. 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. Through responsible action, tightly connected with sustained inquiry and critical reflection, young people and adults can develop the kinds of attributes described by the learner profile that are essential for success in future academic pursuits and for adult life.’ (*From principles into practise, IBO, 2014*)

Learning outcomes (student competencies) for action as service are considered in terms of:

- Awareness of purpose
- Involvement in action
- Reflection

	Learning outcomes	Emerging (MY1)	Developing (MY2+3)	Consolidating (MY4+Y11)	Excelling (DP1+2)
Reflection	1. Identify own strengths and develop areas for growth (challenge).	<p>The student:</p> <ul style="list-style-type: none"> • identifies their own strengths and limitations. • sets goals for improvement. • considers the connection between topics learned in classes and action as service activities. 	<p>The student:</p> <ul style="list-style-type: none"> • describes their own strengths and areas for growth. • sets goals for improvement or exploration. • identifies the transferrable skills/knowledge from topics learned and meaningful actions performed. 	<p>The student:</p> <ul style="list-style-type: none"> • evaluates their own strengths and seek to further develop them to enhance the impact of their participation. • critically reflects on their areas for growth and develops meaningful strategies for improving these. • examines the transferrable skills/knowledge from topics learned and meaningful actions performed. • uses global contexts to help frame their discussions. 	<p>The student:</p> <ul style="list-style-type: none"> • is aware of own strengths and weaknesses • is open to improvement and growth opportunities • is able to propose activities according to own interests and talents • is willing to participate in different activities • is able to undertake a thoughtful self-evaluation • is able to see themselves as individuals with various abilities and skills, some more developed than others.
	2. Demonstrate that challenges have been undertaken, developing new skills in the process (new skills).	<p>The student:</p> <ul style="list-style-type: none"> • connects learner profile attributes or general ATL skills to their relative success and participation in service activities. 	<p>The student:</p> <ul style="list-style-type: none"> • identifies opportunities to accept challenges to develop new skills, using the learner profile and ATL skills as guides. 	<p>The student:</p> <ul style="list-style-type: none"> • seeks opportunities to undertake challenges to further develop learner profile and/or ATL skills, demonstrating a well-developed level of self-awareness. 	<p>The student:</p> <ul style="list-style-type: none"> • participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences • is willing to become involved in unfamiliar environments and situations • acquires new skills and abilities • increases expertise in an established area • shows newly acquired or developed skills or increased expertise in an established area.

Involvement	3. Discuss, evaluate and plan student initiated activities (initiative)	The student: <ul style="list-style-type: none"> shows evidence for participation and planning where appropriate 	The student: <ul style="list-style-type: none"> explores opportunities to develop leadership in self-initiated action activities. 	The student: <ul style="list-style-type: none"> demonstrates evidence of sustained, meaningful participation which clearly shows leadership through action. 	The student: <ul style="list-style-type: none"> is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences demonstrates knowledge and awareness by building on a previous CAS experience shows initiative by launching a new idea or process suggests creative ideas, proposals or solutions integrates reflective thoughts in planning or taking initiative is aware of roles and responsibilities when designing an individual or collective CAS experience shows responsible attitude to CAS project planning is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.
	4. Persevere in action (as participants and leaders) (perseverance)	The student: <ul style="list-style-type: none"> demonstrates evidence of participation in independent/group activities offered through the school or at home. identifies challenges to success in meeting requirements. 	The student: <ul style="list-style-type: none"> demonstrates evidence of meaningful action as participants. identifies obstacles to success and suggest possible affective skills to maintain level of commitment to activities developed/chosen. 	The student: <ul style="list-style-type: none"> Independently examines obstacles to success and employ affective skills in maintaining level of commitment to activities developed/chosen. 	The student: <ul style="list-style-type: none"> demonstrates regular involvement and active engagement with CAS experiences and CAS project is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies demonstrates adaptability to uncertainties and changes gets involved in long-term CAS experiences and CAS project.
awareness	5. Demonstrate the skills and recognize the benefits of working collaboratively (collaboration) .	The student: <ul style="list-style-type: none"> identifies ways in which collaborative skills were employed to plan or execute activities. 	The student: <ul style="list-style-type: none"> assesses the relative success of the ways in which collaborative skills were employed to plan or execute activities. 	The student: <ul style="list-style-type: none"> evaluates the success of the ways in which collaborative skills were employed to plan or execute activities. 	The student: <ul style="list-style-type: none"> shares skills and knowledge listens respectfully to proposals from peers is willing to take on different roles within a team shows respect for different points of view and ideas makes valuable contributions is responsible for participating in the group readily assists others is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.
	6. Demonstrate engagement with issues of global significance (awareness and global value) .	The student: <ul style="list-style-type: none"> identifies communities, cultural differences and similarities and cultural forces. 	The student: <ul style="list-style-type: none"> compares and contrasts different cultures and the roles of service communities. explains the key characteristics of different cultures (shared attitudes, values, goals, and practices). 	The student: <ul style="list-style-type: none"> effectively employs perspectives to help make judgements and value statements regarding intercultural understanding. analyses and discusses the relationship that exists between the understanding of culture and being international minded. 	The student: <ul style="list-style-type: none"> recognizes the global implications of local issues is able to identify global issues in the local or national community shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally

					<ul style="list-style-type: none"> • gets involved in CAS projects addressing global issues in a local, national or international context • develops awareness and responsibility towards a shared humanity.
	<p>7. Consider the ethical implications of their actions (ethics)</p>	<p>The student:</p> <ul style="list-style-type: none"> • describes the process of making choices to help others. • identifies the connection between their actions and communities, cultures or environments around them. 	<p>The student:</p> <ul style="list-style-type: none"> • discusses and explains the impact of the actions they or others have taken in response to community needs and considers the potential consequences of inaction. 	<p>The student:</p> <ul style="list-style-type: none"> • reflects on action and service as a responsibility, considering the ethical implications of activity and inactivity within a community on a local and global level. 	<p>The student:</p> <ul style="list-style-type: none"> • recognizes ethical issues • is able to explain the social influences on one's ethical identity • takes into account cultural context when making a plan or ethical decision • identifies what is needed to know in order to make an ethical decision • articulates ethical principles and approaches to ethical decisions • shows accountability for choices and actions • is aware of the consequences of choices and actions regarding self, others involved and the community • integrates the process of reflection when facing an ethical decision • shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

