

# SERVICE & ACTION



**HOUT BAY  
INTERNATIONAL SCHOOL**  
SOUTH AFRICA

**HOUT BAY INTERNATIONAL SCHOOL**

**MYP SERVICE & ACTION**

**STUDENT HANDBOOK**

**NAME:** \_\_\_\_\_

**TUTOR:** \_\_\_\_\_

### Service & Action

Service & Action are an integral part of the MYP. S&A starts in the classroom and extends beyond it. During your time in the MYP, discover your place and role in communities, from your immediate family and school environment to the world at large. Throughout the MYP, you are encouraged to make connections between the things you learn in school and in your surroundings, as well as thinking about what you can give to the community and the benefits the community can bring to you. Having gained awareness about the community, the next step is to take action and to become involved in Service & Action.

### Key points about S&A:

- S&A can be undertaken either as an individual or as a group
- The quality of an activity is more valuable than the hours devoted to it
- A responsible adult must supervise S&A activities and projects at all times
- Paid activities and normal family responsibilities do not count as S&A

### The goal of S&A is to meet the Learning Outcomes:

#### 1. Increased awareness of your own strengths and areas for growth

You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.

#### 2. Undertake challenges that develop new skills

Challenges and new skills may be those not previously undertaken or acquired, or those that extend your existing expertise.

#### 3. Discuss, evaluate and plan student-initiated activities

The planning and initiation of an activity should involve a discussion and evaluation of objectives, responsibilities and evaluation of objectives, responsibilities, and expectations. These steps are often completed in collaboration with others, and should be demonstrated in all S&A work.

#### 4. Work collaboratively with others

Collaboration can be shown in many different activities, including working with coaches, adults, and other students.

#### 5. Persevere in action

At a minimum, this implies showing determination and commitment by attending activities regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

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

This can mean being involved in international projects, but there are many global issues that can be acted upon locally or nationally (e.g. environmental concerns, caring for the elderly).

#### 7. Consider the ethical implications of your actions

Ethical decisions arise in almost any S&A activity (e.g. by considering who will and who will not benefit from your actions).

## SERVICE & ACTION REQUIREMENTS

Students are expected to participate in at least 1 school offered activity per term, and 1 service initiative per term.

	Service activity	Service Project*	Creativity activity	Physical activity	Minimum learning outcomes**
<b>MYP 1</b>	At least 1 per term	At least 2			
<b>MYP 2</b>	At least 1 per term	At least 3			
<b>MYP 3</b>	At least 1 per term	At least 4			
<b>MYP 4</b>	At least 1 per term	At least 5			
<b>MYP 5</b>	At least 1 per term	All 7***			

\* A service project will need to be completed as part of the HBIS advisory programme.

\*\* You need to document your activities on ManageBac and show good evidence of having met the minimum number of learning outcomes in each year.

\*\*\* If you join the school in MYP 5, you will only have to show evidence of having met 5 of the learning outcomes.

## SERVICE & ACTION ACTIVITIES AND PROJECTS

**Creativity:** Arts and other experiences that involve creative thinking.

**Physical:** Physical exertion contributing towards a balance between academics and physical well-being.

**Service:** Unpaid and voluntary exchanges that support the local, national, or global community and have learning benefits for you. Service can involve direct service, indirect service, or advocacy. Service can be short-term, or long-term in nature. Students are expected to dedicate their time to these activities.

**Direct service:** Service that involves direct interaction with a targeted cause, whether it is people, the natural environment, or animals. Examples include and are not limited to: developing a waste management policy for a chosen community, facilitating craft lessons at playgroups, working in the afterschool care programme, or tutoring students.

**Indirect service:** Service that has a verified benefit to the targeted cause, but you do not see or interact with the beneficiary of the service. Examples include and are not limited to: developing materials to support improvements in literacy, updating the website for a charitable organization, developing promotional material for an NGO, organising a concert to benefit a local NGO, fundraising for an NGO, or joining an environmental cause such as Earth Hour.

**Advocacy:** Advocacy means the act of pleading or arguing in favour of something. You are likely to have to conduct research about the chosen topic (possibly linked to something you have learnt in class) before taking action. Examples include joining or initiating an awareness campaign about the plight of a local waterway, submitting articles to local media on issues of poverty, creating a video on improving waste disposal in the community and posting it online, or advocating for an awareness campaign on hunger.

## SERVICE ACTIVITIES

Service activities can take different forms. Whether basic or challenging, all activities should be approached, completed, and reflected on with sincerity. As you gain experience through the MYP, you are encouraged to seek out more demanding S&A opportunities with increased independence.

	<b>Basic service activity</b>	<b>Challenging service activity</b>
<b>Organization and planning</b>	Often by a teacher or other adult	Fully initiated and organised by the student(s)
<b>Participation</b>	Passive participation	Active participation
<b>Commitment</b>	Could be short-term	Requires long-term commitment
<b>Acquisition of skills</b>	Few new skills acquired	Student acquires and develops new skills
<b>Expectation</b>	Attendance required	Pushes student to previous limits
<b>Reflection on ManageBac</b>	For one-off activities, you should write one reflection prior to the event and one after the event.	For ongoing activities, you should reflect regularly (one reflection every two weeks).
<b>Supervisor review</b>	You should request a supervisor review at the end of all activities.	

## EXAMPLES OF SERVICE ACTIVITIES

### **Spread the news**

Translate the school newsletter into your mother tongue, or establish a school news outlet, to inform the community about HBIS events, both in and out of the community.

### **Help out at school events**

Help with HBIS's annual events, such as sporting and cultural events.

### **Volunteer at local service organizations**

Sign up or create your own event to support DARG, Intle Art, Ikhaya le Themba, Eyethu Skate Park, Operation Smile, etc.

### **Assistant coach/instructor for younger students**

Initiate or assist with a sports, dance or theatre club for younger students. Devise activities for the participating students and take responsibility for their learning.

### **Help out in the library/science labs**

Give a helping hand by supporting the school librarian or science teachers.

### **Work with the wider community**

This could mean working in a soup kitchen, volunteering with disabled children or the elderly, or even organising a neighbourhood clean-up, concert, or film-screening.

## THE SERVICE LEARNING CYCLE

Students should follow the service learning cycle phases when completing their service activities and projects. While some activities might not lend themselves to all of the steps, students should be aware of and make an effort to address them.

### 1) Investigation

Create an inventory of student interests, skills, and talents; research information about the topic through varied approaches (surveys, interviews, direct observation, personal experiences) and increase knowledge of the issue; identify an authentic need to be addressed.

### 2) Preparation

Find out what needs to be done and set goals; create an action plan of what needs to be done, including a timeline, required resources and allocation of responsibilities.

### 3) Action

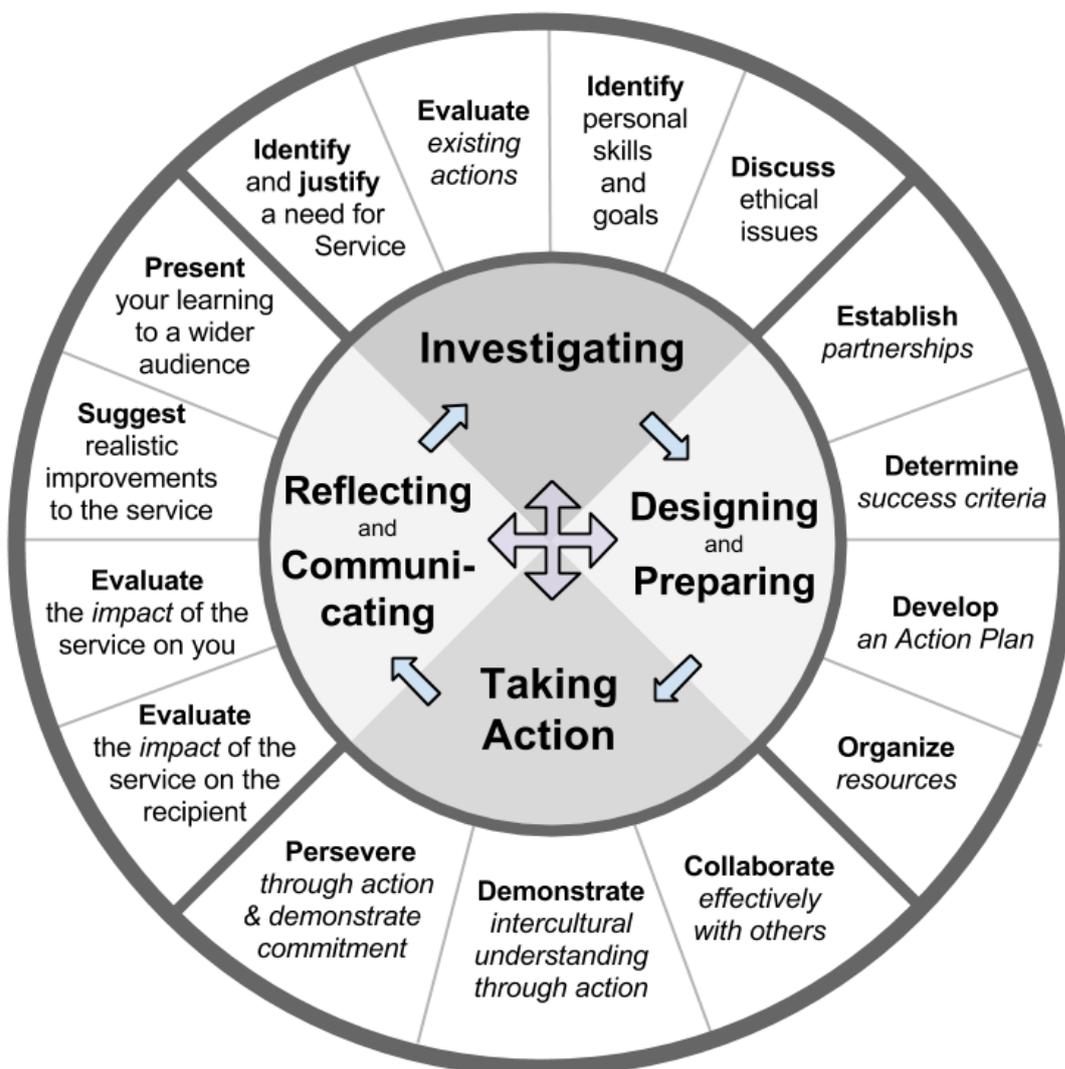
Execute the plan through direct service, indirect service, advocacy, and/or research.

### 4) Reflection

This is an ongoing process that should be documented on ManageBac. Note down thoughts, feelings, and experiences related to the activity.

### 5) Demonstration

This encompasses the entire service learning experience, beginning with the investigation, and including what has been learned, the process of learning, and the service accomplished. Sharing this with an audience educates and informs others.



## DOCUMENTING SERVICE & ACTION: MANAGEBAC

You are expected to document your S&A work on ManageBac. Here, you will provide a description of your activities, summarise your aims in completing them, and write reflections about how you have attained your chosen learning objectives.

Furthermore, there should be a direct link between the reflection and learning outcomes that have been selected for that reflection on ManageBac. Each reflection should focus on no more than two learning outcomes.

For help using ManageBac, see <http://help.managebac.com/support?program=myp>

## MANAGEBAC: GUIDING QUESTIONS FOR LEARNING OUTCOMES

Each reflection on ManageBac should have a learning outcome focus. The following guiding questions should be used to prompt, but not limit, your reflections:

**Awareness:** How did your achievements allow you to show personal development?

**New skills:** What skills have you acquired or further developed through your work?

**Planning and initiative:** What steps were taken to ensure the success of your activity?

**Collaboration:** Who did you work with in your activity, and how did you feel about being involved?

**Perseverance and commitment:** What obstacles did you encounter, and how were they overcome?

**International-mindedness:** How did your activity help you address a global issue, either locally, nationally or internationally?

**Ethics:** How did your participation in your activity affect you and others?

## END-OF-YEAR S&A REFLECTION

All students will complete a final S&A reflection at the end of the school year (see page 6). This, along with the documentation of your activities in ManageBac, will determine whether or not you have completed the S&A requirements in a satisfactory way.

A selection of the following questions will be used for the end-of-year reflection and the exit interview at the end of MYP 5.

1. What new skills did you learn during your S&A activities?
2. What changes would you make if you were to do these activities again?
3. How did your understanding of community change as a result of your S&A activities?
4. Give an example of how you showed initiative and/or a willingness to help others.
5. How did you use your strengths to enhance one of the communities to which you belong?
6. Give an example of how you came up with a solution to resolve an issue in a community to which you belong.
7. Give an example of a situation where you showed commitment to a cause.
8. Do you believe S&A is a valuable experience? Justify your answer.

## CELEBRATING STUDENT ENGAGEMENT

Students who demonstrate exemplary commitment to the Service & Action will be publically recognized in the school newsletter, and at the end-of-year prize giving ceremony.

## ROLE OF THE TUTOR

Your tutors are expected to monitor your S&A progress. Your tutor may choose to undertake an S&A activity as a group, and is welcome to do so. Tutors are responsible for approving new activities, and will regularly read and provide appropriate feedback on your S&A entries on ManageBac. If you are falling behind expectations, the MYP coordinator will be informed.

An IB education “prepares a community of learners to engage with global challenges through inquiry, action and reflection” (What is an IB education, 2013). Thus, principled action means taking action based on learning from within and beyond the classroom, and may involve service learning, advocacy, or helping to educate oneself and others. One source of inspiration for action is the classroom, and classroom teachers will therefore help you identify appropriate opportunities for taking “action” in the local, national and international communities, or allow you to actively make the choice to act.

## SERVICE & ACTION STEP-BY-STEP

**Step 1:** Student informs advisor and/or supervisor of new S&A activity

**Step 2:** Student adds new activity to ManageBac

**Step 3:** Activity supervisor approves the activity on ManageBac

**Step 4:** Student completes the activity and adds reflections

**Step 5:** Student sends request for supervisor review

**Step 6:** Activity supervisor receives the activity supervisor email or completion form

**Step 7:** Activity supervisor completes the supervisor review form

**Step 8:** Advisor reviews reflections and marks the activity complete

