

# Service as Action



Hout Bay International School

Student Handbook

## Table of contents

<b>Nature of Service as Action</b>	<b>2</b>
Key points about Service as Action	2
<b>MYP learning outcomes for Service</b>	<b>3</b>
<b>Service as Action Requirements</b>	<b>4</b>
<b>Service as Action experiences and projects</b>	<b>5</b>
Examples of service experiences	6
The service learning stages	7
<b>Documenting Service as Action: Toddle</b>	<b>8</b>
Toddle: Guiding questions for learning outcomes	8
<b>End-of-year Service as Action Reflection</b>	<b>9</b>
<b>Role of the tutor</b>	<b>10</b>
<b>Service as Action step-by-step</b>	<b>10</b>

## **Nature of Service as Action**

Service as Action is an integral part of the Middle Years Programme. Service as Action starts in the classroom and extends beyond it. During your time in the MYP, you will 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.

### Key points about Service as Action

- Service as Action 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 SA experiences and projects at all times
- Paid activities and normal family responsibilities do not count as an SA experience.

## **MYP Learning Outcomes for Service**

With appropriate guidance and support, MYP students should, through their engagement with service as action:

1. become more aware of their own strengths and areas for growth
2. undertake challenges that develop new skills
3. discuss, evaluate and plan student-initiated activities
4. persevere in action
5. work collaboratively with others
6. develop international-mindedness through global engagement, multilingualism and intercultural understanding
7. consider the ethical implications of their actions.

These learning outcomes identify the substance of students' self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners.

## Service as Action Requirements

Fulfilment of the school's expectations for participation in community service is a requirement of the IB MYP certificate. Students are expected to participate in at least 1 school offered activity per term, and 1 service initiative per term.

	Minimum learning outcome*
MYP 1	At least 2
MYP 2	At least 3
MYP 3	At least 4
MYP 4	At least 5
MYP 5	All 7

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

## Service as Action Experiences 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. Types of service experiences include:

1. **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 after school care programme, or tutoring students.
2. **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.
3. **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 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 service as action experiences with increased independence.

## Examples of Service Experiences

**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, Love in a bowl, Friends of the river, 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 Stages

Students should follow the service learning stages 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.

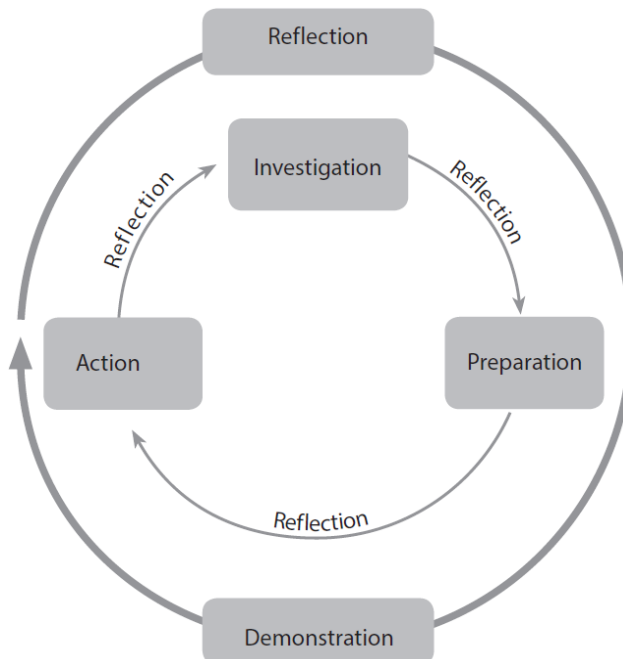
**Stage 1 Investigation:** Create an inventory of student interests, skills, and talents; research information about the topic through varied approaches (surveys, interviews, direct observation, personal experiences) and increase knowledge of the issue; identify an authentic need to be addressed.

**Stage 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.

**Stage 3 Action:** *Execute* the plan through direct service, indirect service, advocacy, and/or research.

**Stage 4 Reflection:** This is an *ongoing process* that should be documented on Toddle. Note down thoughts, feelings, and experiences related to the activity.

**Stage 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 as Action: Toddle

You are expected to document your service as action work on Toddle. 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 Toddle. Each reflection should focus on no more than two learning outcomes.

### Toddle: Guiding questions for learning outcomes

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

1. **Awareness:** How did your achievements allow you to show personal development?
2. **New skills:** What skills have you acquired or further developed through your work?
3. **Planning and initiative:** What steps were taken to ensure the success of your activity?
4. **Collaboration:** Who did you work with in your activity, and how did you feel about being involved?
5. **Perseverance and commitment:** What obstacles did you encounter, and how were they overcome?
6. **International-mindedness:** How did your activity help you address a global issue, either locally, nationally or internationally?
7. **Ethics:** How did your participation in your activity affect you and others?

## **End-of-year Service as Action Reflection**

All students will complete a final service as action reflection at the end of the school year. This, along with the documentation of your activities in Toddle, will determine whether or not you have completed the service as action 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 did you enjoy about SA?
2. Did you manage to reach your goals?
3. What have you achieved through SA?
4. What have you learnt about yourself and others?
5. What abilities and skills did you develop most significantly through SA?
6. What challenges did you face and how did you overcome them?
7. What would you change?
8. How have you grown through SA?
9. Did SA help you to consider issues of global importance? How?
10. What have you learned through collaboration with others?
11. Did you improve and develop your planning skills and how?
12. How did you demonstrate balance through your SA experiences? Use examples of experiences to motivate your answer.
13. Which of the IB learner profile qualities did you embody? How?
14. Which ATL skills did you develop? How?

## **Role of The Tutor**

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

### **Service as Action step-by-step**

**Step 1:** Student informs supervisor/tutor of new service as action experience.

**Step 2:** Student adds new experience to Toddle.

**Step3:** Supervisor/tutor approves experience on Toddle. Feedback needs to be provided if the experience has not been approved.

**Step 4:** Student completes experience and adds reflections with evidence.

**Step 5:** Student sends supervisor request via email.

**Step 6:** Supervisor/tutor reviews reflections and completes the supervisor review section on Toddle.

**Step 7:** Supervisor/tutor mark experience as complete.