

The Falcon School



International Baccalaureate
Middle Years Programme

Service as Action Handbook for Students

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THE IB LEARNER PROFILE

The International Baccalaureate programme aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



I explore ideas and issues that are locally and globally important, to get in-depth knowledge and develop my understanding in many areas.

I develop my natural curiosity and learn the skills I need to inquire. I enjoy learning and love to learn new things.



I think carefully and show initiative. I make good decisions and I'm a problem solver.



I confidently and creatively share my ideas with others in many ways, in more than one language. I listen to and work well with others.



I tell the truth and I'm fair. I respect others, and take responsibility for my actions and their consequences.

I appreciate my own culture and personal history, but I listen to and respect the ideas and thoughts of others. I try to look at things in more than one way.



I show that I care about the needs and feelings of others. I help others and I look after the environment.

I have confidence to be in new situations and try new roles, ideas, and strategies. I stand up for and explain the things I believe in.



I look after my mind and body. I do my best to stay healthy.

I think about my own learning. I know when I've done well, and when I could improve.



WHAT IS SERVICE AS ACTION?

Service as Action is a significant component of developing IB learners who will make a positive difference in the lives of individuals in the community and the environment. It involves creativity, activity, and service (CAS).

According to the IB, “Service as action is a foundational element of the International Baccalaureate (IB) Middle Years Programme (MYP). It seeks to develop caring members of the community who act to make a positive difference to the lives of others and their environment. Service as action requires students to engage with their local community through community or personal projects and provides opportunities for students to explore, design, implement, and reflect on their efforts to positively impact their local environment. Through service as action experiences, students learn the value of community participation and gain a deeper understanding of the issues facing their immediate surroundings.”

LEARNING OUTCOMES OF SERVICE AS ACTION

Through their engagement with the Service as Action programme, Falcon School students will be able to:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and/or plan activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions

Students can demonstrate these 7 Learning Outcomes in the following ways:

Identify own strengths and develop areas for growth	• 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.
Demonstrate that challenges have been undertaken, developing new skills in the process	• 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.
Demonstrate how to initiate and plan a CAS experience	• 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

	<p>CAS experiences</p> <ul style="list-style-type: none"> • 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.
<p>Show commitment to and perseverance in CAS experiences</p>	<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.
<p>Demonstrate the skills and recognize the benefits of working collaboratively</p>	<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.
<p>Demonstrate engagement with issues of global significance</p>	<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
	<ul style="list-style-type: none"> • develops awareness and responsibility towards a shared humanity.
<p align="center">Recognize and consider the ethics of choices and actions</p>	<ul style="list-style-type: none"> • recognizes ethical issues
	<ul style="list-style-type: none"> • is able to explain the social influences on one's ethical identity
	<ul style="list-style-type: none"> • takes into account cultural context when making a plan or ethical decision
	<ul style="list-style-type: none"> • identifies what is needed to know in order to make an ethical decision
	<ul style="list-style-type: none"> • articulates ethical principles and approaches to ethical decisions
	<ul style="list-style-type: none"> • shows accountability for choices and actions
	<ul style="list-style-type: none"> • is aware of the consequences of choices and actions regarding self, others involved and the community
	<ul style="list-style-type: none"> • integrates the process of reflection when facing an ethical decision
<ul style="list-style-type: none"> • shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences. 	

REQUIREMENTS FOR SERVICE AS ACTION

The Service Programme requires all students in MYP to participate in activities. There are three types of activities that students can participate in:

- School-initiated service activity
- Unit driven activity from one of more subject groups – service as action in subjects
- Self-initiated service outside school activities

School initiated service activity

The students will need to participate in school-initiated activity/ies and complete meaningful reflection(s).

MYP unit driven Service as Action activity

The students will need to participate in activity/ies whereby the subject teacher designs a service action that will meet a community's need. This should lead to meaningful reflection(s) on at least one subject.

Self-initiated Activities outside school hours

This will involve students reflecting on activities during a term/year. The students will need to provide meaningful reflections on the activities.

Process to be followed before participating in Service Activities:

- Complete a Service Proposal Form and submit to Service Coordinator for approval
- Complete the Service and Action form after completing each Service activity.
- Include evidence of participation – photos, letter or certificate.

WHAT STUDENTS NEED TO DO

1. All students in the MYP are required to participate in Service as Action activities. For students who achieve the learning outcomes of the programme:
 - a Certificate of Completion will be awarded at the end of the academic year.
 - in MYP5, registration for external moderation and the MYP Certificate will be made.
2. The students' Service journal will contain information relating to Service as Action. The journal will include a Proposal and Reflection form for each type of activity that the student participates in during the year.
3. For student initiated activities, a Proposal Form should be completed and submitted to the Service Learning Coordinator for approval. This will ensure that students participate in activities that will assist them in achieving the Learning Outcomes for the Service as Action Programme.
4. Students must choose a supervisor for activities outside of school. Parents cannot be supervisors. The supervisor will need to complete the supervisors' comment section in the form.
5. All students must complete an Action Plan for all activities prior to participation.
6. Evidence of participation needs to be included for each activity. Pictures should clearly portray the student's participation in the activity
7. The student's reflections for each activity will be evaluated at the end of each year to assess the learning outcomes.

Evidence to be completed for each activity

- Planning and organisation
- Effort and commitment
- Active reflection
- Personal development

To guide your reflection, the following information should be followed at different stages of an activity:

- What IB Learner Profile(s) and ATLS skill do you think you portrayed during your engagement in the activity?
- What did you learn from the activity?
- How did you overcome the challenges encountered during your participation in the activity?
- How did you feel about the activity?
- How can your participation in the activity improve your knowledge and skills?

SERVICE AS ACTION CRITERIA

What criteria will I be assessed against?

Criterion	Expectations not met	Approaching Expectations	Expectations met	Exceeds Expectations
<p>A</p> <p>"Awareness" (become aware of your own strengths and areas for growth)</p>	Activities have no opportunity for the students to grow in self-awareness.	Activities provide some opportunity for the students to develop themselves in self-awareness.	Overall experience presents a challenging opportunity and student has many reflections about self-awareness.	Overall experience pushes the student beyond previous limits. Student has used achieved conclusions to change character traits or learn something new.
<p>B</p> <p>"Global Value" (develop international mindedness through global engagement, multilingualism, and intercultural understanding)</p>	Activities have no relation with international-mindedness, student did not engage globally, did not communicate in foreign language, did not try to learn about other cultures.	Activities do not have not enough relation with international-mindedness or: student made an attempt to engage globally, or: communicated in foreign language a bit or: tried to learn about other cultures a bit.	At least once per year: activity had a relation with international-mindedness or: student engaged globally, or: student communicated in foreign language during an activity or: student learnt about other cultures.	Student can prove that she/he has met expectations and her/his activities pushed her/him beyond these limits.
<p>C</p> <p>"Challenge & New Skills" (undertake challenges that develop new skills)</p>	Little skill required through activities.	Activities enhanced existing skills.	Student can prove that he/she developed new skills.	Student contributed to others with a newly developed skill(s).

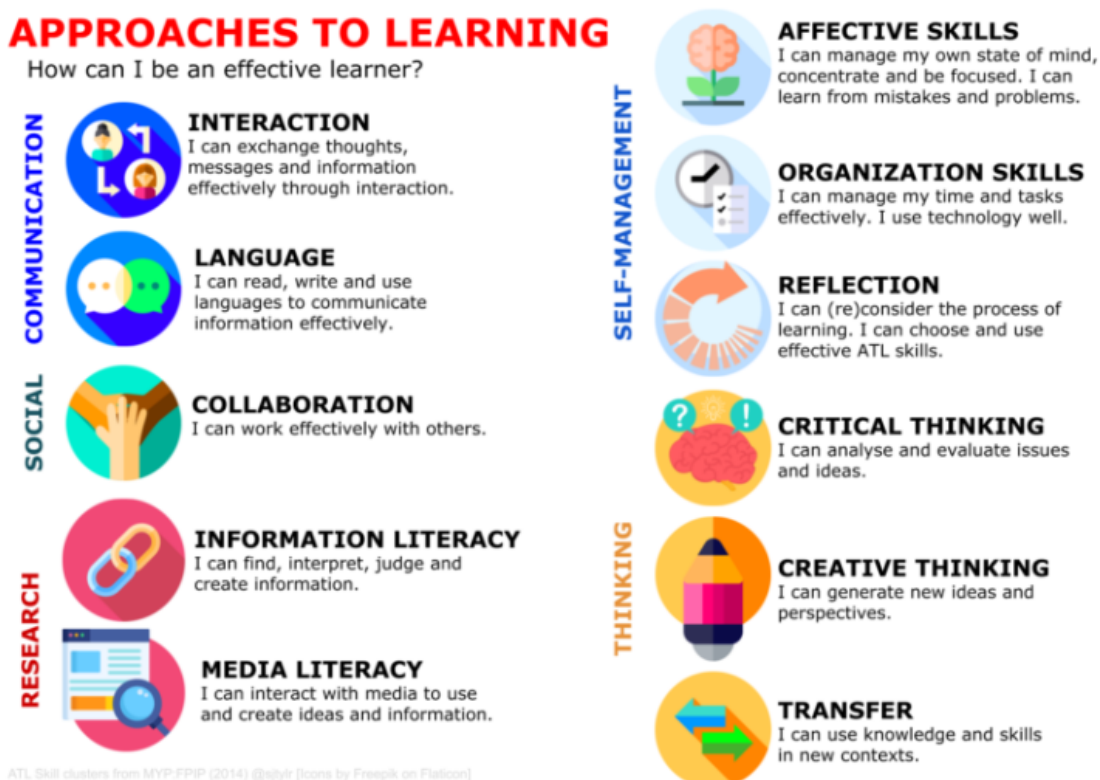
<p>D "Initiative" (discuss, evaluate and plan student-initiated activities)</p>	<p>Student participated in individual and group activities but did not initiate them, did not discuss plans or evaluate them.</p>	<p>Student participated in individual activities initiated by her/him or in group activities but did not organize them.</p>	<p>Activities were organized by a student within a group led by an adult and student actively participated by planning, discussing a plan and evaluating.</p>	<p>Activities were planned, organized and run by the student. Activities required active participation and input from the student. Plans reflected the needs of the community.</p>
<p>E "Collaboration" (work collaboratively with others)</p>	<p>Activities did not involve working with others.</p>	<p>Activities were done in groups but students' collaboration or sharing responsibilities were not visible.</p>	<p>Activities were realized in teams. Students shared responsibilities, resolved conflicts and helped each other.</p>	<p>The student demonstrates exceptional interpersonal skills. She/he played various roles in teams.</p>

<p>F "Perseverance" (persevere in action)</p>	<p>The activities are one-off. There is little evidence of sustained commitment.</p>	<p>There is a mixture of one-off and short duration activities. There is insufficient evidence of sustained commitment.</p>	<p>The overall programme requires sustained commitment. The student shows evidence of self-direction and persistence in activities. Student did activities for required number of hours.</p>	<p>The overall programme requires a high degree of commitment. The student shows perseverance and a high degree of self-direction. Student did activities for much more number of hours than it was required.</p>
<p>G "Ethics" (consider the ethical implications of your actions)</p>	<p>The reflection or other documentation does not contain ethical implications of student's actions.</p>	<p>The reflection or other documentation of the experiences reveal some omissions in case of ethical implications of student's actions.</p>	<p>The reflection and other documentation of the experiences are complete. The reflection considers the ethical implications of student's actions.</p>	<p>The reflections demonstrate ethical implications of student's actions, empathy, respect and self-awareness.</p>

APPROACHES TO LEARNING (ATL)

ATL is the umbrella term used for a range of skills which students develop over the course of the Middle Years Programme. Approaches to learning are specific skills taught explicitly to students as part of each unit in each subject. They are aimed at helping students “**learn how to learn**”, and nurture personal and academic skills which can be used later in life. Students develop these skills not only through learning experiences in the classroom, but also through their Service as Action activities, apply them in all their work, which allows them and their teachers to evaluate their progress. These skills lie at the heart of the Middle Years programme, and they are taught and developed throughout every subject and activity in the school.

The graphic below lays out the main skills clusters and categories, developed in the Middle Years Programme.



ATL skills clusters and categories

PROPOSAL FORM

Name _____ MYP Year _____

Title of activity _____

1. What type of service will you be providing to the community?

2. What particular need of the community will your service action be meeting?

3. How will you promote international mindedness through your involvement in the activity?

4. Draw a plan or timeline of the duration of the activity.

Date	Action

5. How will you work together with people in your community to meet the needs of the community?

6. Name of your supervisor _____

Phone/Mobile contact _____

CHECKLIST FOR WRITING THE REFLECTION

Tick	Awareness
	I explained an activity that addressed the needs of the community in detail.
	I have understood international mindedness, multilingualism and interculturalism through this activity.
Involvement in service	
	I was engaged in the planning and action phase of the process for the duration of the activity
Reflection	
	I thoughtfully explained the challenges I encountered and how I overcame them.
	I effectively contributed to the needs of the community that I served.
	I have explained one Approaches to Learning skills and one IB Learner Profile that I developed throughout this activity.

Reflection

Use the guiding questions to write a meaningful reflection of your participation in the service activity identified in the Proposal form.

MYP 1 & 2 – 100 to 150 words

MYP 3 – 150 to 200 words

MYP 4 & 5 – 200 to 300 words

1. What did you find most enjoyable?
2. Describe how you felt about contributing to the needs of the community?
3. Using examples from your participation in the activity, explain one or Approaches to Learning skills you demonstrated and/or acquired by participating in this activity.
4. Specify and explain one or more IB Learner Profiles that you demonstrated during the activity.
5. How did you work collaboratively with others during the activity?
6. Discuss challenge(s) you faced during the activity and how did were able to overcome or solve the challenges.