



Trondheim International School

Service as Action Handbook

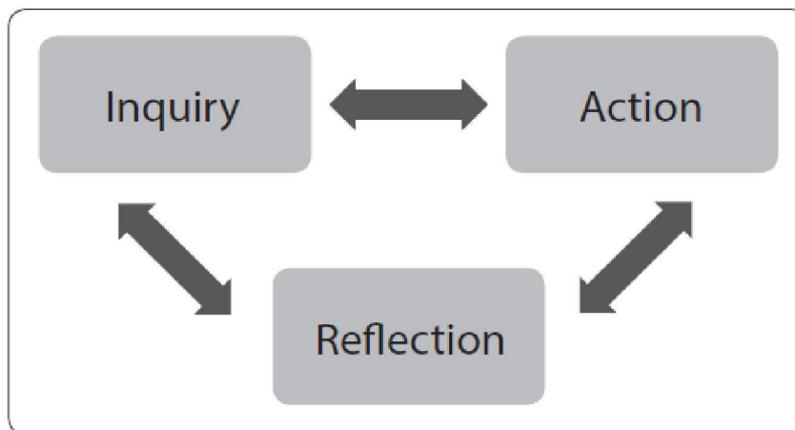


Service as Action

In MYP students need to keep record of the actions that they have taken. These actions should be recorded in their 'Class time' lesson on ManageBac.

In this class the student will need to propose an action and have it approved by their contact teacher. They need to describe what they intend to do in line with the Service as Action objectives. Once they have this approval teachers will be checking regularly on the progress of these students. Students will have set due dates and expectations for their Service as Action posted in class time. These will appear as a task for them to complete.

The amount of hours spent is not as important as the process. Both will be included in your reports during the year.



Planning (Inquiry):

You need to identify and make a proposal to your advisers before taking an action for approval via ManageBac. In most instances this will be your Contact Teacher. This involves researching to find out where help is needed. Good proposals should include achievable goals, how you are planning to benefit the community, and the reason why you want to do the activity. What, how, and why are you doing this?

Action:

This is the part where you actually take action to benefit your community! You are expected to demonstrate responsibility and communication skills. You should show effort and respect to the community throughout your activity or project and document this for the task in ManageBac.

Reflection:

This is the opportunity for you to think about what you have achieved and enter your reflection for final consideration. How did you benefit the community? What did you learn from the experience? Would you take different action if you were to encounter the same situation, and if so, why?

Each stage of Service as Action activities will be assessed (by you and your supervisor) using one of three categories; **Introductory, Developing and Proficient**. Please reference "This Service Activity Self Assessment rubric for students" to understand the expectations for each category and self check your work prior to beginning each stage.

Service as Action activities **MUST** be supervised by an adult leader who will assess your participation and provides confirmation of your participation to the school upon completion of the activity.

MYP Learning outcomes for service:

With appropriate guidance and support, MYP students should, through their engagement with Service as Action:

- Become more aware of their own strengths and areas of growth
- Undertake challenges that develop new skills
- Discuss, evaluate and plan student initiated 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

These learning outcomes identify the substance of a student's self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills. Through their learning participation in service, students can become more confident, self-regulated learners. (Principles to Practise, 2014, pg 24)

All Service as Action activities should not be for personal profit or part of normal house chores. The Service as Action needs to be approved by your contact teacher in most instances. It would be ideal, but not necessary for students to have a combination of both 'in school' and 'out of school' Service as Action.

What doesn't qualify for Service as Action?

Basically anything that you are required to do which results in personal reward that is just for yourself (money, present, etc) does not qualify as a Service as Action. The following is a list of example activities that are **NOT** valid Service as Action activities:

- Any activity that you receive some form of individual reward
- Any activity that is part of your regular classes (i.e. homework, required summative tasks)
- Household duties (i.e chores, babysitting, etc.)
- Required duties associated with your religious affiliation

What may qualify for Service as Action at school?

- Any activity that comes from units of work that is not part of a summative task, this needs to be an enrichment and extension driven by students
- Activities from Student Council. This needs to be an enrichment or extension driven by students. Attending the meetings does not qualify as service as action. You need to be part of an action.
- Activities contributing to a Dugnad
- Class fundraising activities (**maximum of 1 per year can be included as Service as Action**)
- Activities contributing to school assemblies either as a class or an individual not associated with a grade
- Activities that include collaborating with the school community and planning whole school events; ie Winter Sports day (Yr 7/8), Cross country running (yr 9/10)
- Activities such as babysitting during school events
- Activities in which student take initiative to model and promote good behaviour for others

What may qualify for Service as Action outside of school?

- Visiting elderly homes
- Being a host family for international visitors
- Being part of a fund raising activity for school (limit of 1 fundraising event per year)
- Working with a charity for an event
- Participation in a club event, where you show a meaningful contribution

Why do we do Service as Action?

It is an opportunity for you to share your talents and interests with others to benefit a community. Through Service as Action, you will meet new people – people who can enrich your understanding of the wider world while demonstrating the IB Learner Profile in action. Service as Action activities should be fun and rewarding for you, not only for receiving smiles and thanks from the community but it's the chance for you to learn from experience, and the opportunity for you to build connections between your classroom and the outside world.

At This the Service as Action program you see students:

- Become more aware of your own strengths and areas needing further growth
- Increase your ability to act on your own
- Undertake challenges that develop new skills
- Plan, act and evaluate self-initiated activities
- Learn to work collaboratively with others
- Gain valuable first-hand experiences from activities that benefit others
- Consider the ethical implications of your actions

Will Service as Action activities be planned for me?

There will be a few activities planned and offered to you for participation in outside of your regularly scheduled classes. However, these activities will not be enough to meet all the expectations for Service as Action. You are expected to locate Service as Action activities independently which many of our lessons could inspire. Additionally, your local kommune can be a good source of information for activities; searching on the Internet or asking your teachers can help as well.

Ideally, **you** will organize and participate in activities that **you** are interested in. If you have a great idea about how you can make the world a better place, GREAT - get started! You can even recruit your friends to help you and they too will have an opportunity to gain Service as Action experience but you need to follow the processes mentioned earlier in this demonstrating inquiry, action and reflection documented in ManageBac.

What are the expectations of Service as Action for each grade?

The Service as Action expectations for each grade level from Grade 7 -10 are listed in the chart below. Note that these figures are the minimum expectations; you are encouraged to participate in Service as Action activities as much as you can. It is the school's expectation that you would be involved more in Proficient Level activities towards the end of your time in our school.

Minimum expectations of the Service As Action

Year Level	Requirements
MYP 7	4 service activities with no more than 2 at the introductory level
MYP 8	4 service activities with no more that 1 at the introductory level
MYP 9	6 service activities with at least 1 proficient level and no introductory levels
MYP 10	6 service activities with 2 proficient levels and no introductory levels

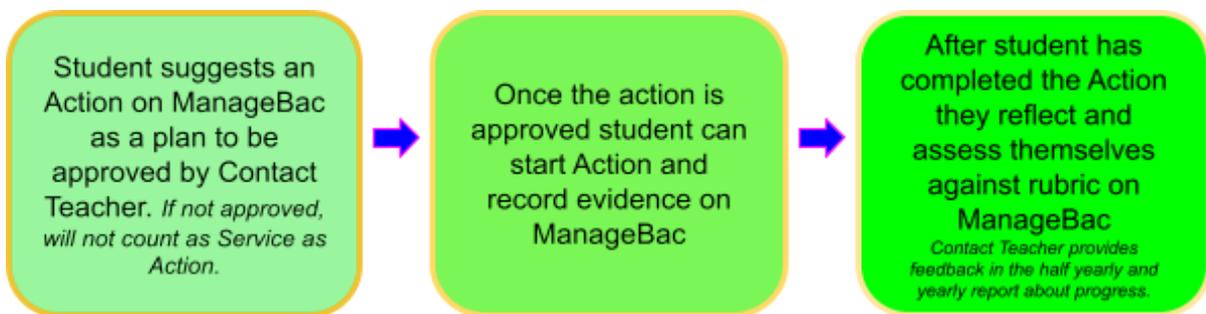
When must my Service as Action expectations be completed by?

Reflections along with the evidence of your participation for your Service as Action must be included in ManageBac as you complete the activity.

Your contact teacher will be assigning and checking your Service as Action expectations as a task which you need to submit to complete.

- It is best to add reflections as you complete each activity so that your contact teacher and the coordinator know of your progress.
- Any activities and reflections submitted after the final deadline **will not** be counted towards your Service Action for this school year.
- You may continue participating in Service Action activities after the deadline and such participation will be counted towards your Service Action for the following year.

How do I keep track of my Service as Action activities?



You should keep track of your Service as Action progress in ManageBac. Guidance on how to do this is shown on page 5.

What happens if I do not complete my Service as Action requirement?

A comment will be included with the Semester Report for students in Grades 7-10 to communicate your Service as Action participation. In MYP 10 there may be a risk of not gaining an official IB grade in the Personal Project.

One final reminder: Service as Action should be an enjoyable way for you to learn new things through experience and help make the world a better place to be!

Service as Action Self-Assessment

Criteria	Student Activity		
	Introductory (Approximately 2 hours per activity)	Developing (Approximately 3-4 hours per activity)	Proficient (Approximately 4-5 hours per activity)
Planning	<ul style="list-style-type: none"> ▪ I was directed to participate in the activity by a teacher or another adult ▪ I have included limited documentation my plans and goals ▪ Other students were not involved in my plans 	<ul style="list-style-type: none"> ▪ I chose to join the project/activity ▪ I consistently documented plans and worked toward achieving my goals ▪ Other students were able to participate in the project/activity 	<ul style="list-style-type: none"> ▪ I helped to create or begin a project or activity ▪ I documented plans and developed plans with specific, achievable goals ▪ I research a problem in my community (school, city, country, world) and found a way to help address it. ▪ I actively involved others in the project/activity
Action	<ul style="list-style-type: none"> ▪ The project was completed it with inconsistent effort and attention ▪ The impact of my actions was limited ▪ I had difficulty managing time and tasks, and was late to activities ▪ I rarely communicated with peers or advisors 	<ul style="list-style-type: none"> ▪ I completed the project/activity, demonstrating consistent effort throughout ▪ I acted to benefit others ▪ I accepted responsibility and was usually punctual, respectful, and open to criticism ▪ I consistently communicated with peers and advisors ▪ I supported others in their efforts with the project/activity 	<ul style="list-style-type: none"> ▪ I demonstrated sustained attention and effort, maintaining involvement throughout the entirety of the project/activity ▪ I made a significant contribution to the community ▪ I accepted responsibility and was always punctual, respectful, and open to criticism ▪ I communicated with peers and advisors effectively
Reflection	<ul style="list-style-type: none"> ▪ The impact of my action in relation to others was only briefly explored, or not mentioned at all ▪ I didn't acknowledge my strengths and weaknesses in completing the project ▪ I rarely used evidence to support my reflections ▪ I wasn't able to show evidence of personal growth ▪ I described only challenges briefly ▪ I didn't identify areas for improvement 	<ul style="list-style-type: none"> ▪ The impact of my action in relation to others were not fully explored ▪ I tend to focus on strengths, but omit weaknesses ▪ Some of my assertions or opinions were not supported by evidence ▪ I demonstrated that I understood the opportunity for personal growth, but presented an incomplete description ▪ I identified some challenges in the activity ▪ I identified some areas for improvement 	<ul style="list-style-type: none"> ▪ I fully explored the impact of my work on others ▪ I acknowledged both strengths and weaknesses ▪ I consistently used evidence to support opinions and assertions ▪ I demonstrated understanding of personal growth ▪ I identified challenges and why they posed difficulties ▪ I identified areas for improvement, and cited strategies to do so

Comments:

Glossary

Commonly used terms

- **Action** is learning by doing and experiencing, and is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes. 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 life beyond the classroom.

- **Service**, as a subset or particular kind of action, has always been a shared value of the IB community. 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.

- **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.

- **Service learning** is a structured approach to integrate service into the curriculum. Students apply subject matter to develop plans and partnerships that meet the needs of others. The process includes the key components of inquiry, action and reflection. Experiencing a service-learning approach within an academic class becomes a critical and essential process for students. Having this experience, particularly when the service-learning process is made explicit, provides a reliable model for students to use for taking more independent initiative with an idea for service. Guided or classroom learning that leads to action addressing a community need is most meaningful when it allows students to incorporate their own interests, skills and talents.

- **Community and service:** Previously this was an area of interaction. In the 2014 MYP model, community and service is replaced by the terms “Service ▪ Action”.

- **Community service:** Students serve the community by understanding and acting with mutual responsibility to meet their own needs and the needs of others. The IB MYP certificate requires that students meet the school’s expectations for participating in community service.

- **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. An example of an MYP service activity that has been structured using a service-learning model is the MYP community project (required for schools in which MYP year 3 or year 4 is the final year of the programme).

- **Leadership for service as action:** The IB does not require schools to appoint teachers to lead service. However, the school’s organizational structure must support students’ involvement in service as action and its qualitative monitoring. In practice, individual teachers or committees often oversee the development of school-based service activities, promote service as action in curriculum development, and administer the school’s system for monitoring students’ participation in community service to ensure that they have met the school’s expectations. This is the role of the contact teacher.