



Friends Boys School

Service & Action 2016/7 Student Handbook

Name: _____

Class: _____

Service and action in IB programme

Action (learning by doing and experiencing) is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes. Service, as a subset 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. 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 .

In the PYP, action has a specific meaning as an element of the programme in which there is an expectation that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process. This kind of student action may have a wider social impact, and it always represents a voluntary demonstration of a student's empowerment.

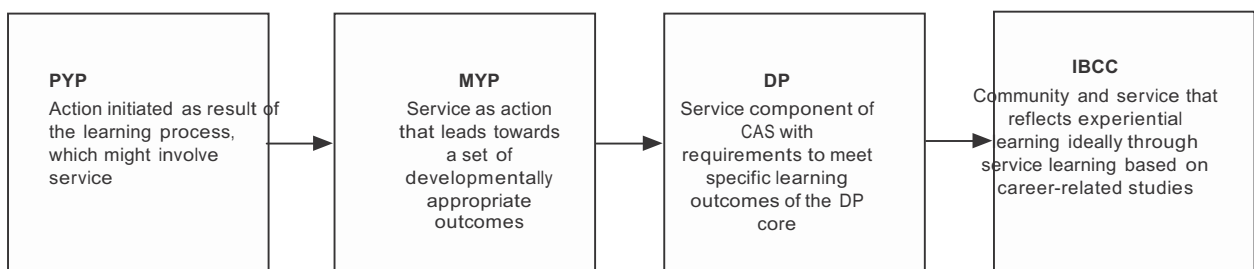
Action in the MYP builds upon the action initiated in the PYP and continues as an essential component of the learning process, both as part of the programme's educational philosophy and as a practical outcome of students' learning. The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community. In the IB continuum, this continues with the service component of the DP's community, action, service (CAS) requirements, in which students continue to increase their awareness of their own strengths and areas for growth, undertake new challenges, plan and initiate activities, work collaboratively with others, show perseverance and commitment, engage with locally and globally significant challenges and consider the ethical implications of their actions.

As students become more aware and acquire a better understanding of the context, and of their responsibilities, they become empowered to make choices about how to take thoughtful and positive action. This action will be different from student to student and from context to context.

The action may involve students in:

- 1) feeling empathy towards others.
- 2) making small-scale changes to their behaviour
- 3) undertaking larger and more significant projects
- 4) acting on their own.
- 5) acting collaboratively.
- 6) taking physical action.
- 7) suggesting modifications to an existing system to the benefit of all involved
- 8) lobbying people in more influential positions to act.

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



Service requires that students are able to build authentic connections between what they learn in the classroom and what they encounter in the community. When connected to classroom learning, the experience of service offers opportunities to apply concepts, both skills and knowledge, as students explore the community in its complexity, gain personal insight, develop existing and new skills, and grow in confidence and responsibility as they become “actors” in the “real world” beyond school.

Teachers can engage students in applying subject matter to developing plans and partnerships to meet real identified needs using a service learning model. 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 as a means and method for taking more independent initiative with an idea for service.

Guided or classroom learning that leads to action addressing an authentic community need is most meaningful when allowing for student initiative that incorporates their interests, skills and talents. The process also provides structured time for both formal and informal reflection on the service experience. When the service experience has meaning and purpose for all involved, participating in reflection is also seen as rewarding. By reflecting on their service experience, students may gain a greater awareness of the community and world they live in, and their role and responsibility in improving the lives of themselves and others.

Service for and with others

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.

When schools have long-term established relationships with community partners that are the foundation of service experiences, students must still have a role in understanding the current need for these relationships and verify how their actions will benefit others. They can examine and refine prior plans to be more relevant and integrate their particular set of abilities and expanding knowledge.

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

- 1) Become more aware of their strengths and areas of 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, plan and reflect student initiated activities
The planning and initiation of an activity should involve a discussion and evaluation of objectives, responsibilities and expectations.
- 4) 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.
- 5) Work collaboratively with others:
Collaboration can be shown in many different activities, including working with coaches, adults and other students.
- 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 their actions
Ethical decisions arise in almost any S&A activity (e.g. by considering who will and who will not benefit from your 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.

Learning Outcomes Schedule at Ramallah Friends Upper Schools-MYP (FBS)

MYP year, Grade	Minimum learning outcomes
Year 1, Grade 6	2 learning outcomes
Year 2, Grade 7	3 learning outcomes
Year 3, Grade 8	4 learning outcomes
Year 4, Grade 9	6 learning outcomes
Year 5, Grade 10	7 learning outcomes

Types of Service

Direct service, indirect service and advocacy

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, holding craft lessons at an elderly persons home, working in the afterschool care program, 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 promotional material for an NGO, developing materials to support improvements in literacy, updating the website for an orphanage located overseas, organizing 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 favor 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.

Planning for service as action

MYP schools are responsible for planning opportunities for students' involvement in service with the community. These opportunities should be aligned with MYP learning outcomes for service.

Opportunities for service in the community often require additional detailed curriculum planning. Service activities should be appropriately adapted to local circumstances, and they should take into account students' development, aptitudes and preferences. Students in the final years of the programme should, with proper guidance, develop the scope and nature of service activities and have responsible roles in planning, organizing and implementing service activities to reflect their growing maturity and autonomy.

Action can become part of the MYP unit-planning process at several points: adding specific learning engagements (using a service learning model) to meet curriculum objectives through principled action through service with others; providing students with ideas and opportunities through which they might choose to take or organize action themselves through service with others; using global contexts that invite students to initiate their own inquiry into local expressions of global challenges.

The considerations and choices about what community issues to address can extend directly from the curriculum. Classes can discuss how what they are learning is reflected in the world around them, and investigate related needs. As issues and needs present, students can determine where and how to apply their skills and talents in service that makes a contribution, improves a situation or otherwise has impact. Local service allows students an experience that can more easily extend over time to build continuity, allows for the development of relationships, and provides a vantage point to observe and participate in sustained change, challenge and collaboration. From the local, students can consider the global implications of their actions, and extend their thinking and knowledge to global awareness and understanding.

If students are planning a service experience with global emphasis, it is highly recommended they consider ways to include and integrate local action. Students can also consider extending local actions to global impact through partnerships with students in other cities and towns, countries and

continents. Technology affords myriad opportunities for networking, sharing of initiatives, partnerships and impact.

Good practices developed by schools with successful MYP service programmes include:

- high levels of student involvement in planning for action that helps students demonstrate learning outcomes
 - authentic connections with the curriculum
- regular and varied opportunities for self-directed student reflection, using student-chosen media and methods (art, music, a brief narrative, conversations, blogs, photographs, drama, or other methods that engage creative thinking)
- consideration of ethical issues that arise from engaging in service activities, including responsibility for acting with personal and institutional integrity
- guided practice in critical reflection, including models and strategies that help students create meaning from their experience in service activities, as well as meaningful feedback from peers, teachers and other adults
- emphasis on the quality of service, rather than on a system of counting hours devoted to service activities
- diverse opportunities for service with others throughout the programme, which can include learning about important issues, informing others, engaging in advocacy, organizing and taking individual and collaborative action
- clear understanding of the principles of mutual exchange, along with sustainable activities and relationships.

MYP schools are responsible for determining qualitative expectations for students' participation in service as action, in line with the learning outcomes for service in this guide.

Fulfillment of the school's expectations for participation in community service is a requirement of the IB MYP Certificate.

Examples of Activities at FBS

Student Government

Open Day

Olive Season

Model United Nations Club

Various Clean Up Campaign

Modern Dance

Drama & Theater

Planting Trees

Yearbook

Sport activities

Gardening(Kaikab)

Quaker Day Care Visits and Activities

Reading to the Elderly (The Women Union Senior Citizens Home)

White Gifts

Self Evaluation

Name of the student:

Class: _____ MYP year:

Name of institution you worked with:

Date:

Subject and topic:

The nature of the activity:

The goal of the activity:

How successful the goal/s was/were achieved:

How does the activity improve your knowledge about the topic:

The benefits for others:

Things you learnt about yourself and about others:

Mistakes and recommendation:

Follow up plan:

Is it possible to apply what you have been learned in your life?

Write (x) beside the learning outcomes that have been achieved:

- become more aware of their own strengths and areas for 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.

Reference:

MYP: From Principles to Practice (September 2014/January 2015).