



IBCA

INTERNATIONAL
SCHOOL



ALEXANDRIA

IBCA

Service as

Action

Student Handbook

2018-2019

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IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IBCA Mission Statement

At IBCA International School, we aim to create inquiring and knowledgeable students who are life-long learners. Through providing a rigorous international education, we promote intercultural understanding and international open-mindedness; instilling the value of discipline, respect and meaningful work that are necessary for the good of self and a peaceful community. Our school respects the individual learning styles and unique potentials each student brings. With our guidance, our students become active, compassionate global citizens.

Introduction

Service as Action is an integral part of the MYP, it starts in the classroom and extends beyond it. It benefits other people in the school, local and international community and helps students learn about themselves, develop their interpersonal and leadership skills and discover new talents, skills and interests. Service as Action helps students reflect on their strengths and weaknesses and prepares them for the demands of Creativity, Action and Service (CAS) in IBDP. It requires that students are able to build authentic connections between what they learn in the classroom and what they encounter in the community.

Key points about 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 towards it
- a responsible adult must supervise Service as Action activities and projects at all times
- paid activities and normal family responsibilities do not count as Service and Action
- should take 6(+) weeks. The IB does not set specific requirements regarding the number of hours students must devote to community service. The MYP requires school expectations for community service to be expressed qualitatively not quantitatively.

Service as Action Learning Outcomes:

- 1-Increase awareness of your strength and areas for growth
- 2-Undertake challenges that develop new skills
- 3-Discuss, evaluate and plan student-initiated activities
- 4-Work collaboratively with others
- 5-Persevere in action
- 6-Develop international-mindedness through global engagement, multilingualism and intercultural understanding
- 7-Consider ethical implications of your actions

Service as Action Requirements:

	Service activity	Minimum learning outcomes
MYP 1	At least 1	At least 2
MYP 2	At least 2	At least 3
MYP 3	At least 2	At least 4
MYP 4	At least 1	At least 5
MYP 5	At least 2	All 7

***The action component is ongoing during the whole year on top of the service as action projects**

Service, Creativity and Physical well-Being:

***Service activities and projects:** These are 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.

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

***Physical activity:** Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the MYP.

Direct, 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 not limited to: reading sessions at a senior citizens home 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: organising an event at a local NGO or fundraising for an NGO.

***Advocacy:** Advocacy means the act of pleading or arguing in favour of something. Examples include: joining or initiating an awareness campaign, creating a video to advocate for a cause or writing articles on certain issues.

Examples of Service Activities:

- Helping out at school events
- Helping out in the library
- Volunteering with disabled children or the elderly (ex: Reading to the elderly or people with visual impairment)
- Organising a neighbourhood clean-up
- Help deliver meals or gifts to patients at a local hospital or organise games and activities for children in hospitals
- Tutoring children during or after school
- Collect used clothes to donate
- Organise a Special Olympics event for handicapped children
- Create a new game for children to play that encourages fitness
- Organise events to help new students make friends
- Plant trees
- Create a recycling event
- Prepare meals for underprivileged people
- Help repair or paint a local hospital, an orphanage or a seniors' home
- Help organize and sort donations
- Take orphans on outings
- Paint over graffiti in your neighbourhood
- Teach a home-alone safety class for children
- Petition your town leaders to improve recycling systems

The Service Learning Cycle:



1-Investigation: 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 to plan through direct service, indirect service, advocacy and/or research

4-Reflection: This is an ongoing process that should be documented. 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 as well.

Documenting Service as Action:

You are expected to document the work, providing a description of your activities, summarizing your aims in completing them and writing reflections about how you have attained your chosen learning objectives.

You should write at least two journal entries for one-off activities with one reflection prior to the activity taking place and one after. For ongoing activities, you should reflect at least once every two weeks.

There should be a direct link between the reflection and the learning outcomes that have been selected. Each reflection should focus on no more than two learning outcomes.

Role of the advisor/ supervisor and classroom teacher:

Classroom teachers will help you identify appropriate opportunities for taking “action” in the local, national and international communities. Your advisors are expected to monitor your Service as Action progress. They are responsible for approving new activities and will regularly read and provide appropriate feedback on your Service as Action entries.

In most cases, the activity supervisor will be your advisor. In some cases, you may choose another supervisor (e.g. a sport coach; an external supervisor). You must have a supervisor for all Service as Action activities. Before beginning any activities, you should meet with your advisor to inform her/him of your choice and confirm the appropriateness of your activity. If you choose an external supervisor, it is your responsibility to make them aware of your Service as Action obligations, internal and external supervisors are expected to sign off on your completed activities.

Review Process

The handbook will be reviewed regularly by the MYP Coordinator and staff members as part of the curriculum review cycle and as part of the whole school improvement plan.

The leadership team will review the implementation of the policy in classrooms and throughout the school on a regular basis as part of the appraisal process.

References:

- From Principles into Practice (2014)
- Programme Standards and Practices (2014)
- Further guidance for developing MYP service as action