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SERVICE AS ACTION HANDBOOK 2021-22



"Life's most persistent and urgent question is, 'What are you doing for others?'"

Dr. Martin Luther King, Jr.

IB LEARNER PROFILE

INQUIRERS

We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.

KNOWLEDGEABLE

We develop and use concepts, ideas and issues that have local and global significance. In so doing we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

THINKERS

We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

COMMUNICATORS

We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively and willingly in collaboration with others.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.

OPEN-MINDED

We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

CARING

We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

RISK-TAKERS

We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending their beliefs.

BALANCED

We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others.

REFLECTIVE

We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.

Important Resources

[Quick introduction to Service as action](#)

[Student Setup Guide on Managebac](#)

[How to write your reflections?](#)

[Guide for teachers to set up accounts on managebac](#)

Service as Action at QAD is a disciplinary, interdisciplinary and an extra- curricular requirement in the IB Middle Years Programme that must be successfully completed to pass each grade level and to meet the IB MYP certification and graduation requirements in Grade 10. Students should take part in a variety of activities during their education, and Service as Action learning aims to give credit for these experiences and achievements. Moreover, it aims to foster and reinforce a value for community service among students and teachers alike.

At QAD, the Service as Action programme is documented in a **digital portfolio on the platform of ManageBac**.

Service and Action in the MYP

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 programs. 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.

Quantitative Expectations for 2021-22

The following table provides an overview of the minimum requirement for MYP students' involvement in both service learning, action and finding balance in their own lives (creative and athletic experiences).

Students are encouraged to do more than just the minimum. One through your lessons in a unit you are studying and one which is a school event or outside the curriculum.

Grade	Service	Creative/Athletic
6	2 short- term (1-2 hours) or 1 long- term experience (up to 4+ hours over a period of time)	1 experience (Activities during block 1 or 2, being part of club or school team etc.)
7	2 short- term (1-2 hours) or 1 long- term experience (up to 4+ hours over a period of time)	1 experience

8	2 short- term (1-2 hours) and 1 long- term experience (up to 4+ hours over a period of time) Or Two long term experiences	2 experience (Activities during block 1 or 2, being part of club or school team etc.)
9	2 short- term (1-2 hours) or 1 long- term experience (up to 4+ hours over a period of time)	2 different experiences (at least 1 creative experience and 1 athletic experience)
10	2 short- term (1-2 hours) or 1 long- term experience (up to 4+ hours over a period of time)	2 different experiences (at least 1 creative experience and 1 athletic experience)

Key terms

Short- term experiences

A short-term service experience can be completed within a few hours.

---volunteering to support and organize an Iftar meal for the local community

---volunteering to help out in talent show or any other school activities

---volunteering to help out at a sporting event

---reading buddy with students in the elementary school

---volunteering to help in the library

Long- term service experience

A long- term service experience requires regular commitment (weekly or biweekly between 1 and 2 months and requires at least 3 hours planning).

*Long-term service experiences in grades 6 to 9 can be carried out individually or collaboratively within the advisory group and facilitated by the advisor and MYP Service Coordinator. If individual students have already met this requirement through another, individual long-term commitment, they are encouraged to be involved with their advisory's project as well.

****The Service as Action Facilitator or Experience leader must approve student-initiated service experiences.**

---volunteering to be a student ambassador

---volunteering to be a student council representative

Creative experience

Creative experience challenges the students to develop their creative faculties.

Examples:

- participating in a drama club or performance
- participating in a drawing class or maintaining a sketchbook
- learning a musical instrument, part of school orchestra
- reading in English and Arabic for inquiry, action and reflection

Athletic experience

An athletic experience involves sport events/competitions (tournament, race, match) or a regular commitment to one's physical health (joining a sports team, committing to going to the sports center/fitness routine once a week).

Examples:

- running a race or joining a running team
- going to the fitness center regularly to work out
- playing football or basketball for the school team or another club

Qualitative Expectations: Learning Outcomes

The IB has established seven learning outcomes (LOs) that should guide students' growth in the community, service and self-program. These LOs correspond with the LOs in the IB Diploma CAS programme, and aim to foster self-awareness and an understanding for one's role in the community.

In the MYP, the Learning Objectives are as follows:

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.(only for grade 9 & 10)

Grades 6---8

MYP 1-3 serves as an introduction to the Learning Objectives (LO's) in the Service as Action element of the MYP curriculum.

While students are not required to achieve all LO's, they should identify 1-2 LO's for each of the required experiences. Students can demonstrate these LOs in one of two ways: **evidence or reflection**. Students must complete the evidence and reflection **within two weeks of the experience** in ManageBac.

Grades 9---10

Students should be continuing to familiarize themselves with the LO's. They should also learn how to balance both the quantitative (numbers) requirements and the qualitative (LO's). Over the course of these two years, **students must achieve all seven LOs at least once**. Students can demonstrate these LOs through evidence and reflection, but they must use both modes (evidence and reflection) by the end of MYP 5. Students must complete the evidence or reflection within two weeks of the experience in ManageBac. For detailed instructions on how to submit your reflection, please review this [Student Reflection Guide](#).

[Quick guide on Managebac](#)

[How to write your reflections?](#)

Service as action is a component of the MYP that celebrates the value of learning while serving others. It is also referred to as service learning. Each grade level of the MYP has at least one service learning experience embedded within its curriculum. Each discipline should provide for this opportunity in teaching and learning.

Service as Action starts in the classroom during lessons. You will be expected to use inquiry methods you have learnt in subject areas, the global contexts within the unit and with the support of your teacher identify Service and Action activities you can offer. These should then be linked to the millennium goals, being aware and thinking about the social, ethical, emotional and physical implications of any Service as Action activity.

MYP Learning Outcomes for Service

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

- 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 (**only for MYP year 4 & 5**)

Service learning expectations	IB MYP year 1 to 5
<p>1. Emerging awareness of their own strengths and areas for growth. Students begin to see themselves as individuals with various abilities and skills, some more developed than others. With guidance and support from service activity leaders/teachers, they understand that their choices determine the effectiveness of service as action.</p>	<ul style="list-style-type: none"> • Book buddies - reading to and with a younger student/grade • Plant flowers/plants and decorate pots within the school and selected places [homes, hospitals, schools] • Visit a center for the aged-read newspapers, play cards, help with cleaning up, wash dishes etc. • Visit children's' home and share activities with them • Create website/blog to make advocacy
<p>2. Appreciating the individual skills and responsibilities involved in participating in MYP service projects with extensive support and guidance from service activity leaders/teachers. Students accept the challenge of participating in MYP service as action</p>	<ul style="list-style-type: none"> • Develop and maintain a recycling program • Making bookmarks for the school library • Create a wiki and invite parents to give suggestions on how to improve our school environment • MYP 4 – Labeling of recycle bins in the school • MYP 2 – Labeling the school campus for easier access in different languages [Arabic,French, Spanish]
<p>3. Discussing and critiquing service activities in an appropriate manner with support from service activity leaders/teachers. Discussing and critiquing the roles and responsibilities of participants in existing service activities.</p>	<ul style="list-style-type: none"> • Create awareness by making posters on different issues • Raise awareness about water conservation through class activities [MYP 1] • MYP 4 – Creating posters on how to conserve the environment

	<ul style="list-style-type: none"> • In Science, MYP 1 Making safety rules in the labs and leaflets on electricity. • Making leaflets on healthy eating and exercise to keep your heart strong
<p>4. Showing commitment and perseverance in their activities At a minimum, this implies regular commitment and accepting a share of the responsibility of responding to problems that arise in the course of service. Commitment is emotional. With perseverance, students begin to show determination to follow through.</p>	<ul style="list-style-type: none"> • Clean up graffiti • Participate in walks, marathons to help raise funds. • Take part in a cleaning up exercise • Write articles and poems on how to create a better world by learning to live together • Clean up exercise in the school
<p>5. Working collaboratively with others Collaboration can occur as student with students, student with members of the school, or students with the local or international community. This involves teamwork in undertaking the service.</p>	<ul style="list-style-type: none"> • Take part in extracurricular activities like debating, Eco club, gardening, event planning etc. • Connect with pen pals in another school/country • Hold 'USED' book, shoes, clothes, stationary drive for homes, hospitals and selected schools. • When teaching the unit 'recipes' , students to bring food from home and share with support staff
<p>6. Developing international-mindedness through global engagement, multilingualism and intercultural understanding, with support from service activity leaders/teachers By learning about their communities and shared responsibility, students grow in their awareness and understanding of global and local challenges.</p>	<ul style="list-style-type: none"> • Create awareness by making posters on different issues • MYP 4 and 3- Engaging with the community on facilitation, planning, execution of teaching different languages to younger children in the junior school
<p>Consider the ethical implications of your actions During the activity, you may be faced with an ethical dilemma or you may need to think about the possible impact or consequences of the action you take.</p>	<ul style="list-style-type: none"> • Celebrate 'DAYS' e.g. Earth Day etc. • MYP 4 and 5 – Create awareness culture represented in the school-Website • Awareness on how a new student in school can adopt and cope-MYP 4 • Considering the millennium goals which identify the global issues

A Service Experience Reflection Rubric

Every Service activity is made of 5 parts and that is what we call the IPARD:

Investigation: You should show your interest in the project and give a general idea about it.

Preparation: You should have an idea about what the project needs.

Action: Participate in the service experience. This includes the level of engagement you show throughout and your ability to interact effectively with other group members and members of the public.

Reflection: The quality and accuracy of your reflection after the service.

Demonstration: What and how you have learned, recording evidence of your participation in the service experience.

The extent to which your comments agree with your supervisor is important. Consider:

**The extent to which your comments agree with your supervisor is important. Consider:
Level Of Achievement Explanation**

EXPECTATION NOT MET	<ul style="list-style-type: none">• The student was unable to meet this learning expectation and will need to revisit this objective in the future.• The student needs to self-reflect honestly and realistically in order to be able to meet the challenges of their next project.• The student needs to listen to the supervisor in order to understand how to play a more constructive role in service experiences.
MEETS SOME AREAS	<ul style="list-style-type: none">• The student fulfils this learning expectation with considerable assistance or support.• The student demonstrates an acceptable level of attitude and engagement, but the student's self-reflection has significant differences from the perceptions of the supervisor.• The student needs to make a greater commitment in future activities and to reflect on how they will play a more• constructive role in their next service activity.
MEETS IN MOST AREAS	<ul style="list-style-type: none">• The student fulfils this learning expectation independently with little assistance or support.• The student demonstrates a satisfactory level of attitude and engagement and reasonably accurate self-reflection.
MEETS	<ul style="list-style-type: none">• The student fulfils this learning expectation independently with very little assistance or support.

	<ul style="list-style-type: none"> • The student demonstrates a very good level of attitude and engagement and accurate self-reflection.
EXCEEDS	<ul style="list-style-type: none"> • The Student fulfils this learning expectation independently without extra assistance or support. • The student demonstrates an excellent level of attitude and engagement. • The student's self-reflection matches the perceptions of the supervisor.

* **Service Learning: A teacher's guide.** Kathryn Berger Kaye, M.A. 2014 CBK Associates.

Completing Your Documentation on Managebac

Step 1: choose the name of the activity and the supervisor.

Step 2: Write the number and the description of the learning expectation you intend to meet in this activity.

Step 3: Write when the activity occurred and for how long it lasted.

Step 4: Include evidence of your participation and how you met your learning expectations (see below what type of evidence is acceptable).

Step 5: Reflect on your performance. Use the guiding questions (below) to help you, and a self-assessment using the learning expectation rubric.

Step 6: Share your document with the supervisor of the activity. They will write their assessment of you based on the learning expectation rubric and include their feedback for you.

What constitutes evidence of participation?

- Photographs that demonstrate involvement and being on-task.
- Anecdotal evidence like quotes or comments from supervisors or participants.
- Scanned documents like named tags, certificates or planning documents.
- Videos that demonstrate involvement and being on-task
- Any other documentation considered appropriate by supervisor.

Guiding questions for reflection: (Also listed on managebac)

- How was this activity a challenge for me
- How was I an active participant in the investigation and preparation for this activity?
- How did my participation in this activity increase my awareness of the community I am a part of?
- How did I work collaboratively with other people involved in the activity?
- What new things did I learn from this activity?
- How did I increase my awareness of my strengths and my areas of growth?
- What new skills did I develop by participating in this activity?
- How did I help others by doing this activity?
- In what ways was I committed during this activity?

- How was the activity related to issues of global importance?
- What did I hope to accomplish by this activity? What did I actually accomplish?
- What difficulties did I encounter?
- Did anyone help me during this activity? If so, describe the help given.
- How did this activity help other people or institutions?
- What would I change if I did this same activity again?
- What would I like to do next if I can continue with this activity?

Reflections and Evidence

Ideally, evidence and reflections are uploaded during the completion of an activity. That said, students must complete and upload the evidence or reflection within two weeks of an experience's end.

Evidence

Students demonstrate (show) that they have achieved their outcome via photographs or scanned images of their work, or a workout log/journal.

Reflection

Students may also demonstrate the LO's achievement through a reflection. If this is the case, it is important that the reflection shows that the LO's have been thought about by the student. Various modes of reflection are acceptable (e.g. written, a recorded conversation, a drawing or collage, a "wordle" collage), but it is important that they are documented and are clearly connected to the Learning Objectives.

Reflection and Evidence Example

LO: undertake challenges that develop new skills

Evidence Before:	After:	
<p>Reflection- <i>I was somewhat unsure when I started to hula-hoop. I had seen many other girls do it, and it always looked so pretty, but I was never able to keep the hoop up myself! I received my hoop as a gift from my sister, though, so I decided to give it a try. It was not easy at first. The hoop fell a lot and I did not have a range of tricks to play with, so it was sort of boring. In order to learn more tricks, I looked for tutorials on you-tube. I watched different videos from different hoopers. It was helpful that they explained the tricks differently as different explanations helped me to understand the tricks better. By now, I can do lots of tricks and can even dance with my hula-hoop so that it fits with the music as a fitness routine (or I try to, at least!). It's taken many hours of practice, but just as walking felt unsteady and unsure at the start, so did all of these new movements. Now the tricks I learned early on are as so easy I can do them with my eyes closed!</i></p>		

ManageBac

All MYP students use ManageBac to create a portfolio that showcases their Service as Action activities. **Students in Grades 6 to 10 will be shown how to use ManageBac by the Service as Action Coordinator, MYP Coordinator, advisors and teachers.** In the short term all students are expected to know how to use it.

Each activity should be a separate entry on ManageBac. Students should title the activity appropriately and include the type of activity behind the title in parenthesis.

[Guide for teachers to set up accounts on managebac](#)

Examples: Boxing (non contact) fitness club (Athletic) CAWS (Service LT)

ManageBac also features helpful tools to contact the service as action coordinator

(qf.org.qa) directly if they have any questions relating to Service learning opportunities and queries. Students are expected to stick to any commitments that they make, and if a change in plans occurs, they should contact the Service as Action coordinator at least 48 hours before an event begins. If students miss a commitment because they are sick, they must bring in a note from their parents to their advisor for confirmation. Finally, important files such as this handbook and any letters can be found under the **'file' tab on Managebac and also in Quick guide to MYP & DP.**

Supervisor Reviews

Supervisor reviews must be completed within three week of an activity's completion. It is the student's responsibility to follow---up with any reviews that are not returned in a timely manner.

All experiences must be evaluated by a supervising adult who confirms that the student has completed the activity and met his/her chosen learning outcomes when applicable. When starting an experience, students should inform their supervisor.

Once the experience is complete, students can send the review electronically via Managebac.

It is very important that the students document enough evidence so that the achievement of the Learning Objective is made clear to the advisor.

Generally speaking, parents may not be their child's supervisor for an experience. In

special circumstances, exceptions may be made, but they must be approved by the Service as Action coordinator.

Late Appeals

In general, evidence and reflection is ideally uploaded during a student's involvement in an activity, though it must be uploaded no later than two weeks after the activity has been completed. Supervisor reviews must be completed and uploaded onto ManageBac no later than three weeks after the completion of an activity.

Should a student fail to comply with these expectations, they will be permitted one

late appeal per school year, which goes to the Service as Action coordinator. This process is designed to teach students time management skills and organizational discipline needed in the upkeep of a digital portfolio, while at the same time allowing for a mistake from which they can learn. If a student needs to apply for a late appeal more than once, the Service as Action coordinator will decide how to handle the situation case by case.

STUDENT EVIDENCE AND REFLECTION

(Can be found on managebac)

Student's Name _____ Grade _____
Section _____

Name of Activity----- Activity Supervisor-----

Learning expectation met.....

Date(s) of Activity _____
Frequency/Duration of
activity: _____

DEMONSTRATION: (insert photographs, videos or scanned documents to support and demonstrate your involvement in the activity and the completion of the learning expectation(s)):

Reflection: (use the guiding questions in the information document to help structure your response):

Student Self Evaluation: (according to learning expectation rubric):

Supervisor Evaluation: (according to learning expectation rubric):
Supervisor Comment (optional):

Supervisor Signature: _____

Structured Service as Action experiences offered in block 1 & 2

The school also offers structured service as action experiences in two blocks across the academic year. The students get to choose from a range of after school activities .

Dates for Block 1 activities- TBD

Dates for Block 2 activities- TBD

The sign-ups will take place directly through Managebac. After the Activity fair at 9:40am, you will be able to request to join your selected activity after logging into your Managebac account.

You will receive a confirmation email no later than Monday afternoon of the following week. If you don't receive a confirmation email, then you will be asked to select another open experience

Reflection can become a dynamic means of self-knowing rather than an imposed requirement.

- ✓ Did anyone help me during this activity? If so, describe the help given.
- ✓ How did this activity benefit other people or institutions?
- ✓ What would I change if I did this same activity again?
- ✓ What would I like to do next if I can continue with this activity?

SOME REFLECTION TOOLS YOU COULD USE

PMI which stands for:

Plus: the things that went well

Minus: the things that didn't go so well

Ideas: How would you improve your performance if you did this activity again?



The Thinking Hats:

Each hat gets you to think in a different way

White hat - pure facts. Write down the facts about the activity

Black hat - negative thoughts. What didn't you like or was not successful

Yellow hat - positive thoughts. What worked well? What did you enjoy most?

Red hat - how did this experience make you feel?

Green hat - creative thoughts. How would you improve this?

Blue hat – thinking about thinking. Can you summarize the activity? Was this the right thing to do for this issue.

"A positive attitude may not solve all your problems, but it will annoy enough people to make it worth the effort"

Herm Albright

References

MYP: From Principles into Practice. Cardiff, Wales: International Baccalaureate Organization, 2014. Print

De Bono's Thinking Hats. N.d. Graphic. n.p Web. 6 Aug 2014.

<http://fluentbrain.com/blog/the-ultimate-guide-to-the-six-thinking-hats/>

Heidelberg International School- Service and Action 2015-2016

