

---

JEFFERSON COUNTY  
INTERNATIONAL  
BACCALAUREATE SCHOOL

---

# JCIB MYP Service as Action Student Handbook

---



2019/2020  
IB MYP Service as Action  
Student Handbook  
Name: \_\_\_\_\_

## **Table of Contents**

What is MYP Service as Action?	3
Service as Action Requirements	3
Service as Action Ideas	4
Learning Outcomes	5
Progression of Service as Action	5
Process Journal	5
Approaches to Learning	7
Global Context	7
Service as Action Learning Cycle	8
Role of the Supervisor	8
Outside of School Volunteer Documentation Form (if applicable)	9

## JCIB Mission Statement

The mission of JCIB is to cultivate intellectually curious, internationally-minded individuals who possess the skills, knowledge, and creativity to positively impact lives through compassion and tolerance in an ever-changing world.

## Service as Action at JCIB MYP

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners.

Action, defined as learning by doing and experiencing, is an important part of the IB Middle Years Programme. Furthermore, all students in the MYP are required to take action by completing a service component in years 1-5. Service as Action is about raising awareness of the world around you. Students may take action locally or globally. Service as Action is designed for students to show commitment to help others.

## JCIB MYP Service as Action Requirements for all students in MYP years 1-5

Being that a portion of the IB's Mission and Vision is "to develop inquiring, knowledgeable and caring young people who create a better and more peaceful world," it goes without saying that Service as Action is an integral part of a child's educational experience. In fact, all the IB Learner Profiles in some way, shape or form can be further developed through Service as Action. This important requirement encourages students to become involved in issues, both local and beyond. JCIB MYP will provide Service as Action opportunities as they naturally arise from the units of study developed by our teachers. The chart below lays out **minimum** expectations for Service as Action.

- All MYP students are expected to earn **18 points** per year. Although we encourage outside of school service, at least 18 points worth of service opportunities will be embedded within the school days.
- Students who earn 25 points or more are awarded the distinguished service award.
- Students document service experiences and reflection in their service journal.
- Students are responsible for submitting all service documentation to their supervisor.

		<b>Service as Action</b>	
<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four</b>
Isolated service experiences not directly inspired by a unit of study	Ongoing service experiences that are not directly inspired by a unit of study	Service as Action: experience that is initiated and organized by a teacher that is directly inspired by a unit of study	Service as Action Leadership: initiating and organizing Service as Action that is directly inspired by a unit of study
1 point per service experience	4 points per service experience	6 points per service experience	8 points per service experience

**Valid Service as Action Activity Ideas**

Service as Action opportunities will develop and arise naturally from the taught curriculum; however, for the purpose of understanding the big idea of Service as Action, please consider some of the ideas found below:

<b>In School</b>	<b>In Community</b>	<b>In Country/World</b>
<ul style="list-style-type: none"> <li>● School clean-up</li> <li>● School beautification</li> <li>● Cards to soldiers</li> <li>● Bags of Hope for homeless</li> <li>● Peer tutoring</li> <li>● Homeless shelter drive (i.e. unused toys, blankets, etc.)</li> <li>● Peer mentoring for new students</li> </ul>	<ul style="list-style-type: none"> <li>● Build a Little Library</li> <li>● Volunteer to feed needy</li> <li>● Read to resident at a nursing home</li> <li>● Teach 21st century skills to elderly</li> <li>● Volunteer at an animal shelter</li> <li>● Park beautification</li> <li>● Build and set up a birdhouse</li> <li>● Community clean-up</li> <li>● Create a community/street recycling program</li> <li>● Test the water quality in creeks, lakes, and rivers in your community</li> </ul>	<ul style="list-style-type: none"> <li>● Volunteer for a global non-profit</li> <li>● Global disaster relief</li> <li>● Habitat for Humanity</li> <li>● Adopt-a-Family</li> <li>● Conservationism</li> <li>● PSA on world issue(s)</li> <li>● Blog that reaches global audience</li> </ul>

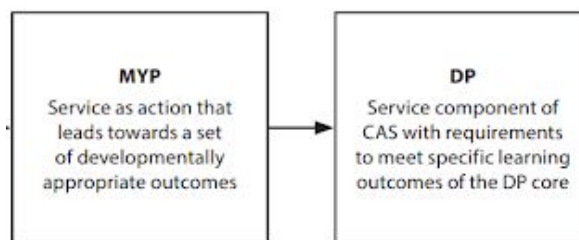
## Service as Action Learning Outcomes

Please note that the Learning Outcomes for Service as Action are not the same as the IB Assessment Criterion because one's involvement in Service as Action is not rated on a scale. IB clearly defines what students should be able to do in regards to the Service as Action project(s) with appropriate support. Students will be expected to reflect upon the learning outcomes as listed below.

1. Become more aware of their own strengths and areas of growth
2. Undertake challenges that develop new skills
3. Discuss, evaluate and plan student-affiliated 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

## A Progression of Service as Action

Please view the diagram below to see how Service as Action in the MYP helps to prepare students for the IB Diploma Programme.



## Process Journal

The process journal is a very important part of your Service as Action experience. **All students will record their experience throughout the year in their process journal.** The point of the process journal is to emphasize "process over product." In other words, the lessons learned through your experience (both positive and negative) are the most important outcomes for the student. Students are encouraged to use a composition notebook as their process journal. Students must record at least 10 journal entries per year in accordance to the quality required by the teacher. Journals will act as a portfolio and travel with the student through grade levels.

<b>The process journal is:</b>	<b>The process journal is not:</b>
<ul style="list-style-type: none"> <li>·used throughout the project to document the project's development</li> <li>·an evolving record of intents, processes, accomplishments</li> <li>·a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised</li> <li>·a place for recording interactions with sources, for example teachers, supervisors, external contributors</li> <li>·a place to record selected, annotated and/or edited research and to maintain a bibliography</li> <li>·a place for storing useful information, for example quotations, pictures, ideas, photographs</li> <li>-a means of exploring ideas and solutions</li> <li>-a place for evaluating work completed</li> <li>-a place for reflecting on learning devised by the student in</li> <li>-a record of reflections and formative feedback received</li> </ul>	<ul style="list-style-type: none"> <li>·used on a daily basis (unless this is useful for the student)</li> <li>·written up after the process has been completed</li> <li>·additional work on top of the project; it is part of and supports the project</li> <li>·a static document with only one format</li> </ul>

Your process journal may include the following:

- Charts
- Graphs
- Notes
- Bulleted lists
- Timeline
- Action plan
- Pictures, photographs, drawings
- Research into your service or action
- Videos
- Any other relevant and meaningful information

## Approaches to Learning

In the process journal, students should intentionally target and reflect on at least 1 of the 5 ATL skills that they have built over the duration of the Service as Action process. These skills are as follows: communication, social, self-management, research, thinking.

## Global Context

You must choose one of the six global contexts to help define your Service as Action goal. When trying to decide your global context, consider the following questions: What is your overall goal of the project? What impact do you wish to have with your project? How do you intend to make the world a better and more peaceful place? **You should address your global context in your process journal.**

**Identities and relationships:** identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

**Orientation in time and space:** personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.

**Personal and cultural expression:** the ways we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

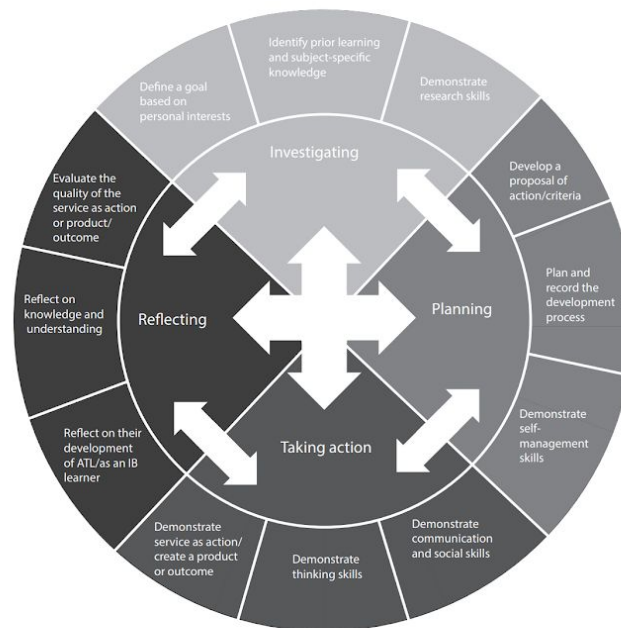
**Scientific and technical innovation:** the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

**Globalization and sustainability:** the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.

**Fairness and development:** rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution. [Projects guide. (2014)]

## The Service Learning Cycle

Throughout the Service as Action experience, students should be able to appropriately demonstrate acquisition of the following objectives:



## Role of the Supervisor

Your supervisor for Service as Action will be the teacher who has embedded Service as Action within their unit of study. Your teacher will clearly lay out the guidelines, expectations, and objectives for success prior to beginning any Service as Action process. Before assigning any Service as Action opportunity, the teacher will meet with the MYP coordinator and/or JCIB administration to get prior approval. Please find general guidelines for supervisors below.

- ensure the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- provide guidance to students in the process and completion of the project
- confirm the authenticity of the work submitted
- a timetable with deadlines
- advice on how to keep and use a process journal
- the importance of personal analysis and reflection
- formative feedback



OUTSIDE VOLUNTEER COMMUNITY SERVICE DOCUMENTATION FORM

This is to certify that \_\_\_\_\_ from

Student Name

\_\_\_\_\_, Class of \_\_\_\_\_ has performed volunteer service on

Name of School

the date(s) and location(s) listed below.

Name of Organization/Non-Profit/Event: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Date of the event	Time In	Time Out	Total Hours

Supervisor Name (Please Print) \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

Address (if different from above) \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Phone Number: \_\_\_\_\_