



FAGERHAUG INTERNATIONAL SCHOOL

MYP Service as Action

Guidelines for Members of the
Middle Years Programme

Policy implementation: January 2021, PYP and MYP committee

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Table of contents

1. Introduction	3
2. Service as Action in the MYP	3
3. MYP Service as Action at FINT	4
3.1 MYP Learning Outcomes for Service	4
3.2 MYP Requirements for Service	5
3.3 Planning for Service as Action	5
3.4 Ideas for Service as Action	6
APPENDIX 1	8
APPENDIX 2	9

1. Introduction

“*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.”

(MYP: *From principles into practice*, 2014)

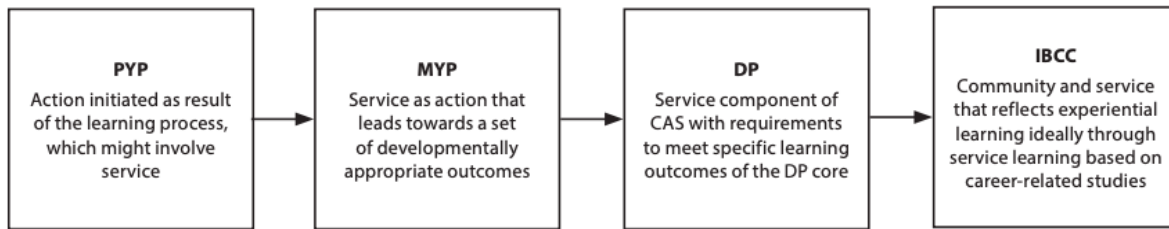
2. Service as Action in the MYP

In the MYP, *Service as Action (SA)* is a fundamental part of the curriculum. This is in keeping with the IB’s mission “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world”.

Service as Action is the component of the core that empowers students to demonstrate the attributes of the learner profile. Being part of the core, SA is a non-negotiable requirement for all subjects. As such, MYP educators have to develop a written curriculum that allows students to use what they have learned in class in meaningful action. SA aims to foster experiential learning beyond the confines of the classroom and encourages students to become involved in school-based activities as well as local, national, and international service projects.

- ▷ **Action**: learning by doing and experiencing.
- ▷ **Service**: to be caring members of the community who demonstrate a personal commitment to act and to make a positive difference to the lives of others and to the environment.
- ▷ **Service as Action (SA)**: is learning by doing and experiencing which results in the benefit of others. Students are able to build authentic connections between what they learn in the classroom and what they encounter in the community. Students explore the community in its complexity as they gain personal insight and become more confident and responsible. Through service as action they become “actors” in the “real world”.

The progression of SA through the IB continuum:



(MYP: *From principles into practice*, 2014)

3. MYP Service as Action at FINT

The MYP *Service as Action* (SA) is classroom learning, applied through action, that addresses an authentic community-defined need. It helps students develop their personal understanding of how to connect and contribute to the real world, and empowers them to become global citizens. At Fagerhaug International School (FINT), students engage in a variety of both individual and group activities as part of their Service as Action learning.

3.1 MYP Learning Outcomes for Service

Through students' engagement in service learning, and with appropriate guidance and support, MYP students should:

- 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.

These learning outcomes identify the substance of students' self-reflection on service as action. All of the learning outcomes are closely associated with the IB

learner profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners.

(MYP: From principles into practice, 2014)

3.2 MYP Requirements for Service

Before taking on a service project or activity, students should consider whether it will achieve the MYP learning outcomes for service. More robust projects and activities will hit more than one outcome and with age, projects with increasing complexity should be targeted by students. At least two (2), and hopefully all seven (7) of these learning outcomes must be achieved through activities to successfully complete the IB SA requirement each year.

At FINT, Students in MYP 2 and 3 should be involved in 2-3 activities every semester. Students in MYP 4 and 5 should be involved in 3-4 activities every semester.

Every student will hand in a self assessment report at the end of the semester. A template of the self assessment form can be found in the appendix of this document. Student action will be reported in the progress report handed out every semester.

3.3 Planning for Service as Action

Teachers at FINT are responsible for planning opportunities for students' involvement in service with the community. These opportunities will be aligned with MYP learning outcomes for service. Opportunities for service in the community often require additional detailed curriculum planning. Service activities will be appropriately adapted to local circumstances, and they will take into account students' development, aptitudes and preferences. Students in the MYP 4 and 5 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.

All subject teachers at FINT will help and guide students in a variety of Service activities. Class teachers will follow up on every student in their class and make sure they meet the requirements of the MYP Service as Action programme at FINT.

When planning for SA at FINT the goal is:

- 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.

3.4 Ideas for Service as Action

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.

(MYP: From principles into practice, 2014: 24)

In School	Local	National / International
<ul style="list-style-type: none"> - Winter sports day - Reading to younger students (unrelated to summative assessment) - Students prepare and pack meals to keep in the fridge at school for any students who forget their lunch at home. - Mother Tongue day - Mental health campaign - Organize a “cultural game” event (games, board games, activities from native countries). It can be related to a PHE unit. - Organize a disco for PYP to collect money for charity. 	<ul style="list-style-type: none"> - Interviewing and sharing new knowledge about the multicultural society of Stjørdal (Norwegian Language and lit) - Clean the beach - Help at the nursing home 	<ul style="list-style-type: none"> - Helping schools in Argentina - UNICEF-runden - Collecting - December Drive <p>(December 2020 helping the typhoon victims in the Philippines)</p>

APPENDIX 1

Self-Assessment for Students in MYP 2 and 3

Learning outcome	Description of action	Student reflection on activity and learning outcome	Teacher feedback
SA that made me more aware of my own strength and area of growth.			
SA where I had to challenge myself and develop new skills.			
SA where I had to continue despite difficulties.			
SA where I worked collaboratively with others.			
SA where I developed international-mindedness through global engagement, multilingualism and intercultural understanding.			
SA where I had to consider the ethical implication of my action.			

APPENDIX 2

Self-Assessment for Students in MYP 4 and 5

**includes planning for SA*

Learning outcome	Planning of SA	Description of action	Student reflection on activity and learning outcome	Teacher feedback on student planning and action
SA that made me more aware of my own strength and area of growth.				
SA where I had to challenge myself and develop new skills.				
SA where I had to continue despite difficulties.				
SA where I worked collaboratively with others.				
SA where I developed international-mindedness through global engagement, multilingualism and intercultural understanding.				
SA where I had to consider the ethical implication of my action.				