



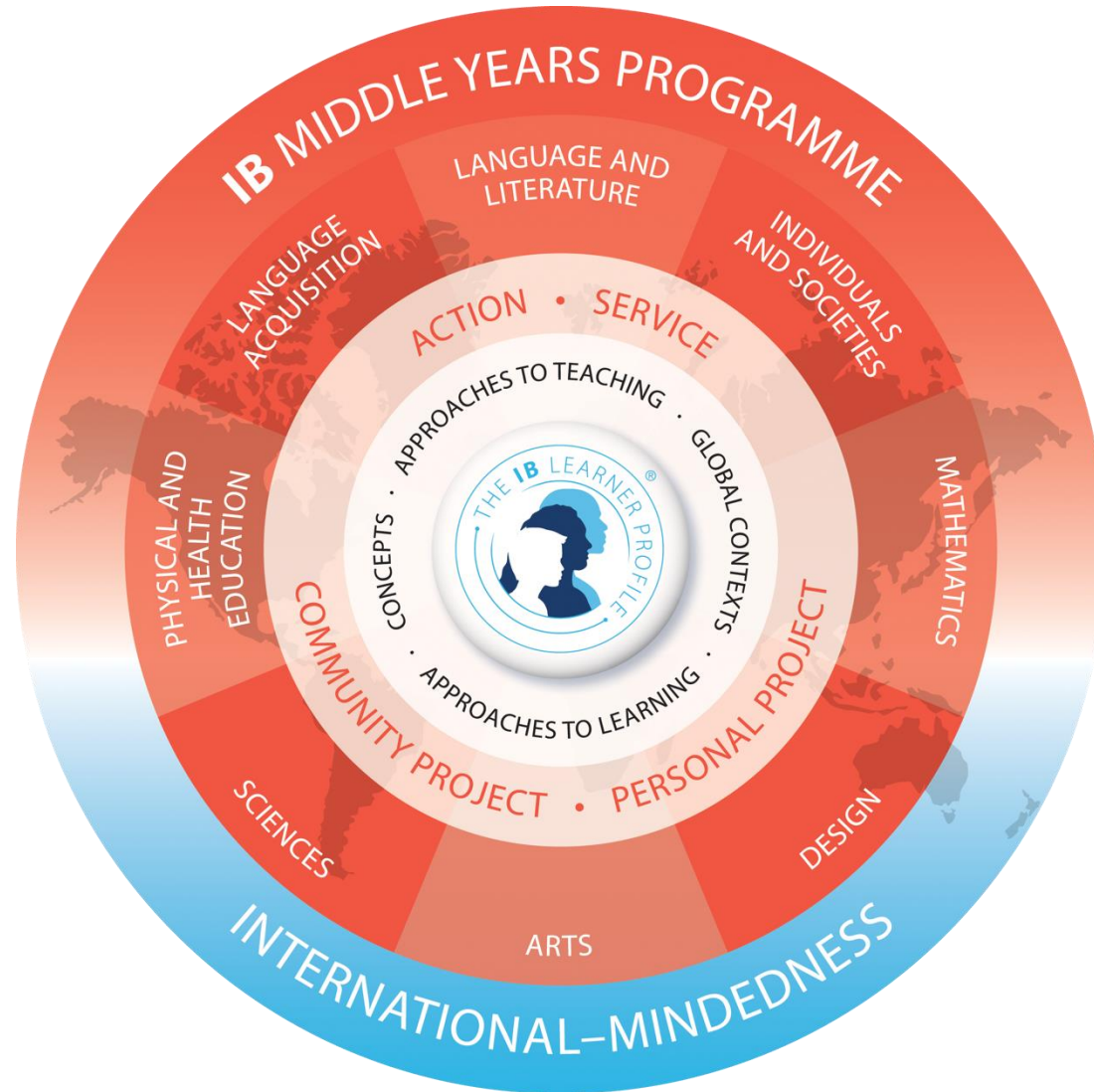
IB Basics Parent Session

Service As Action

We are all
members of
the IB World
Community



IB MYP Curriculum Framework



Service and Action in MYP

IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Students take action when they apply what they are learning in the classroom and beyond

Service as action leads towards a set of developmentally appropriate outcomes.

It helps students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community by engaging them in-depth inquiry that leads to action.





The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB Learner Profile

Approaches to Learning

- Communication
- Self-Management
- Social
- Research
- Thinking



Service Learning

- Small actions can have a BIG impact.
- YOUR actions can change the world!
- So how will YOU help to make the world a better, more peaceful place?



5 Stages of Service Learning

1. Investigation
2. Preparation
3. Action
4. Reflection
5. Demonstration



1. Investigation

Students gather information about issues through media, interviews of experts, surveys of varied populations, as well as direct observation and personal experience



Personal Inventory

1

Interests are what you think about and what you would like to know more about –for example, technology, the arts, social media, or an historical event.

- Are you interested in animals, movies, mysteries, or travel, outer space, popular music, history, arts, sport?
- Do you collect anything?
- Is there an activity you especially enjoy?

Interests: I like to learn and think about...

2

Skills and talents have to do with things that you like to do or that you do easily or well.

- Do you have a favourite subject in school? Do you sing, play the saxophone, or study ballet?
- Do you know more than one language?
- Can you cook?
- Do you have any special computer abilities, like to take photographs, paint pictures, or play soccer?

Skills and talents: I can...

3

Areas for growth focus on identifying skills, knowledge, or concepts that you would like to get better at to get out of your comfort zone – for example, public speaking, using the local language, or writing proposals.

- What skills would you like to strengthen when it comes to collaborating with others?
- Are there some areas you struggle with and would like to improve?
- How can you get out of your comfort zone? Is there perhaps an area to improve upon?

Areas for growth: What I aim to develop and improve...

Identify a Need

Identifying a community need is important as we engage with service.



A note of caution!

If we only look at needs, we are adopting a **deficit approach to service**. A deficit approach has us only considering “what is wrong” in the community.

What is the message a **deficit approach to service** conveys?

An **asset-based approach to service** considers what already exists in the community that is beneficial and assisting this community to thrive. By finding assets before looking for needs, there is a likelihood of establishing partnerships that build on what is going well.

What is the message an **asset-based approach to service** conveys?



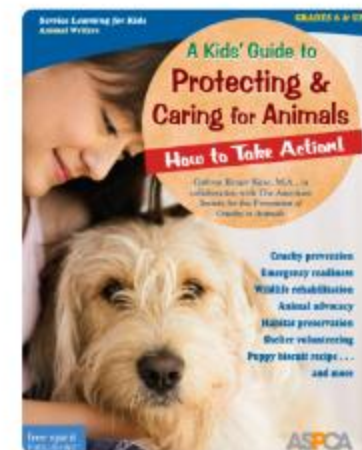
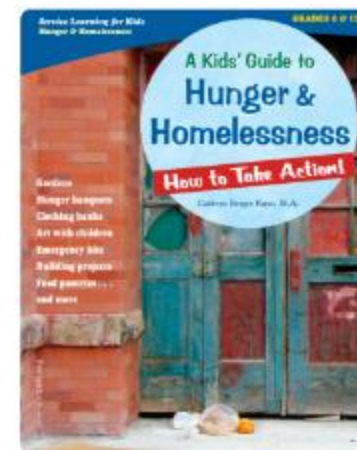
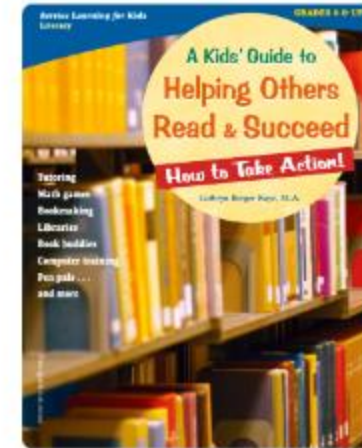
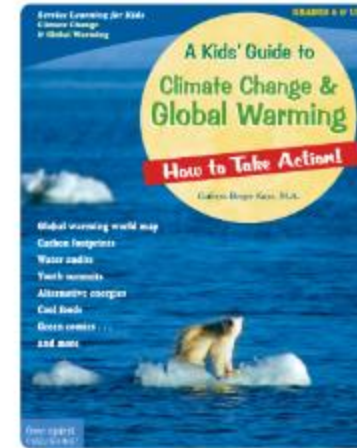
However a critical question remains...

Issues to Care About

- [THE 17 GOALS | Sustainable Development \(un.org\)](https://un.org/sustainabledevelopment)



Resources with Examples of Service



A close-up, slightly blurred photograph of a person's hands working on a desk. One hand is pointing at a set of architectural blueprints spread out on the surface. The other hand is holding a black pen, poised to write. The scene is brightly lit, with a warm, yellowish glow. In the background, a smartphone and some papers are visible but out of focus.

2. Preparation

- Students deepen understanding about the central issue through local context and accurate information.
- Identify community partners
- Organize a plan with clarification of roles, responsibilities and timelines
- Develop skills needed to successfully carry out the plan

Research



Media:

Internet, news, documentaries, films, newspapers, maps, books, magazines.

- What media will you use? You can include links to websites and documents here with an explanation.



Interview:

Asking an expert through video calls, phone calls, face-to-face.

- Think of a person with knowledge about this topic – perhaps someone at school, in a local organisation, or government office. How will you arrange the interview to learn more about the issue? What will you ask?



Survey:

Collecting data, using set questions with people who have knowledge on a topic or for general knowledge or opinions; informal census.

- What questions will you ask peers, family, teachers, experts to find out opinions about the issue and ways to respond that are beneficial for the community?



Observations:

What you see out the window, experiments, prior experiences, simulations, using surroundings.

- How can you gather information through your own observation and experience?
- How could you prepare for your service learning activity through an experiment or setting up and documenting a simulation?




Google

3. Action

- Students implement their plan through:
 - Direct service
 - Indirect service
 - Advocacy
 - Research



Types of Service



Students take ACTION when they apply what they are learning in the classroom and beyond.

Direct Service

- You interact directly with people, animals or the environment you want to help

Indirect Service

- Your actions will benefit people, animals or the environment, but you do not interact with them directly

Advocacy

- You promote awareness and understanding of a cause or concern to promote action on an issue of public interest

Research

- You collect information through varied sources, analyze data and report on a topic of importance in order to influence policy or practice

Learning Outcomes for Service



Become more aware of their own strengths and areas of 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 your actions

During every service as action activity, students will focus on strengthening at least 1 of these learning outcomes!



4. Reflection

- Ongoing reflection allows awareness and expression of thoughts and feeling to elevate understanding of self and others
- Inform content knowledge
- Assist in future planning



What happened? → Cognition

Summarising what occurred is essential to know what students are reflecting on. For example, students may have all visited a community garden, however one student may have been captivated by worms and another by the size of the lettuce. Each has a unique experience.



Ideas? → Creativity

Invite students to include what wondering or new ideas may be provoked by the experience.



How do I feel? → Affect

Knowing the feelings associated with the experience is important for self-awareness and understanding. Increasing emotional literacy - the understanding of terms that describe our feelings more accurately - results in more descriptive expression.



Questions? → Inquiry

Record any question that may arise - this can be about self, others, the locale, the issue; being open-ended allows for every voice.



Being inquirers

How the group/team members worked collaboratively with inquiry at the core.



Being open-minded and principled:

How ideas and beliefs shifted to more accurate understanding of self and others.



Being knowledgeable thinkers:

What students learned about the key issue or need, especially is it advanced the curriculum.



Being risk-takers:

Stepping out of personal comfort zone to try new roles and responsibilities.



Being caring and balanced:

How students identified community assets and needs including gathering perspectives from community members.



Being reflective communicators:

Increasing self-awareness to develop mutual respect with peers and those we meet and interact with through the service learning process.

5. Demonstration

- Demonstration captures the total experience
 - What has been learned
 - The process of learning
 - The contribution made
- Sharing this with an audience educates and informs others
- Students draw upon their skills and talents in the manner of demonstration





Creating videos

- Publish on school website
- Post on social media
- Broadcast at school events
- Embed in newsletters



Making presentations

- Share at assemblies
- Present at school events
- Interactive sessions for classes
- Give a talk at partner events



Writing

- Poems
- Stories
- Articles
- Blog posts
- Speech



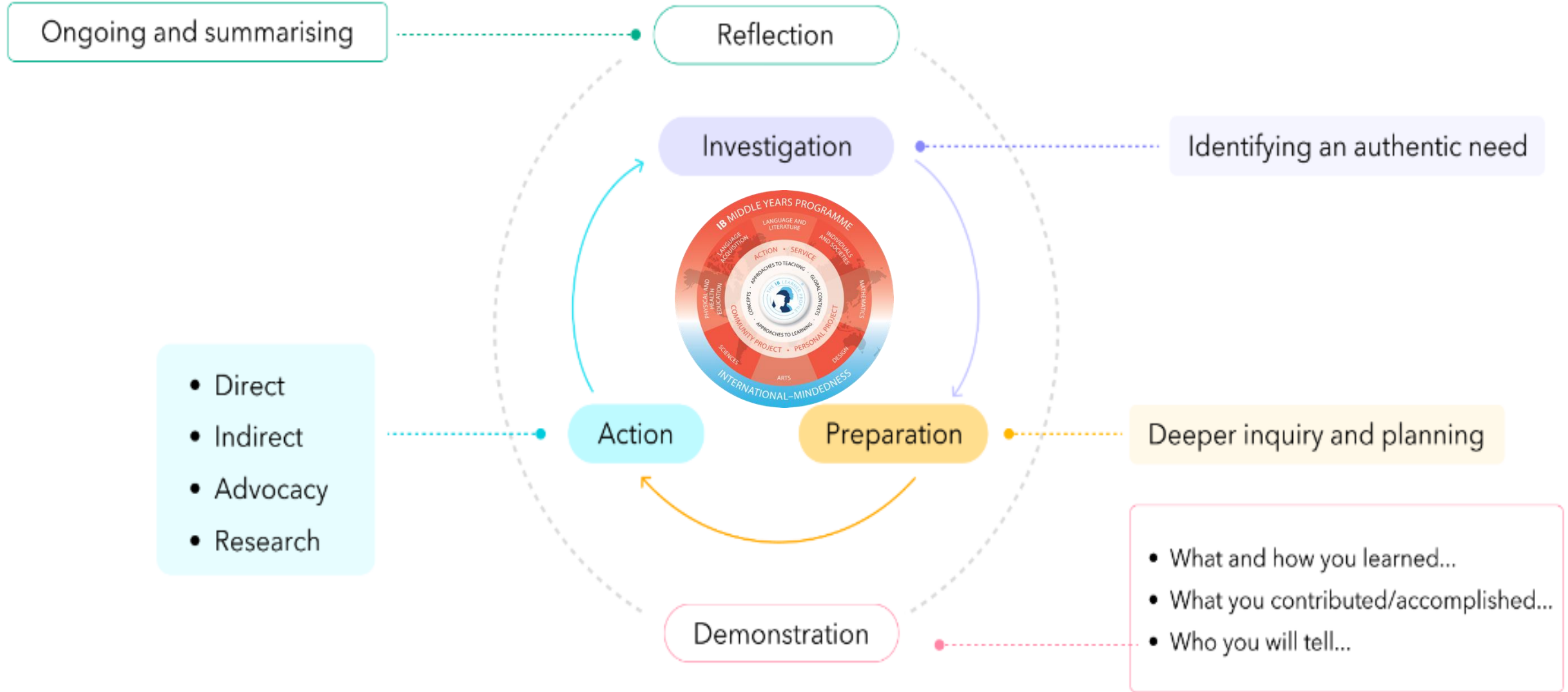
Performing arts

- Skits
- Plays
- Dance
- Spoken word



Taking photos

- Publish a photo portfolio
- Create a gallery
- Display across the school
- Display in community



Walker Service Hour Expectations

- Year 1: Five (5) Hours of Service * NJHS Members must complete Ten (10) hours
- Year 2: Eight (8) hours of Service * NJHS Members must complete Ten (10) hours
- Year 3: Ten (10) hours of Service + Community Service Project

[Complete the Service As Action Reflection](#)

Year 3 Community Service Project: Guided through Year 3 Design

Year 3 Community Project

- This is an IB MYP requirement for all Year 3 students
- Your Year 3 Design teacher will introduce the project at the beginning of your semester "Critical Thinking" Design Course.
 - Students are expected to spend approximately 15 hours on their MYP community project. This time includes: • meeting with supervisors • independent learning through research, planning, development and completion of the project • reporting of the project

Why Service Matters



When we engage in service learning experiences, **our brains respond in ways that make us feel happy and connected** to others. Taking part in service learning increases our wellbeing and activates different parts of the brain.



The social cognition region of the brain **increases activity when we are in reciprocal relationships** with others. This dynamic enhances emotional empathy and understanding others' perspectives.



When we participate in selfless acts, stand up for causes, or take action to bring about positive change, **our brain's fear and stress centre becomes less active.**



Our brain's decision-making area, the prefrontal cortex, becomes more active **when we engage in service by evaluating the positive impact of our actions** which fosters intrinsic motivation.



Acts of service release oxytocin, also known as the 'love hormone.' Oxytocin enhances feelings of connection, reinforce positive social interactions, social bonding and trust.



SCHOOL NEWS



<https://www.hillsboroughschools.org/walker>

Service As Action