



IB MYP Years 1 – 3
Explorations within Our Community –
Service as Action
2020-2021

MISSION STATEMENT

Building Better People, Every Day

Utilizing an intercultural-mindedness model and a standards-based curriculum, the mission of Franklin Academy is to create compassionate, engaged, life-long learners by promoting a culture of collaboration and high expectations that emphasizes character development through active service in the local, national and international community, while adhering to the principle that all children can learn.

What is Service as Action?

Action is learning by doing and experiencing. Service is part of action and it is where IB learners strive to be caring members of the local and global community, by demonstrating personal commitment to services that make a difference to the lives of others and the environment. One component of the International Baccalaureate Middle Years Programme (MYP) is called Service as Action. This is our students' opportunity to take their service outside of the school building and move into action in the community. Action will be different from student to student and from context to context. It will allow and teach the students to feel empathy towards others, make small scale changes to behavior, take physical action, and to have an opportunity to persuade people in more influential positions to act. The IB has outlined learning outcomes that are the goals of Service as Action.

The emphasis is on:

- Developing **community** awareness and concern
- Learning to **balance** social, academic, and recreational avenues in life whilst maintaining a healthy lifestyle
- Becoming **independent**
- Developing the skills needed to make an effective contribution to society including personal reflection, resilience and working collaboratively.

Below you will read about the Service as Action Learning Outcomes and how students can expect to develop their Approaches to Learning (ATL) Skills through the Service as Action programme.

Service as Action Learning Outcomes	
Awareness - Become more aware of their own strengths and areas for growth	Individuals have strengths and weaknesses. MYP Students should be able to identify them and understand how they can continue to develop their strengths and address their weaknesses. They understand that the choices they make can help increase their skills and abilities.
Challenge & New Skill - Undertake challenges that develop new skills	MYP Students participate in activities and projects that they have NOT participated in before. The experiences are novel and challenging. Students develop new skills from participating in Service as Action.
Initiative- Discuss, evaluate and plan student-initiated activities	Student-initiated activities may originate from various sources- subject group lessons, classroom discussions, collaborative work, and a wide variety of stimuli that prompt the desire to take action. MYP Students develop the ability to plan activities by discussing the purpose ahead of time, evaluating the activity and its goals, and developing a detailed plan to achieve the goal. This planning can happen in collaboration with others, including other MYP Students, parents, teachers or other individuals.
Perseverance - Persevere in action	MYP Students should select service activities that they will want to complete. Perseverance is a key skill in achievement in all areas of life. Students should show commitment and responsibility. They should be regular and dependable participants in their service activity of choice.

Collaboration- Work collaboratively with others	Collaboration is a fundamental priority of IB. MYP Students must develop the ability to collaborate with a wide variety of individuals, including adults and people they have not met before.
Global Value - Develop international-mindedness through global engagement, multilingualism and intercultural understanding	Many global issues are addressed at a local level. MYP Students may select service activities that are with global or international organizations, but they can also use vision to see how local agencies are contributing to global problem-solving.
Ethics - Consider the ethical implications of their actions	MYP Students must be able to determine who will be impacted by their actions and in what ways they will be impacted. Students should be principled in their choices so that their actions have a positive effect on others.

(From Principles to Practice, p. 24)

Service & Action Requirements

	Learning outcomes*
Year 1	At least 4
Year 2	At least 4
Year 3	At least 4 * Year 3 , two of the four learning outcomes can be used as from your MYP Community Project, the other two must come from outside the Community Project.

* You need to document your activities and show good evidence of having met the minimum number of learning outcomes in each year in ManageBac.

* All students must cover all learning outcomes by the end of their Year 3 Programme.

Service, creativity and physical well being

Service & Action activities and projects: These are unpaid and voluntary exchanges that support the local, national or global community and have learning benefits for you. S&A can involve direct service, indirect service or advocacy (see below).

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.

Types of Service

According to the IB, there are four types of service learning, direct service, indirect service, advocacy, and research.

1. Direct Service- MYP Students provide support to an organization or cause by doing hands-on, one-on-one support in the field.
2. Indirect Service- MYP Students provide support to a cause through fundraising or another type of project. They serve in large-scale projects that work with communities or the environment, instead of face-to-face experiences.
3. Advocacy- MYP Students work to raise awareness of a cause or issue. They establish and/or lead campaigns that promote change in support of a community issue.
4. Research-MYP Students carry out research that provides information about the underlying issues regarding a cause. They create a report and/or write articles that inform others of the

issue and how others can become involved in bringing about change.

At the Franklin Academy Cooper City campus, we encourage our students to give back to the community. As an IB MYP school, we embrace the mission statement of the IBO, which strives to develop "caring young people who help to create a better and more peaceful world through Intercultural understanding and respect."

Requirements

This Service as Action will be conducted starting in Quarter 1 and will end in Quarter 3. For all MYP students, there will be a total of three grades entered for the Service as Action component, one in quarter one, one in quarter two, and one in quarter three. These grades will be entered through their Individuals and Societies class.

Each activity must:

1. Meaningfully contribute to specific needs in the community
2. Be voluntary
3. Be an opportunity for development in one or more Service as Action Learning Outcomes (see above)

Please note:

1. Service as Action activities or projects can be completed individually or in groups.
2. Quality is more important than quantity when it comes to service hours.
3. MYP Students must obtain an adult supervisor who is present for your service activities, for example, a volunteer supervisor for an organization, for all Service as Action activities or projects.
4. The following activities do NOT count as Service as Action for MYP Students:
 - Any activity that provides material rewards, such as money, gifts, or services.
 - Work for "For Profit" organizations.
 - Household chores or babysitting.
 - Parent service hours.
 - Year 3 community service project (Two of the four outcomes may come from the CP, the other two outcomes must come from outside the CP.)

*Any activity associated with involvement, expectations or requirements of another affiliation such as National Junior Honor Society, Boy/Girl Scouts or religious organizations, must be approved by the other organization before completion of the Service as Action Reflection.

Documentation

Quarter 1 - Exploring - students will work in their Individuals and Societies classes to paraphrase the seven learning outcomes as well as start planning and choosing what they will use for their Service as Action. (Due October 9, 2020)

Quarter 2 - Planning & Action - Complete the Service as Action worksheet in ManageBac, receive feedback including approval to move forward from Mrs. Franco, the IB Coordinator or Ms. Cotterell the Service as Action Advisor. Approvals will be done within a 72 hour period of school days. Once approved, you need to answer the two questions listed in the SA questions tab in ManageBac in full paragraph form. Those questions are, how does the service/action you have chosen relate to you globally or within a real life situation, and choose at least one learner profile trait and tell how it relates to this service/action. You must complete the service/action that you have chosen in this quarter. (Due December 11, 2020)

Quarter 3 - Reflection and Review - Reflection is an essential component of the MYP community and

service requirement. It is the element that helps to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The reflection piece should be completed in ManageBac and MUST include at least four reflections based on each learning outcome and how they were completed. Once you have completed the reflection and outcomes in full paragraphs, you will submit the documentation to be sent to the supervisor from the service/action that you completed. The form is sent directly from ManageBac, but not until the reflections are complete. Please leave enough time for your supervisor to complete and return the documentation. (Due March 5, 2021)

Service as Action Steps and Responsibilities

<i>Exploring IB (Quarter 1)</i> <i>Due: October 9th</i>	<i>Action & Planning (Quarter 2)</i> <i>Due: December 11th 2020</i>	<i>Reflection and Review (Quarter 3)</i> <i>Due: March 5th 2021</i>
<p>-Paraphrase all 7 of the Service as Action Outcomes to grasp a full understanding of the Learning Outcomes.</p> <p>-Choose a desired Service as Action activity.</p>	<p>-Investigate, research and get information regarding the topic. Learn about actions that can be taken to address the topic of interest. Set a goal and create an action plan that outlines how you intend to reach your goal.</p> <p>-Decide which four of the learning outcomes for Service as Action you will want to achieve.</p> <p>-Complete the Service as Action worksheet for approval.</p> <p>-Answer the two questions in MB under the SA questions tab. (Complete sentences and paragraphs are required for full credit.)</p>	<p>-Once you have completed your action/service, you will write at least four thoughtful reflections using the provided prompts about how you contributed to one or more community needs, your experience, and the ways you developed in your targeted learning outcomes. (Complete sentences and paragraphs for each reflection are required for full credit.) In addition to a written or video reflection, this can also include photos and videos of you doing the service.</p> <p>-The adult who supervised you completing the service/activity MUST complete a Supervisor Review.</p> <p>-An advisor will review your reflections and the supervisor review. If it addresses the questions listed below and the supervisor review indicates satisfactory participation, the advisor will record the completion of your Service as Action Component.</p>

Service as Action Student Reflection

Use the following questions to complete a thorough reflection on your Service as Action experience in ManageBac:

1. How did your achievements allow you to show personal development?
2. What skills have you acquired or developed through your work?
3. What steps were taken to ensure the success of your activity?
4. Who did you work with in your activity, and how did you feel about being involved?
5. What obstacles did you encounter, and how did you overcome them?
6. How did your activity help you address a global issue, either locally, nationally or internationally?
7. How did your participation in your activity affect you and others?
8. What changes would you make if you were to do these activities again?
9. How did your understanding of community change as a result of your S&A activities?
10. Give an example of how you showed initiative and/or a willingness to help others.
11. How did you use your strengths to enhance one of the communities to which you belong?
12. Give an example of how you came up with a solution to resolve an issue in a community to which you belong.
13. Give an example of a situation where you showed commitment to a cause.
14. Do you believe S&A is a valuable experience? Justify your answer.
15. What do you think is the importance of the Service as Action activity?

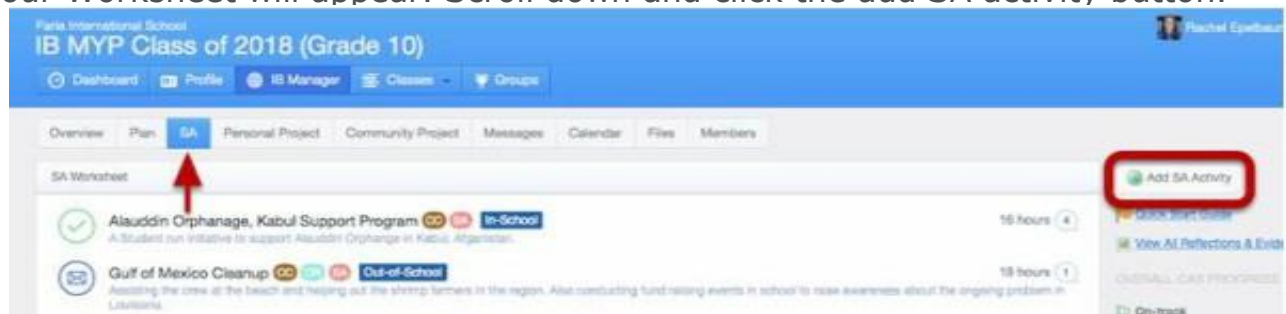
Entering a Service as Action Activity into ManageBac

You need to enter the service/action onto ManageBac to get approval. This step is very important, as an activity is not officially approved until it has been approved on ManageBac. You will use your user name and password credentials that you use for Clever to access <https://franklinacademycoopercity.managebac.com/login>.

1. Once logged in, click on the IB Manager tab on the left, and select **SA** to begin.



2. Your Worksheet will appear. Scroll down and click the add SA activity button.



3. Complete the form that follows:

A. Type in the name of your activity in the **Activity Name** box. Give it a relevant title.

B. Indicate whether it is **Out-of-School** or **In-School**.

C. You can add **hours** into the boxes for hours, but you do not have to.

D. Pick your **Start** and **End Date** for the activity. These might not yet be exact. Just try to be close. You can adjust them later.

E. Add your **Supervisor**. If you have selected a group from the scroll menu, this should fill in automatically. All activities must have a supervisor, and this cannot be your parent in their role as your parent.

F. If you plan to work with an organization, fill in the **organization name**.

G. Enter your **Activity Aim** – what you hope to achieve

H. Check off which **targeted learning outcomes** you are aiming to achieve with this activity. You should have at least one outcome for one activity.

I. When the form has been completed, click **Add SA activity** at the bottom of the page.

The screenshot shows a web form titled "Add SA Activity". The form is divided into several sections. At the top, there is a dropdown menu for "Select Activity From a Group" with "Basketball Team" selected. Below this is a text field for "Activity Name*" containing "Basketball Team". To the right, there is a "Location" section with radio buttons for "Out-of-School" and "In-School". The form includes several input fields for "Community Service", "Creative Expression", and "Service as Action", each with a "0" in a spinner box and "hours" as a unit. There are also date pickers for "Start Date*" (October 8, 2015) and "End Date*" (October 14, 2016). A "Description and Goals" text area contains the text: "Coached by Mr. Hendrick, the team will compete in the national school league and the regional tournament." To the right of this are fields for "Supervisor Name" (Mr. Hendrick), "Supervisor Title" (Coach), "Supervisor E-mail" (james.hendrick@eduvo.com), and "Supervisor Contact #". Below these is a section for "Please select your targeted learning outcomes:" with checkboxes for "Awareness", "Global Value", "Perseverance", "Collaboration", "Ethics", "Initiative", and "Challenge & New Skills". The "Initiative" and "Challenge & New Skills" checkboxes are checked. At the bottom, there is a text field for "Activity Aim" containing "To get better at Basketball and be a good Team Captain, learning leadership skills." and a red "Add SA activity" button next to a grey "Cancel" button. Callout letters a through i are placed around the form to highlight specific fields: 'a' points to the activity group dropdown, 'a' to the activity name field, 'c' to the community service spinner, 'd' to the start date picker, 'f' to the organization field, 'g' to the activity aim field, 'b' to the location radio buttons, 'e' to the supervisor name field, 'h' to the targeted learning outcomes checkboxes, and 'i' to the "Add SA activity" button.

Once your activity has been added, you will be taken back to your **SA Worksheet**. Your activity will appear in your chart with a **Needs Approval** tag pending approval.

Once your advisor has approved your action/service, you will need to answer the questions in the second tab (SA questions), and click save.

Then you will need to complete the actual service/action before the end of quarter two.

Once completed, follow the login instructions above, but then go to the reflection and evidence tab. On the right side, click add new evidence and reflection. Remember that you need a minimum of four reflections, one to go with each learning outcome. As you complete your reflection, choose the learning outcome associated with that reflection and click add new entry.

Once you have completed all four entries, you will need to go to the tab that says summary. On the right hand side, you will then click the button that says supervisor review. Once you have done this, please make sure to let your supervisor know to

complete the form. Once it is returned through ManageBac, your Advisor will confirm if you have completed the service/action, or if you need to continue working on it for full credit.

(Please leave enough time for all pieces to be approved, completed, and returned for additional work if needed.)