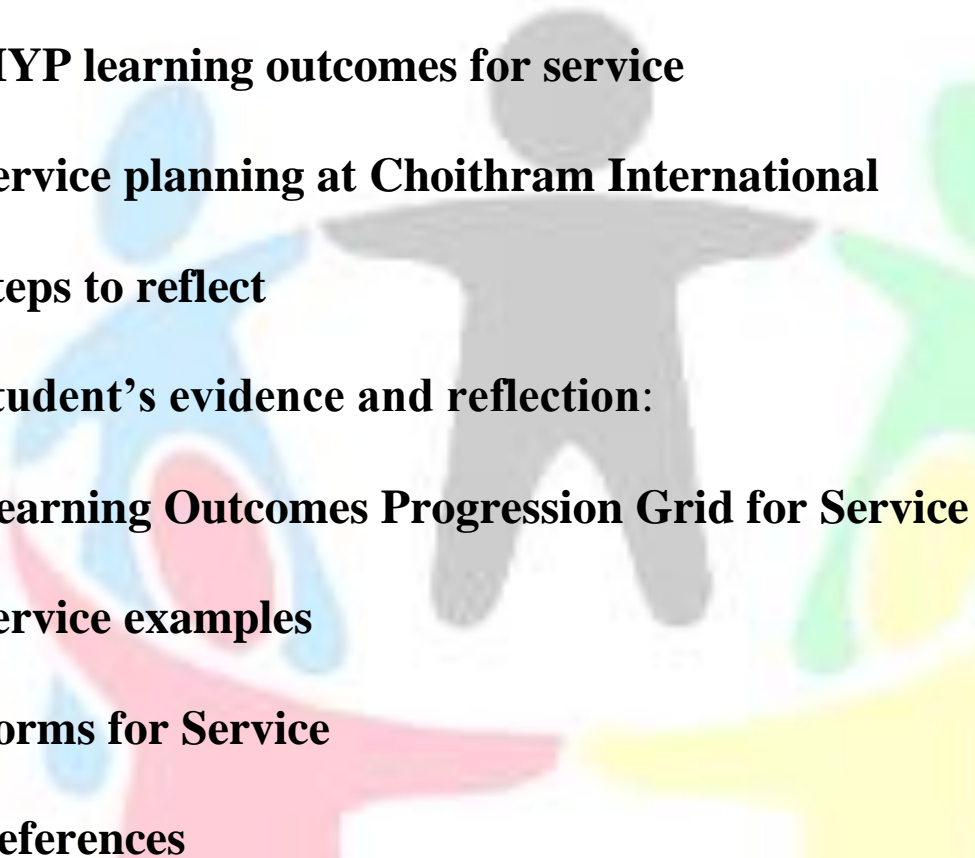




# CHOITHRAM INTERNATIONAL SERVICE- BOOKLET



## **Index**

- 1. Service is a subset of action**
  - 2. MYP learning outcomes for service**
  - 3. Service planning at Choithram International**
  - 4. Steps to reflect**
  - 5. Student's evidence and reflection:**
  - 6. Learning Outcomes Progression Grid for Service**
  - 7. Service examples**
  - 8. Forms for Service**
  - 9. References**
- 

# Service as Action

## (Learning by doing and experiencing)

Action is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes.

### Service is a subset of action.

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 .

The MYP aims to help students develop their personal understanding, their emerging sense of self and their appropriate responsibility in their community. In the IB continuum, this continues with the service component of the DP's CAS requirements (Community, Action, Service), in which students continue to increase their awareness of their own strengths and areas for growth, undertake new challenges, plan and initiate activities, work collaboratively with others, show perseverance and commitment, engage with locally and globally significant challenges and consider the ethical implications of their actions.

As students become more aware and acquire a better understanding of the context, and of their responsibilities, they become empowered to make choices about how to take thoughtful and positive action. This action will be different from student to student and from context to context.

The action may involve students in:

- feeling empathy towards others
- making small-scale changes to their behaviour
- undertaking larger and more significant projects
- acting on their own
- acting collaboratively
- taking physical action
- suggesting modifications to an existing system to the benefit of all involved
- lobbying people in more influential positions to act.

Service requires that students are able to build authentic connections between what they learn in the classroom and what they encounter in the community. When connected to classroom learning, the experience of service offers opportunities to apply concepts, both skills and knowledge, as students explore the community in its complexity, gain personal insight, develop existing and new skills, and grow in confidence and responsibility as they become “actors” in the “real world” beyond school. Guided or classroom learning that leads to action addressing an authentic community need is most meaningful when allowing for student initiative that incorporates their interests, skills and talents. The

process also provides a structured time for both formal and informal reflection on the service experience. When the service experience has meaning and purpose for all involved, participating in reflection is also seen as rewarding. By reflecting on their service experience, students may gain a greater awareness of the community and world they live in, and their role and responsibility in improving the lives of themselves and others.

## **MYP learning outcomes for service**

With appropriate guidance and support, MYP 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.

These learning outcomes identify the substance of students' self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners.

## **Service planning at Choithram International:**

### ***Student (self) initiated activities***

The school **strongly** recommends service activities initiated by the students. If the student participates in such self-initiated activity and he/she wishes to document it, he/she must keep a record of every interaction had through this service. The student could then choose to write one **meaningful reflection per activity**. Each activity is expected to address one/some learning outcome(s). Students, who undertake very impactful and meaningful activities and have documented it by the required process, will be selected and given an opportunity to present it in an assembly.

### ***School planned service activities***

Students participating in activities planned by the school should sum up their experience in the form of a meaningful reflection at the end of activity. Each activity is expected to address one/some learning outcome(s).

### ***Service from curriculum:***

As part of the unit initiated service, students and teachers may come up with an action in response to a community's need. With guidance from the teacher, the student will, for such a unit, undertake the service activity.

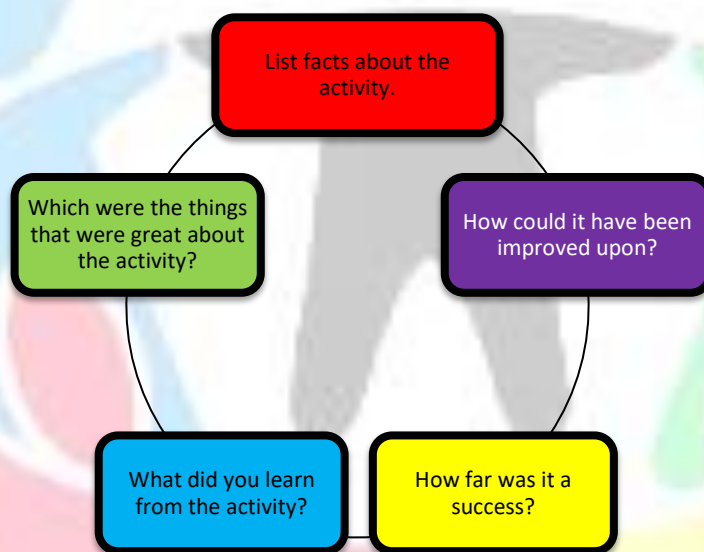
The student needs to upload a **meaningful** reflection on the action taken as an individual/ group for that subject area. For any alternate activity, the student must seek approval for the activity from the concerned subject teacher. Each activity is expected to address one/some learning outcome(s). **If students do not fulfil the requirement of turning in the reflections and addressing the learning outcome(s), this will be highlighted in the report of Service.**

## Steps to reflect:

Teachers and the Service Coordinator will supervise the activities. They will check if the students have the required number and quality of reflections. They will also give feedback whether the activity addresses the decided/selected learning outcomes. Completion of reflection and addressing of the identified learning outcomes(s) is the requirement. Students who have met the requirements are awarded a 'Satisfactory' remark in the Service Report at the end of each semester. If the service activities do not have reflections, then the student gets an 'Unsatisfactory' remark in the term-end Service Report.

MYP 1, 2, 3 students should fulfil at least one service experiences.

MYP 4 and 5 students should fulfil 2 different service experiences.



REFLECTION CYCLE

## Student's evidence and reflection:

There are many ways to generate reflection that allow for and encourages expression in a variety of self-determined modalities. The quantity of reflection is not the concern. Students generate reflection more naturally when they have more choice about how to reflect and have participated in experiences that have relevance and purpose.

At Choithram International, we offer the students three modes to reflect by using the above reflection cycle: *art-poster(animated/slogans/drawing/painting)* / *a brief write-up* / *video*. This has to be uploaded as an attachment along with a photograph on our service Google site- [CI-MYP Service as action](https://sites.google.com/a/choithraminternational.org/ci-community-service/home). The link of Site is given below:

<https://sites.google.com/a/choithraminternational.org/ci-community-service/home>

After having generated their reflection, the form below allows students to record their ideas. **There should be one compiled Service Report per term.**

## Learning Outcomes Progression Grid for Service:

MYP Learning Outcomes for Service	Minimum expectation	
	MY1, 2 and 3	MY4 and 5
Become more aware of own strengths and weaknesses: the activity will make student aware of own strengths and weaknesses	I am aware of my own strengths and weaknesses	I can reflect on own strengths and weaknesses
Undertake challenges that develop new skills: the activity will enable students undertake challenges that develop new skills	With guidance, I can undertake challenges that develop new skills	With minimal guidance, I can undertake challenges that develop new skills
Work collaboratively with others: through the activity, students will work collaboratively with others	I can participate in collaborative activities	I can appreciate the importance of collaborative activities and plan such activities
Persevere in action: the activity will give an opportunity to students persevere in action	With teacher support, I persevere in action and am committed	I persevere in action independently and am committed
Consider ethical implications of their actions – the activity will help students to consider ethical implications of their	I can recognize that there will be ethical implications	I can propose solutions to ethical issues

### **Service examples:**

- one-on-one tutoring,
- volunteering at a nursing home/hospital/elementary school
- working at an animal shelter
- conducting a beautification project at a local park,
- Fundraising supplies or a monetary donation to a local or international organization.
- initiating an awareness campaign on hunger
- presenting a PowerPoint to a group of students to inform them of an important issue
- creating a video on sustainable water solutions.
- Give music lessons
- Organise a PYP student assistant program
- Organise a mother tongue reading program for the younger kids
- Be involved with organizing and participating in International Day

### **Forms for Service:**



## Proposal for Service as Action

**Student Name:**

**Class:**

**Supervisor:**

**Curricular Connection:**

**Proposed Activity:**

**Duration of Activity:**

**Plan of action:**

**Learning outcomes expected to be achieved:**

- 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.

**How we will check progress and outcomes (What evidence we will collect and how we will use it):-**

**Resources: (What we need to get the job done, such as supplies.)**

**Signature of Supervisor:**

**Date:**



## Reflection Form

**Activity:**

**Supervisor:**

**Dates of Activity:**

**Learning outcomes achieved:**

**Reflection:**



**Supervisor Signature:**

## References:

- Service handbook of Edubridge International school, Mumbai
- MYP-Principles into practices

