

## MIDDLE YEARS PROGRAMME

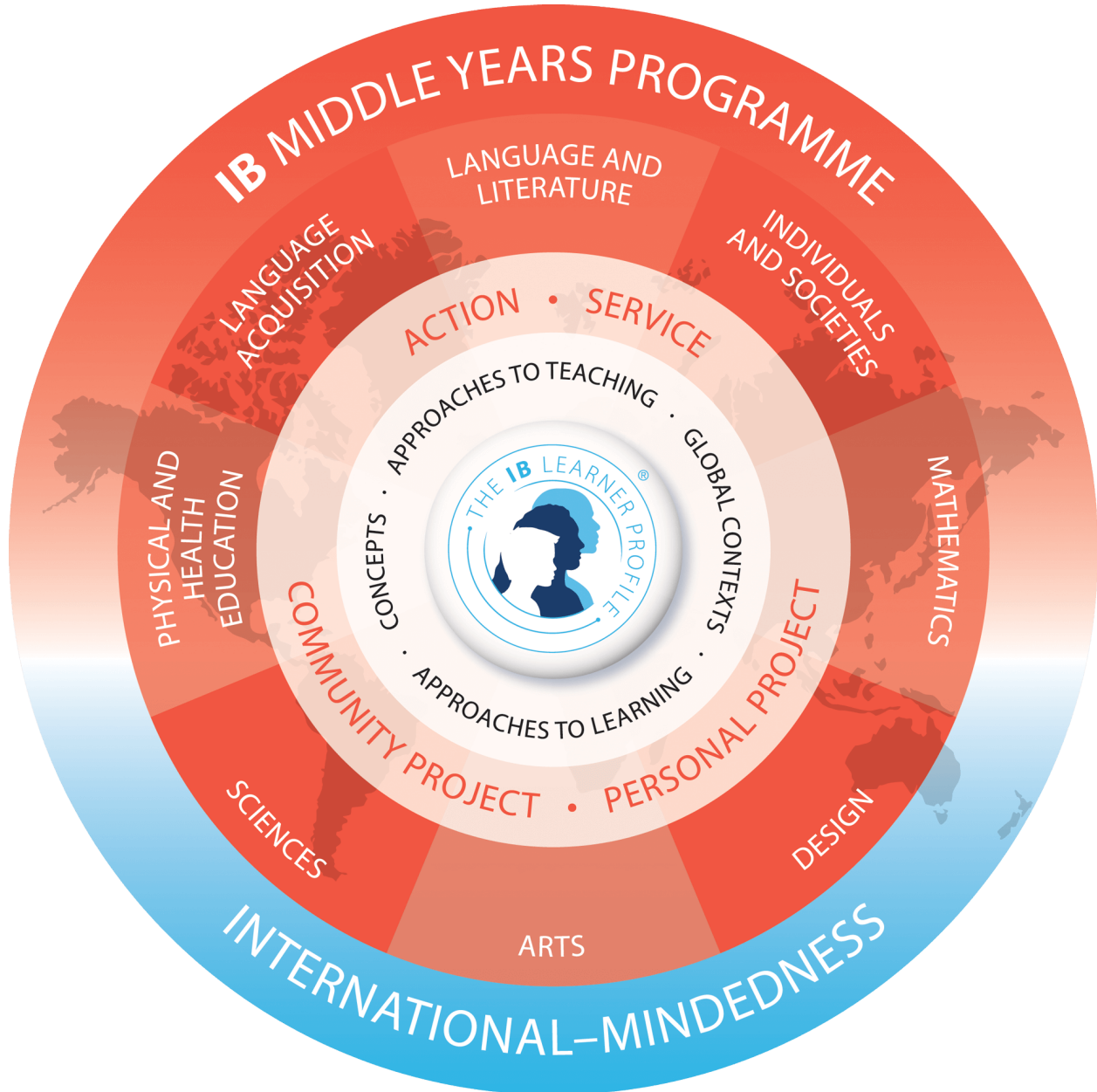
### Service Handbook 2023-24



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<sup>1</sup> <https://www.ibo.org/globalassets/new-structure/icons-and-logos/images/myp-eassessment-2284x400-en.png>

**Programme Model**



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<sup>2</sup> <https://www.ibo.org/globalassets/new-structure/icons-and-logos/images/myp-model-en.png>



## **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **IB Learner Profile**

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### **INQUIRERS**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **KNOWLEDGEABLE**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **THINKERS**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **COMMUNICATORS**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **OPEN-MINDED**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **RISK-TAKERS**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### **BALANCED**

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### **REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

<sup>3</sup> <https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

## **Table Of Content**

### **Service as Action**

At Choithram International, Service as Action is an integral component of the Middle Years' Programme. It is an indispensable component for the pupils to fulfill during an academic year. It commences with inquiry and planning in the classroom and transcends beyond it, necessitating the pupils to be proactive participants of the communities they inhabit. Emphasizing the sense of belongingness towards the community throughout the Programme fosters responsible citizenship and endeavours to augment the pupils' cognizance and comprehension of the world around them. The MYP Service as Action facilitates a mode for experiential learning through manifold virtual, physical service and community activities.

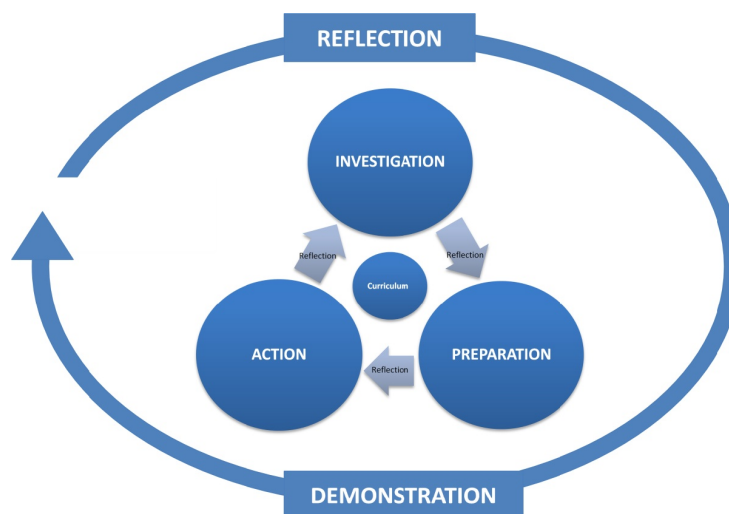
### **What is Service as Action?**

#### **( Learning by doing and experimenting)**

**Action** is a key component in Constructivist models of education, including the kind of teaching and learning common to all IB programmes. It urges us to act on the relevant issues that affect our communities, countries or the world as a whole.

Service: is a noble and generous undertaking that enriches the student's learning experience. It entails taking "action" on issues of significance in the local, national or global spheres. It also upholds the rights, dignity and autonomy of all those who participate in the process.

## FIVE STAGES OF SERVICE



Cathryn Berger Kaye, M.A. © 2011  
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**“Investigation:** Encompasses both the appraisal of student predilections, aptitudes, and endowments, and the critical examination of the issue being addressed. This analysis necessitates procuring information about the identified need through action research that entails use of multifarious approaches: media, interviews of experts, survey of diverse populations, and direct observation/personal experiences.

**Preparation:** Involves the incessant acquisition of knowledge that addresses any emergent questions from enquiry along with academic content, identification of groups already working towards solutions, organization of a plan with elucidation of roles, responsibilities and timelines, and ongoing development of any skills needed to successfully carry the plan to fruition..

<sup>4</sup> <https://discoverecsl.wordpress.com/2012/09/10/the-five-stages-of-service-learning/>



accord and respect to foster comprehension and perspective of issues and how other people live.

**Reflection:** Reflection constitutes the vital nexus that links each phase of service. By means of reflection, students examine their cognitions and emotions pertaining to any overarching essential question or inquiry that animates the entire experience. Reflection shapes the evolution of the process, enhances self-awareness, facilitates the formulation of future plans, and engages diverse multiple intelligences.

**Demonstration:** Through their demonstration, students reveal the richness and depth of their learning journey, from the initial exploration to the final outcome. They record every step of their process, creating a vivid and detailed narrative of what happened at each stage, with insightful reflections along the way. They showcase their skills and talents in their chosen mode of demonstration, often using technology to enhance their expression.



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 the community. In the IB continuum, this continues with the service component of the Diploma Programme, CAS requirements

(Creativity, Activity, Service), in which students continue to increase awareness of their own strengths and areas of 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.

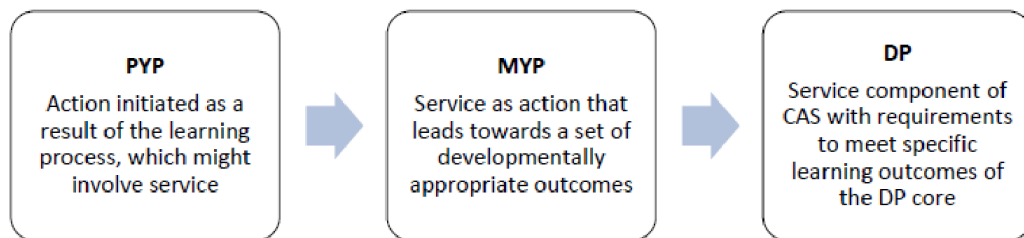
The action may involve students in:

- feeling empathy towards others
- making small-scale changes to their behavior
- 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, 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

## Service and action in IB programmes

The service as action continuum could be summarized by the following diagram.



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### IB Service Learning Outcomes

For the development of students, Service as Action should include:

- Meaningful, authentic activities, with significant results
- Personal growth—tasks must push the student beyond their comfort zone and should be realistic in scope
- Thoughtful actions and considerations, such as planning, reviewing progress and reporting
- Reflection on learning outcomes and personal learning.

The IB has defined 7 learning outcomes as part of the Service as Action component of the MYP. Each activity must incorporate at least **TWO** learning outcomes from the list below. It is recommended that one activity includes a maximum of 3-4 learning outcomes to ensure the reflections are focused and demonstrate appropriate depth.

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<sup>5</sup> [https://www.nesinternational.org/school\\_policies/natism\\_service\\_as\\_action\\_handbook.pdf](https://www.nesinternational.org/school_policies/natism_service_as_action_handbook.pdf)

In your opinion, what is the most important thing that you can learn from completing a Service as Action activity? Explain why.

Turn over and read the 7 learning outcomes you can achieve as part of your Service as Action project. Start to brainstorm about what activities could show each outcome.

MYP learning outcomes for service

MYP students with appropriate initiative, guidance and support, and through their engagement with service as action should be able to:

**1. Become more aware of their own strengths and areas for growth**

They are able to understand and reflect on various skills and abilities, some more developed than others, and understand that it is their choice about how they wish to develop further.

[ Brainstorm one or more activities you could complete to demonstrate this objective]

**Guiding questions:**

- Name the Service Activity?
- Describe how your SAA activity has helped you to understand your strengths better.
- What skill do you possess, has helped you to contribute to the project?
- What skill or talent would you like to improve so that you could have completed the project better?
- What are your talents that would benefit this project?
- How did you achieve (or not) this Learning Outcome through your service project?

**2. Undertake challenges that develop new skills**

A new challenge may be an unknown activity or a further extension to an existing one. As with new challenges, new skills may be developed/shown in activities the student has not previously undertaken, or increased expertise in an existing area.

[Brainstorm one or more activities you could complete to demonstrate this objective]

**Guiding questions:**

- Did you develop a new skill during this project?
- Which part of this project did you find a challenge?
- What was the biggest challenge you faced and how did you solve it?
- In what ways has your SAA activity stretched you beyond your comfort zone?
- What risks have you taken in order to grow as a person?

### 3. Discuss, evaluate and plan student-initiated activities

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example on-going school activities in the local community, as well as in small student-led activities.

[Brainstorm one or more activities you could complete to demonstrate this objective]

#### **Guiding questions:**

- What did you like/dislike about this project?
- Describe the planning and implementation process you underwent for your SAA activity. What successes/challenges did you experience?
- How did your feelings about the activity change over time?
- Did you experience anything different from what you expected?
- How do you feel the project succeeded?
- How did you accomplish (or not) this Learning Outcome through your service activity?

### 4. Persevere in action

This can only be achieved for a longer-term activity that is likely to require significant planning or require you to overcome a number of obstacles along the way

[Brainstorm one or more activities you could complete to demonstrate this objective]

#### **Guiding questions:**

- Did, at any time, you felt like giving up?
- What helped you to ensure the product had a good result?
- What elements could have caused the whole project to fail?
- How did you accomplish (or not) this Learning Outcome through your service activity?

### 5. Work collaboratively with others

Collaboration can be shown in many different online activities, such as a team sports, playing music in a band, or a group of students helping in primary school.

[Brainstorm one or more activities you could complete to demonstrate this objective]

#### **Guiding questions:**

- How well did you work together with others?
- How could you work better with others?
- What role did you take in the collaboration?

**6. Develop international-mindedness through global engagement, multilingualism and**

**intercultural understanding**

Projects that tackle global issues

[Brainstorm one or more activities you could complete to demonstrate this objective]

- What did you learn about people or community?
- What is international mindedness and how was this S&A activity related to this?
- In what way did your SAA activity address globally significant issues?
- In what ways am I being challenged to think differently about myself and others?
  
- How did you accomplish (or not) this Learning Outcome through your service activity?

**7. Consider the ethical implications of their actions.**

Students need to consider whether all aspects of their project are ethical, and will not have a negative impact on anyone in the community.

**Guiding questions:**

- How much of a difference will your action really make on your community?
- How can we ensure your action has a bigger impact?
- Did you experience any situation that confused you, or made you think about possible consequences of your actions that you had not previously imagined? If so, explain.
- Did you feel your action was the right thing to do? Why?
- How did you accomplish (or not) this Learning Outcome through your service activity?

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 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).

### Curriculum driven Service

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 or 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).

### Steps to reflect:

Tutors, the Service Coordinator and service team 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 a compulsory requirement. Students who have met the requirements are awarded a 'Satisfactory' remark in the Service Report at the end of each Term. If the service activities do not have reflections, then the student gets an 'Unsatisfactory' remark in the



### **Student's evidence and reflection:**

There are many ways to generate reflection that allow for and encourage 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 along with photograph/s in the shared drive folders which are linked to Google site- [MYP Service as action](https://sites.google.com/choithraminternational.com/serviceasaction). The link of Site is given below:

<https://sites.google.com/choithraminternational.com/serviceasaction>

## Service As Action and Learner Profiles

### **Risk-takers:**

We try things for the first time. We challenge ourselves in new ways, and take risks even though failure is a possibility. We are resilient no matter the outcome and we look for new ways to push ourselves in all aspects of our lives.

### **Inquirers**

We undertake inquiry into the areas within and outside the organization to undertake service projects. We inquire about the needs for the projects and undertake action based on this inquiry

### **Caring & Principled:**

We develop projects with the welfare of others in mind. We show empathy, honesty, integrity, compassion and respect for others throughout our projects.

### **Balanced:**

We manage our social, academic, sporting and recreational lives in a balanced way. We manage our time, our stresses, and ourselves effectively.

### **Open-minded:**

We are open to trying new things with people, in new and exciting ways. We respect other people's values, traditions and opinions when planning and executing service projects.

### **Communicators:**

We work effectively as part of a team and develop new communication skills in order to communicate effectively within, outside organizations and the wider community.

### **Thinkers:**

We think critically and creatively during our projects in order to solve problems and make ethical decisions.

### **Reflective**

We reflect on the effectiveness of the service projects upon ourselves as well as community and identify the areas of further improvement and extension.

### **Knowledgeable**

We gather knowledge and information based on the areas of action for the service projects and utilize the knowledge in taking action.



Learning Outcomes Progression Grid for Service:

MYP Learning Outcomes for Service	Minimum expectation MYP 1, 2 and 3	Minimum Expectation MYP 4 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 my 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
Discuss, evaluate and plan student-initiated activities	I can plan self initiated activities with guidance from parent/teacher/others and discuss their effectiveness under guidance	I can plan and discuss the self initiated activities with others and evaluate its effectiveness.
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
Develop international-mindedness through global engagement, multilingualism and intercultural understanding	I develop into an internationally minded individual with guidance about global engagement	I develop international mindedness through actions I undertake in relation to global engagement/multilingualism/intercultural awareness
Consider ethical implications of their actions – the activity will help students to consider ethical implications of their actions	I can recognize that there will be ethical implications	I can propose solutions to ethical issues

### Service examples:

- Create a campaign focused on health or prevention topics using social media.
- Making masks and donating to people as an awareness program to safeguard from coronavirus.
- Teach computer skills to your grandparents/elderly persons
- Make birthday cards for elderly and make them happy
- Organize online events to help new students make friends
- Prepare video on any chosen service activity
- Why and how to keep distance to reduce the effect of Coronavirus. (Research can be connected to subject)
- Create a website for a community partner
- Senior class students ( grade 9 and 10) teach math, English, science subjects to junior MYP 1,2,3 students.
- Buddy system- Senior students may take the role of buddies for junior students and guide/mentor them during their academic journey.
- Tutor children during or after school.
- 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 support people in need through 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/oxygen solutions.
- Deliver music lessons
- Organise a PYP student assistant program
- Organise a mother tongue reading program for the younger kids
- Be involved in organizing and participating in days of national/International significance.
- Preparing website/book for junior students/underprivileged kids.
- Take up campaign for environment sustainability

**A compiled Service report is to be generated at the end of each academic year to document and gauge the attainment of learning outcomes across the classes.**



## Service as Action Awards and Academic Honours

### Service as Action Awards

During the culmination at the end of the year, awards relating to Service as Action are presented to students. This may be for outstanding efforts in planning, taking action and reflection, or for ongoing commitment to the Service as Action programme. Furthermore, outstanding project presentations receive an award. There are also major awards for outstanding contributions to self initiated Service as Action.

### Completion of the MYP Service as Action programme

In order to satisfactorily complete the MYP Service as Action programme for any grade level, a student must satisfactorily complete/contribute to **ONE** project in each term. Failure to meet this requirement will result in an unsatisfactory result recorded on the end of term/year report card. Students' involvement in more than basic requirements of Service as Action is highly commendable and appreciated.



The proposal form below allows students to record their ideas.

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:**

- o Become more aware of their own strengths and areas for growth.
- o Undertake challenges that develop new skills.
- o Discuss, evaluate and plan student-initiated activities.
- o Persevere in action.
- o Work collaboratively with others.
- o Develop international-mindedness through global engagement, multilingualism and intercultural understanding.
- o 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:**

**Date of Activity**

**Learning outcomes achieved:**

**Reflection**

**Supervisor signature**



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