



Becoming an Agent of Change: Service as Action 2017-2018

Franklin Academy Pembroke Pines International Baccalaureate Middle Years Programme

Student Name: _____

Franklin Academy Pembroke Pines MYP Mission Statement

Utilizing an intercultural-mindedness model, the mission of the Franklin Academy International Baccalaureate Middle Years Programme 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?

The goal of an IB World School is to create students who ask questions and feel called to action when they see a need in their community. One of the important components of the IB 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 outside community. The IB has outlined learning outcomes that are the goals of Service as Action. Below you will read about the Service as Action Learning Outcomes and how students can expect to develop their ATL Skills through the Service as Action programme.

Service as Action Learning Outcomes	
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.
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.
Discuss, evaluation 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 discussion 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.
Persevere in action	MYP Student should select service activities that they will want to see through to the end. 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.
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.
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.
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)

Types of Service

There are several types service learning, according to the IBO. They include:

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. (Summer Workshop)

Requirements

Each year of the MYP, a minimum of 5 hours of Service as Action per quarter should be completed. This is a total of 20 hours per year.

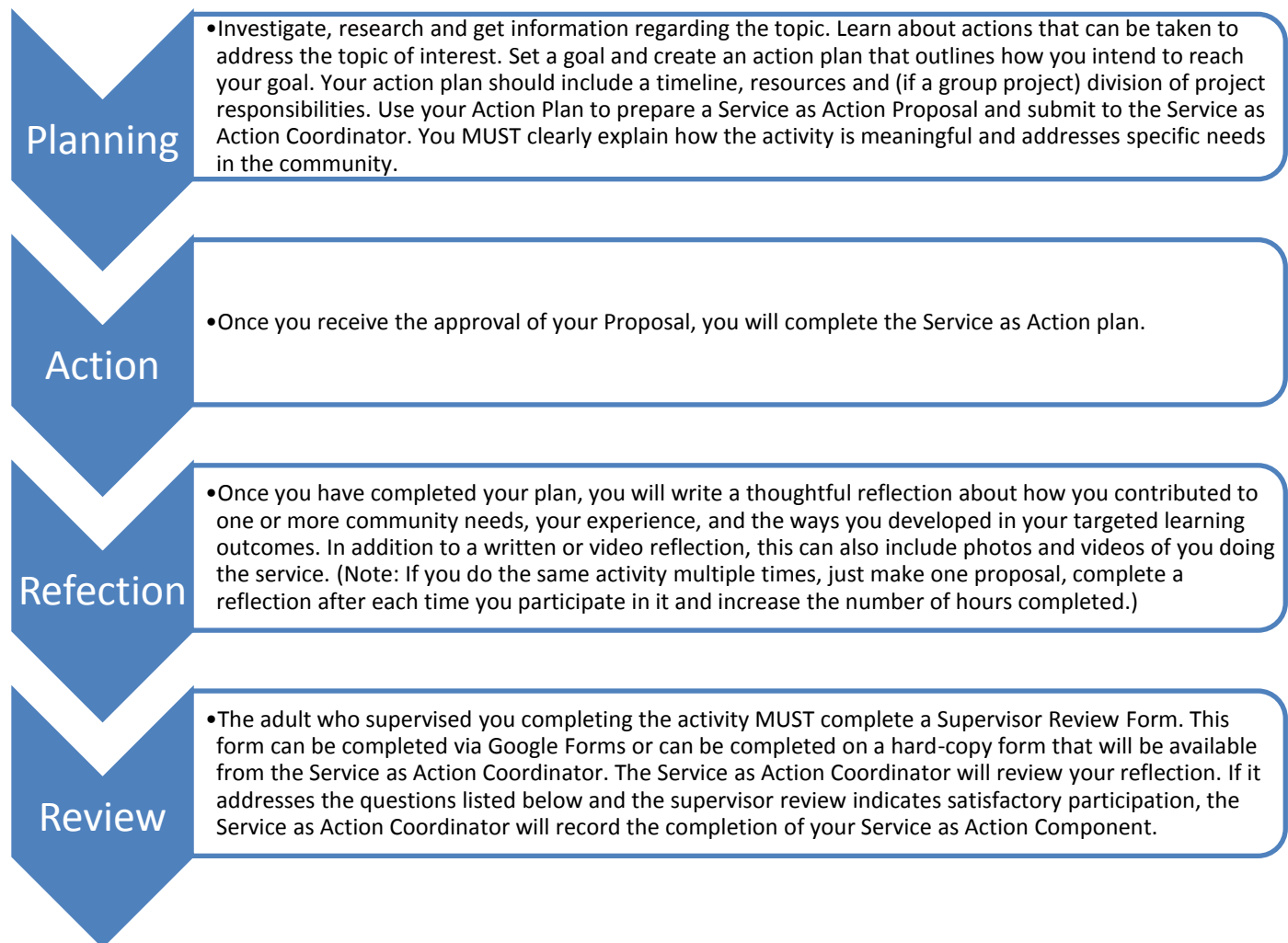
Each activity must:

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 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
 - Household chores or babysitting
 - Parent Service Hours
 - Any activity associated with involvement, expectations or requirements of another affiliation such as National Junior Honor Society, Boy/Girl Scouts or religious organizations

Below, you will find a diagram showing Service as Action steps and responsibilities.



Tips

- Choose service activities that you are really interested in and concerned about. Consider the needs of your school, neighborhood, state and national and international communities. Find ways to make a real difference in the lives of the people, environment and animals of your world!
- Keep notes on your experiences and thoughts during your participation in Service as Action activities. This will help you complete more thoughtful reflections. You will be learning about yourself and the needs of various communities. This learning is just as important as the Action Plan Goal. Your reflection on your work should demonstrate that you have been learning and are aware of how you are growing.
- Service as Action activities that are generated out of curricular classes DO count towards your Service as Action hours.
- Remember that you are representing our school, your family, and yourself whenever you participate in a Service as Action activity. Please leave the community you served with a extremely positive impression of you and our programme.
- Plan your Service as Action activities so that they are spread out throughout the school year. Try your best to stick to the hours per quarter guidelines.

Service and Action Supervisor Review Form

Date: _____

Name of student: _____

Year: _____

Name of Agency or Organization: _____

Supervisor's name: _____

Supervisor's Title: _____

Email contact: _____ Phone contact: _____

I observed the above named student as he/she completed the following community and service activity:

Name/type of activity: _____

Date(s)/hours of participation: _____

Please comment on:

- how actively the student contributed to the service activity
- the student's attitude, initiative and effort
- skills the student demonstrated in responding to the needs of others
- length of time the student spent *fully* engaged in the activity

Students, please give this completed form to the Service as Action Coordinator. Hours will not be credited without this form.

Service as Action Student Reflection Form

Date: _____

Name of student: _____

Year: _____

Use the following questions to write a thorough reflection on your Service as Action experience:

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?

Student Declaration:

I confirm that this is my own work. I have acknowledged, in the body of my work, the use of the words, work, or ideas of another person(s), whether written, oral, or visual.

Signature: _____

Date: _____

Signature: _____

Date: _____

Signature: _____

Date: _____