



**GATEWAY INTERNATIONAL SCHOOL
IB MIDDLE YEARS PROGRAMM**



**SERVICE AS ACTION
HANDBOOK
2022-2023**

IB MISSION STATEMENT

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

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

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

GIS VISION

Creating responsible global citizens who realize their maximum intellectual and human potential.

GIS MISSION

GIS provides a whole education program that balances academic excellence with character building. We foster knowledgeable, unbiased, caring inquirers with an inclusive perspective by inspiring them to become life long learners, peace ambassadors and tomorrow's leaders in the local as well as global context.

SERVICE AS ACTION IN IB PROGRAMME:



Action is learning by doing and experiencing, and is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes. 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 life beyond the classroom.

Service, as a subset or particular kind of action, has always been a shared value of the IB community. 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.

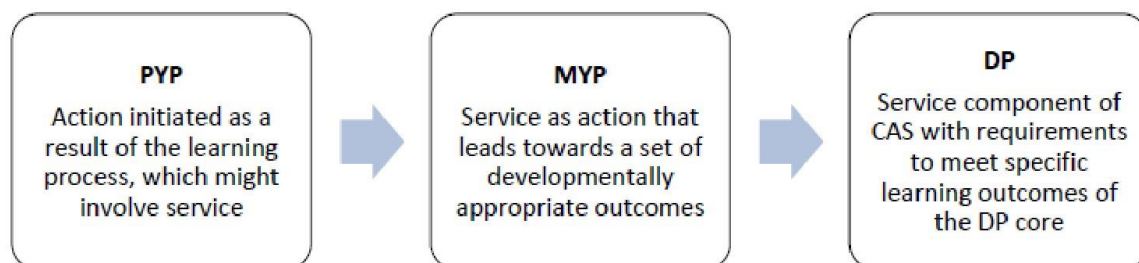
Service as action: With appropriate guidance and support, MYP students should, through their engagement with service as one of the significant forms of action, meet the learning outcomes to develop the skills and attributes of an IB learner. IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities.

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 actions. 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 and action in IB programmes

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



MYP Learning Outcomes for Service:

With appropriate guidance and support, MYP students should, through their engagement in service as action

- **Become more aware of their own strength and areas of growth.**
- **Undertake challenges that develop new skills.**
- **Discuss, evaluate and plan student-initiated actions.**
- **Persevere in action.**
- **Work collaboratively with others.**
- **Develop international-mindedness through global engagement, multilingualism and intercultural understandings.**
- **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 AS ACTION LEARNING OUTCOMES- Explanation:

1. Become more aware of their own strength and areas of growth.

You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.

2. Undertake challenges that develop new skills.

Challenges and new skills may be those not previously undertaken or acquired, or those that extend your existing expertise.

3. Develop, execute and plan student-initiated actions.

The planning and initiation of an activity should involve a discussion and evaluation of objectives, responsibilities and expectations. These steps are often completed in collaboration with others, and are shown best through S&A projects.

4. Work collaboratively with others:

Collaboration can be shown in many different activities, including working with coaches, adults and other students.

5. Persevere in action:

At a minimum, this implies showing determination and commitment by attending activities regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

6. Develop international-mindedness through global engagement, multilingualism and intercultural understanding:

This can mean being involved in international projects, but there are many global issues that can be acted upon locally or nationally (e.g. environmental concerns, caring for the elderly).

7. Consider the ethical implications of your action:

Ethical decisions arise in almost any S&A activity (e.g. by considering who will and who will not benefit from your actions).

Guiding questions for learning outcomes:

Each reflection in [software] should have a learning outcome focus. The following guiding questions should be used to prompt, but not limit, your reflections:

Awareness: How did your achievements allow you to show personal development?

New skills: What skills have you acquired or further developed through your work?

Planning and initiative: What steps were taken to ensure the success of your activity?

Collaboration: Who did you work with in your activity, and how did you feel about being involved?

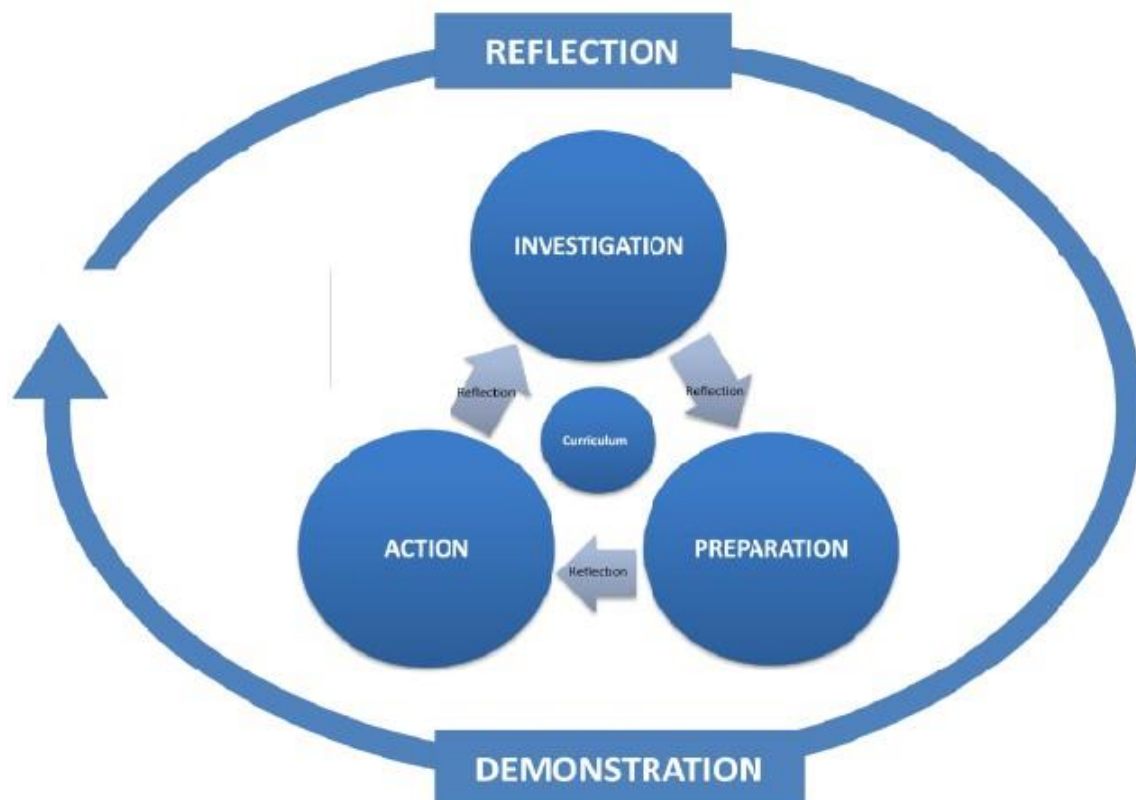
Perseverance and commitment: What obstacles did you encounter, and how were they overcome?

International mindedness: How did your activity help you address a global issue, either locally, nationally or internationally?

Ethics: How did your participation in your activity affect you and others?

The Five Stages of Service Learning: A Dynamic Process

Cathryn Berger Kaye, M.A.



Cathryn Berger Kaye, M.A. © 2011
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In this design, service learning is seen as an engaging dynamic, building on the core curriculum.

Investigation: Includes both the *inventory* of student interest, skills and talents, and the *social analysis* of the issue being addressed. This analysis requires gathering information about the identified need through action research that includes use of varied approaches: media, interviews of experts, survey of varied populations, and direct observation/personal experiences.

Preparation: Includes the *continued acquisition of knowledge* that addresses any resultant questions from investigation, identification of groups already working towards solutions, *organization of a plan* with clarification of roles, responsibilities and timelines, and ongoing development of any *skills* needed to successfully carry the plan to fruition.

Action: Includes the implementation of the plan that usually looks like *direct service, indirect service, advocacy, or research*.

Reflection: In this presentation, reflection is seen as the *connector between each stage* of service and as a *summative (overarching) intention* addressing any essential question or inquiry that is a driving force of the total experience. Reflection always includes cognitive and affective aspects, informs how the process develops, and employs varied multiple intelligences.

Demonstration: As seen in this visual, student demonstration *captures or contains the totality of the experience*. From the initial conception, the student documents all parts of the process so there is a complete and comprehensive ability to tell the story of what took place in each stage and include key informative reflection. Students draw upon their skills and talents in the manner of demonstration however integration of technology should be expected and included.

SA Requirements of GIS:

MYP year	Service as Action Activities (Student-initiated)	Service as Action Project	Action	Service
MYP 1	At least 1		At least 1	
MYP 2	At least 2		At least 1	At least 1
MYP 3	At least 3	At least 1	At least 1	At least 1
MYP 4	At least 2		At least 1	At least 1
MYP 5	At least 2		At least 1	At least 1

1. Students have the flexibility to complete the SA hours in school or outside of school under parent supervision.
2. Students must submit the SA activity Reflection Form for all activities in school or outside school.

Note: Babysitting, walking pets, mowing the lawn, doing general chores for your family, and going to work with parents, relatives or friends is a great career shadowing experience, but not Service as Action. Parents may not sign/authorize SA activities.

- There are not a certain number of hours for SA. Keep track of the hours that you serve for SA in your agenda.
- All Reflection Forms should be submitted as soon as students finish the SA activity.

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.

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.)

Different Types of Services:

Types of Action	Examples of Action
<p>Direct Service</p> <p>Students interact with the people, environment or animals they are taking action to help.</p> <p>(Safe distancing guidelines are followed).</p>	<ul style="list-style-type: none"> • Take and reflect on the challenges and impacts of personal actions you take that protect family and community. (See below for how these actions can prompt reflection on the Service as action learning outcomes.) • Start an online peer group for support, mindfulness practice, or exercise. • Write cards or letters to family members or those who may be in locked down facilities. • Create a pictorial illustration to help a younger sibling understand why people must wear masks. • Organize a physically-distanced birthday party for an older member of the family. • Creating safe spaces (virtual or face to face) for engaging in civil discourse related to gender, race, well-being.
<p>Indirect Service</p> <p>Students do not interact directly with the recipients of their actions which benefit the community or environment</p>	<ul style="list-style-type: none"> • Create podcasts or videos of book read-alouds for younger students. • Write an original picture book to teach a lesson or uplift others. • Create and share methods for peers to be able to track their own health, fitness, emotional state, etc. • Create and share artwork/music/photos that inform and inspire. • Design an app that addresses an identified need. • Sew masks for the community.
<p>Advocacy</p> <p>Students speak, write or perform on behalf of a cause or concern to promote action on an issue of public interest.</p>	<ul style="list-style-type: none"> • Create a social media campaign. • Create a student-run newscast highlighting positive actions taken to benefit local, national or global needs. • Create and share a short video on an issue/need. <ul style="list-style-type: none"> ○ Stop-motion animation, ○ Spoken word poetry performance ○ Mini-TED talk type presentation • Create artwork that expresses the impacts of an issue.
<p>Research</p> <p>An authentic need for research is identified. Students collect information through varied sources, analyse data and report on a topic of importance in order to influence policy or practice.</p>	<ul style="list-style-type: none"> • Conduct surveys to determine student needs, concerns, issues. Use this data to develop direct and indirect service or advocacy actions. • Conduct interviews and gather information about community needs. Share this information with others who can help to address those needs. • Conduct interviews and gather information about resources that are available to the local community. Develop a way to share this information with those who could benefit.

Examples of SA activities:

Creating awareness on the “effect of cola drinks on our body system”

Students can research the effect of cola drinks on our bodies and create awareness in the local community.

Newsletter translations

The school writes regular newsletters to parents and the wider community. Students can help translate it into their mother tongue (recordings of summaries of the content) to help all members of the community.

After-school care

The school runs an after-school care programme for elementary and ELC students. If you enjoy working with younger children, this may be for you.

Get involved in a theatre production at school

Help the school community by displaying your drama skills in a theatre production.

Class representative in Student Council

Support your class and the school community by becoming a Student Council representative.

Assistant coach/instructor for younger students

School sports clubs often need older students to help out with the activities. Give back to the community while practicing your athletic skills.

Helping out in the library/science labs

Give a helping hand by supporting the librarian or lab technician.

Work with disabled children or with the elderly

Find a volunteering opportunity in the wider community.

Examples of SA Projects:

Creating awareness about “effect of mass media on teenagers’ identity”

Conduct a survey of teenagers as well as adults and create a video on the effect of mass media on teenagers’ identity and effective solutions for it.

A virtual tour of the school for new students and parents

Create a video of school routines and policies. Narrate it in different languages. Post it on the school’s website or YouTube channel for new families.

Become a coach or instructor

Start up a sports club or become a dance or theatre instructor for younger students. You will be required to plan for activities for the participating students and take responsibility for their learning.

School journalist

Write articles about events happening inside and outside the classroom and pass them on to the Communication Coordinator for publication on the school website or social media sites. You could even try to get your articles published in the local media.

Gardening and selling the produce for charity

Plant, weed and harvest vegetables, which you can then sell for charity.

Plan and paint a mural

Paint a mural at school or in the community.

Officer position for Student Council

Taking on an officer position in Student Council requires skills of leadership. You will need to plan and initiate activities for the school community.

Join the yearbook team

Support the school community by collecting photos and editing the yearbook for the duration of the school year.

Organize a neighborhood clean-up/film-screening in the community

Organize a concert for the elderly at an elderly people's home

Form-1
Gateway International
School Service as Action
Proposal Form

(Please submit this form to the SA Coordinator PRIOR to beginning anySA activity)

Candidate Name _____

Activity/ Project

Targeted SA Learning Outcome(s) from IB list *(to be filled out by the student)*:

Brief description of the activity/project:

What is the timeline/schedule for this commitment? (Day(s) of the week, hours you will devote to the project):

Supervising Adult (*Must be 21 years or older, and not your parent or guardian*)

Name:

Name of the
Organization:

Phone:

Email:

Candidate's signature: _____

_____ Date: /_____/

Approved by SA Coordinator:

Signature:

Date: _____/_____/_____

**Form-2
Gateway
International School
SA Documentation
Form**

Candidate Name _____

Activity/ Project

Date(s) of Activity/Project

Approximate Total Hours Completed:

SA Learning Outcome(s) achieved (from I.B. List) *(to be filled out by the student):*

The person whose name and signature appears below attest that the activity/project was satisfactorily completed: *(Must be 21 years or older, and not your parent or guardian.)*

Activity/project supervisor's name:

Activity/project supervisor's signature:

Name of organization:

Phone:

Email address:

Supervisor's Comments:

Candidate's signature: _____

_____ Date: /_____/

SA Coordinator's signature:

_____ Date: /_____/

Reflection completed: Date: _____/_____/_____

Form of Reflection:

How have I increased my awareness of my own strengths as well as areas for potential growth?

Which specific “new challenges” did I undertake in this activity? What new skills did I develop?

How, specifically, did I plan and initiate activities?

With whom, specifically, and how, did I work collaboratively with others in this activity?

How did I demonstrate perseverance and commitment to this activity?

How was this activity an issue of global importance?

What were some ethical considerations of this activity? How were they resolved?

Other reflections...

SA Coordinator's signature:

_____ Date: /_____/

Candidate's Name:

Below are some communities, where you may plan your action:

1. New Hope and New Life

Orphanage No. 3/218, Near
Advent Christian Church,
Gangai Amman Koil Street,
Perumbakkam, Chennai.

Contact details: 08754499555

2. Purpose driven foundation (Educational trust)

E201, Ocean breeze apts.,
#37, Link road, Kazhipattur, Chennai- 603103.

Contact details: 9999660840

3. Annai Illam Old Age Home

48/22, Old Mahabalipuram road,
Karapakkam, Chennai- 600097.

Contact details: 9444444874

4. Nemmeli village - A village in Thiruporur Block in Kanchipuram district.

5. Chennai Volunteers

49, Eldams Road, Lubdhi colony,
Teynampet, Chennai, TamilNadu-
600018.

Contact details: 044- 66097766