



MATIJA GUBEC INTERNATIONAL SCHOOL

# Service as Action Handbook



The world needs dreamers  
and the world needs doers,  
but above all the world  
needs dreamers who do!



## 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 programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## Matija Gubec International School Mission Statement

Matija Gubec International School empowers students to reach their full potential in a supportive and challenging learning environment, preparing them for an active role as confident, caring, respectful and internationally-minded lifelong learners who are ready to make a positive contribution as global citizens in a changing world.

## IB Standards and Practices

### Section B: Organization

B11 The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

### Section C: Curriculum

C2.5 The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

C2.6 The written curriculum incorporates relevant experiences for students.

C2.7 The written curriculum promotes students' awareness of individual, local, national and world issues.

C2.8 The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

C3.12 Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

C3.13 Teaching and learning engages students in reflecting on how, what and why they are learning.

C3.15 Teaching and learning encourages students to demonstrate their learning in a variety of ways.

C3.16 Teaching and learning develops the IB learner profile attributes.

C4.5a The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.

## Service as Action

- 👏 Action: learning by doing and experiencing.
- 👏 Service: to be caring members of the community who demonstrate a personal commitment to act and to make a positive difference to the lives of others and the environment.
- 👏 **Service as Action is learning by doing and experiencing which results in the benefit of others.**

Education neither ends nor begins in the classroom and essential aspects of learning exist in all areas of life. Students are able to build authentic connections between what they learn in the classroom and what they encounter in the community. Through service as action they become “actors” in the “real world”. Additionally, service within the community challenges each individual to develop a spirit of discovery and self-confidence, to encourage development of personal skills, and to inspire awareness, concern and responsibility in service to the local and global community.

## Why is Service as Action important?

- provides students with opportunities for helping the school, local, and international communities
- helps students apply academic, personal and social skills to improve community
- develops an awareness to make a positive difference in the lives of others
- encourages responsible citizenship by increasing students understanding of the world
- allows the student to discover new skills, talents and interests
- helps students develop as leaders who take initiative

Matija Gubec International School does not want to limit the range of service activities that the students participate in. We encourage the students to go above expectation and take an active role within their community.

# Service as Action Defined

### Service as Action IS ...

Identifying a community need and working in association with an agency, organisation or to meet or improve the need as long as there is no monetary benefit to the recipient because of the student's involvement.

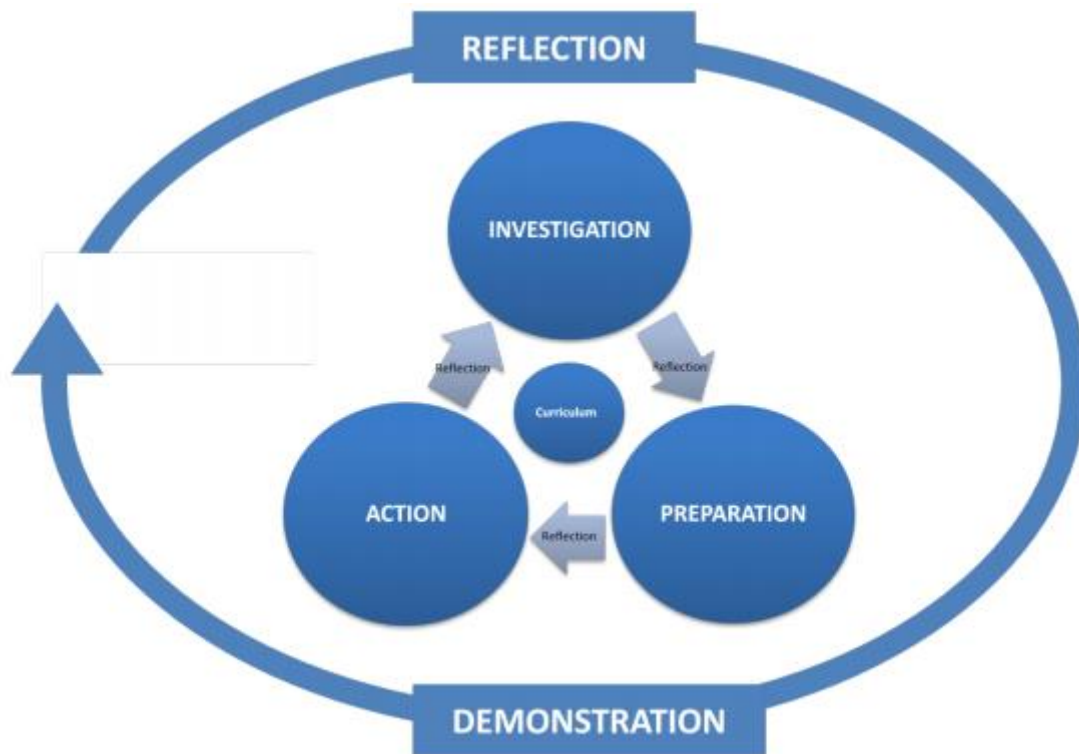
- ☺ charity fund raising
- ☺ teaching, monitoring or tutoring others after school
- ☺ Community Volunteer

### Service as Action is NOT...

Any activity for which the student receives in payment or that personally benefits individual family member or relative.

- babysitting for payment or for family
- doing household chores
- working at a place of business

## The Five Stages of Service Learning



### 1. Investigation

- ✓ identify and justify a need for service
- ✓ gather 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



### 2. Preparation

- ✓ organization of a plan with clarification of roles, responsibilities and timelines
- ✓ collaborate with the relevant organization concerning dates, time and your role in the project
- ✓ reflect upon what you will learn by participating in this service.



### 3. Action

- ✓ take action (implementation of the plan)
- ✓ work hard and make the difference you can

It can take the form of the following:

- ✓ direct action – working directly with a community
- ✓ indirect action – helping those with whom you have no direct contact
- ✓ advocacy – raising awareness about a cause that particularly interests you
- ✓ research – finding out and then reporting about a particular issue

#### 4. Reflection

- ✓ upon completion of each service, complete all written materials
- ✓ share additional evidence like pictures, etc. from your service



After the service has been completed the reflection is an important component. This reflection process must focus on the MYP learning outcomes. Also, the Learner profile attributes should be reflected through your involvement in service as action.

#### ***Why reflection?***

Reflection is an essential component of the MYP Service as Action learning 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” (IB Mission Statement).

#### 5. Demonstration (optional)

- ✓ share your learning experience with the school and the organization you helped
- ✓ you may present a PowerPoint presentation, journal, photo collage, etc. to the class.

### MYP Learning Outcomes for Service as Action

You will:

1. become more aware of your own strengths and areas for growth
2. undertake challenges that develop new skills
3. discuss, evaluate and plan student-initiated activities
4. persevere in action
5. work collaboratively with others
6. develop international-mindedness through global engagement, multilingualism and intercultural understanding (engage with issues of global importance)
7. consider the ethical implications of their actions.

#### **Learning outcomes description**

- 👉 The activities you select to meet your Service as Action requirements must address the learning outcomes.
- 👉 All learning outcomes are closely associated with the IB learner profile attributes and ATL skills.
- 👉 Keep in mind that you will need to reflect on the outcomes you identify after you complete the activity.
- 👉 Use the guiding questions listed after each outcome’s description to aid your reflection responses.

| Learning outcomes  | Description   | Reflection questions  |
|--|---|---|
| <b>1. Increase awareness of your strengths and areas for growth</b><br><br><i>You know yourself and the skills and abilities you are good at and the ones you might not be good at yet.</i>                  | <p>The activity will help you come to know yourself better, as a person with skills and attitudes that are strengths and certain skills and attitudes that need to be developed further in order to be an effective contributor to your community.</p>  | <ul style="list-style-type: none"> <li>➤ Describe your service activity and your level of commitment to it. How many times did you do the activity? For how long each time? What did you do?</li> <li>➤ Describe how your S&amp;A activity has helped you know yourself better.</li> <li>➤ What areas of strength did you notice and demonstrate?</li> <li>➤ What growth areas did you notice?</li> <li>➤ How did you accomplish (or not) this learning outcome through your Service Activity?</li> </ul>   |
| <b>2. Undertake new challenges</b><br><br><b>Develop new skills or understandings</b><br><br><i>You might challenge yourself to improve skills you already have or try to tackle learning something new.</i> | <p>The activity may be unfamiliar to you and will require you to take part in situations that you have never been in before, or that are more challenging than a situation you have been in before.</p> <p>The activity will require you to acquire skills and/or understanding that you did not have before, or to increase your expertise in a previously learned skill or understanding.</p> | <ul style="list-style-type: none"> <li>➤ Describe your service activity and your level of commitment to it. How many times did you do the activity? For how long each time? What did you do?</li> <li>➤ In what ways has your S&amp;A activity stretched you beyond your comfort zone?</li> <li>➤ What risks have you taken in order to grow as a person?</li> <li>➤ What new skill(s) (either increased expertise or new personal skill) have you developed by planning and/or implementing your S&amp;A activity?</li> <li>➤ What new understanding(s) have you gained through participation in this activity?</li> <li>➤ How did you accomplish (or not) this learning outcome through your Service Activity?</li> </ul> |
| <b>3. Plan and initiate activities</b>   | <p>The activity will require you to take on a leadership role in creation, planning and/or implementation. You may be leading a school sponsored activity or coming up with your own project in order to positively impact a specific community.</p>  | <ul style="list-style-type: none"> <li>➤ Describe your service activity and your level of commitment to it. How many times did you do the activity? For how long each time? What did you do?</li> <li>➤ Describe the planning and implementation process you underwent for your S&amp;A activity.</li> <li>➤ What successes/challenges did you experience?</li> <li>➤ How did you deal with any problems that came up during the course of activities?</li> <li>➤ How did your feelings about the activity change over time?</li> <li>➤ How did you accomplish (or not) this learning outcome through your Service Activity?</li> </ul>   |

|   |   |  |
|---|---|--|
| <b>4. Show perseverance and commitment</b>                  | <p>The activity will require that you participate regularly, that you are committed to completing a task or project and that you accept responsibilities that come with that, even if it means working through tricky problems.</p>   | <ul style="list-style-type: none"> <li>➤ Describe your service activity and level of commitment to it. How many times did you do the activity? For how long each time?</li> <li>➤ How did you deal with any problems that came up during the course of activities?</li> <li>➤ How did your feelings about the activity change over time?</li> <li>➤ How did you accomplish (or not) this learning outcome through your Service Activity?</li> </ul>  |
| <b>5. Work collaboratively with others</b>                  | <p>The activity will require you to work with others, like fellow students, teachers or other adults, in order to effectively contribute to the community. You will need to reflect on the role(s) you took and reflect upon your personal strengths and challenges in working with others.</p> | <ul style="list-style-type: none"> <li>➤ Describe your service activity and level of commitment to it. How many times did you do the activity? For how long each time?</li> <li>➤ In what ways did you collaborate with others to plan and/or implement your S&amp;A activity?</li> <li>➤ What role did you take in the collaboration?</li> <li>➤ What collaborative strengths did you demonstrate?</li> <li>➤ What challenges did you experience?</li> <li>➤ How did you accomplish (or not) this learning outcome through your Service Activity?</li> </ul>  |
| <b>6. Engage with issues of global importance</b>           | <p>The activity involves an issue that impacts the international community. It could be a project based in another country or it may be a global issue that can be acted upon locally (i.e. environmental concerns, caring for the elderly).</p>  | <ul style="list-style-type: none"> <li>➤ Describe your service activity and level of commitment to it. How many times did you do the activity? For how long each time?</li> <li>➤ What is international mindedness?</li> <li>➤ In what ways did your S&amp;A activity address issues important to the extended global community?</li> <li>➤ How did you accomplish (or not) this learning outcome through your Service Activity?</li> </ul>  |
| <b>7. Consider the ethical implications of your actions</b> | <p>During the activity, you may be faced with an ethical dilemma or you may need to think about the possible impact or consequences of the action you take. You will show that you are principled and think in terms of ethics - Who is this good/not good for?</p>                             | <ul style="list-style-type: none"> <li>➤ Describe your service activity and level of commitment to it. How many times did you do the activity? For how long each time?</li> <li>➤ What is ethics? Define it and give some examples.</li> <li>➤ Did you have to face any ethical dilemmas during your S&amp;A activity? If so, please describe what happened.</li> <li>➤ Did you experience any situations that confused you, or made you think about possible consequences of your actions that you had not previously imagined? If so, please describe the situations.</li> <li>➤ How did you accomplish (or not) this learning outcome through your Service Activity?</li> </ul> |

## Service as Action Requirements

Service as Action in the MYP is a requirement that not only fulfills the IB's mission of "developing inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world," but also aids in Matija Gubec International School mission that our students will be prepared for 'an active role as confident, caring, respectful and internationally-minded lifelong learners who are ready to make a positive contribution as global citizens in a changing world.'

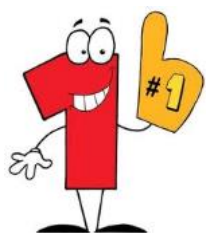
Throughout the school year MYP students are expected to complete a minimum number of activities that focus on service to the community. The school's service learning requirements encourage you to take your learning beyond the classroom with real-world experiences and help you get out there and get involved. You can take part in activities related to school as well as service projects at the local, national, and international level. All MYP students at Matija Gubec International School must provide evidence of service (reflections) per year level of the MYP, which will be checked regularly by our Service as Action Leader. The Service as Action Leader will also provide MYP students with suggestions for service opportunities. The table below outlines the minimum requirements for Service & Action at Matija Gubec International School.

| MYP Year       | Long-term/ongoing activity | Short-term activity | Minimum learning outcomes met |
|----------------|----------------------------|---------------------|-------------------------------|
| MYP0 (Grade 5) | 1                          | 1                   | 2                             |
| MYP1 (Grade 6) | 1                          | 1                   | 2                             |
| MYP2 (Grade 7) | 1                          | 2                   | 3                             |
| MYP3 (Grade 8) | 1                          | 2                   | 4                             |

A **long-term Service Activity** is one where you participate regularly over a period of 3 months (or more). A **short-term Service Activity** is one where you participate in a single event (one day or a couple of hours).

## Procedure – Steps to take

Service as action is a required activity in each year of the MYP programme at Matija Gubec International School. To complete Service & Action activities, you can follow the procedures below:



**Step 1: Planning a service activity: Fil in the *Service Activity Proposal Form* and hand in to the Service as Action Leader for approval by 15th October.**

The Service as Action Leader will help post ideas, but it is your responsibility to find ways to get involved and complete your service requirements. All service activities must first be approved by the Service as Action Leader. Proposal Form should be signed by both Parent and Student.



- **Look over your interests:** Which activities seem most appealing to you? Are they mostly in one particular category, like children or the environment? If so, that's a good starting place for choosing specific organizations to contact.
- **Figure out how much time you can devote to community service:** Are you available for two hours every week? Are you not free on a regular basis but can volunteer for an entire weekend now and then? Think about transportation as well and how you will be able to get to different locations. Knowing this information will help you choose which community service projects to pursue.
- **Do some research to see what projects you can do in your community:** Check at the school for more information on volunteering. You can also contact the place where you would like to perform your community service, such as a particular animal shelter or nursing home, and ask if they take volunteers.



**Step 2: Take action** – After approval by the Service as Action Leader start your service activity. Take photos or videos as evidence of all your service activities!



**Step 3: Reflecting and handing-in:** In the reflection you should **write about the learning outcomes** you achieved or intended to achieve through your service activity (see the reflection questions in the *Reflection Form*).

**Step 4: Getting reviewed by the supervisor and Service as Action Leader:** Once you fully complete the activity, the supervisor and Service as Action Leader need to review your work and provide feedback as to whether you have made enough progress towards completing the service learning outcomes.

### What is a good service activity?

- ✓ meets a need
- ✓ is something you care about
- ✓ is something where you understand the issue or problem
- ✓ involves other people
- ✓ students must be supervised by an adult while completing service
- ✓ supervisors can't be family members
- ✓ enables you to meet the learning outcomes (1 or 2 outcomes per activity)
- ✓ you complete at least one reflection at the end of the activity
- ✓ the activity shouldn't be paid, and doesn't include babysitting, lawn mowing, etc.

### Ideas for Service as Action Activities

#### General Ideas

- donate or raise money for the Red Cross
- hold a bake sale for your favourite charity
- read books or letters to a person who is visually impaired

- participate in a charity race
- participating actively in the school events: *Language Fair, International Community Day, Winter Bazaar, International Mother Language Day...*
- participating in fundraising activities (*Charity Tombola, Food drive ...*)
- volunteer to help at a charity auction
- contact a tree farm about donating Christmas trees to nursing homes, hospitals, or to families who can't afford to buy their own
- help deliver meals and gifts to patients at a local hospital

### Helping Children and Schools

- tutor children during or after school
- setting up a buddy system to match new students with ones who have attended school or a buddy system to make fifth graders' transition easier
- teaching students about the code of behaviour at public places (library, cafeteria ...)
- volunteering at the Children's Home Alojzije Stepinac" in Brezovica
- volunteering at the Centre for Autism
- volunteering at the local library
- organize games and activities for children in hospital
- organize a special Olympics event for children and teenagers
- collect used sports equipment to donate to families and after-school programs
- sponsor a child living in a foreign country, either on your own or as part of a group
- coach a youth sports team
- put on performances for children in hospitals
- give free music lessons to school children
- become a volunteer teen support counsellor
- organize a reading program for younger students at the school library
- create a new game for children to play
- organize events to help new students make friends
- donate used children's books to the school library
- helping at your sport club with younger generations

### Helping Senior Citizens

- read to residents at a nursing home
- teach computer skills to the elderly
- make birthday cards for the elderly
- donate and decorate a Christmas tree at a nursing home
- perform a concert or play at a senior centre

### Helping Animals and the Environment

- volunteering at the Nature Park "Medvednica"
- take care of cats and dogs at an animal shelter
- plant trees
- clean up a local park
- help train service dogs
- build and set up a bird house
- place a bird feeder in the schoolyard
- sponsor a recycling contest
- help create a new walking trail at a nature centre or park
- update the signs along a nature trail
- participate in the clean-up actions
- foster animals that shelters don't have space for
- sponsor an animal at the ZOO
- campaign for more bike lanes in our town
- volunteer to teach kids about the environment
- test the water quality of a lake or river near you

### Helping the Hungry and/or Homeless

- donate your old clothes
- volunteer at a soup kitchen
- donate non-perishable food to a food bank
- donate blankets to a homeless shelter
- prepare a home-cooked meal for the residents of a nearby homeless shelter
- help repair or paint a local homeless shelter
- donate art supplies to kids in a homeless shelter
- help organize and sort donations at a homeless shelter
- take homeless children on outings
- organize a winter clothes drive to collect coats, hats, scarves, and gloves to be donated
- make first aid kits for homeless shelters

### Promoting Community Enhancement

- paint park benches
- donate used books to your school or local library
- repaint community fences
- plant flowers in bare public areas
- organize a campaign to raise money to buy and install new playground equipment for a park
- newspaper
- campaign for more lighting along poorly lit streets
- create a newcomers group in your neighbourhood to help welcome new families
- petition your town leaders to build more recycling facilities
- volunteer to clean up trash at a community event
- help fix or raise funds to repair a run-down playground
- clean up after a natural disaster

Source adapted from: <http://blog.prepscholar.com/129-examples-of-community-service-projects>

## Tips for Parents

Support from home is key. As a parent/guardian, you play a large role in encouraging your child's service and action. Some tips to help you can be found below:

- ✓ Get to know the Service & Action requirements of our school.
- ✓ Please read and review the entire Service as Action Handbook with your child.
- ✓ Help your child select a service opportunity, which matches his/her interests, concerns, talents or hobbies.
- ✓ Reach out to the Service as Action Leader for support and ideas.
- ✓ Find out what your child is interested and reach out to groups and organizations in the community to seek out service opportunities.
- ✓ Select a safe environment for your child.
- ✓ Monitor your child's progress, making sure that he/she meets all project check and deadlines.
- ✓ Provide transportation and materials, if necessary.
- ✓ Please note that the supervisor's signature must be that of someone other than a parent.



Matija Gubec International School



# Service Activity Long-Term Activity Proposal Form

Name:

Grade:

Activity name:

Long/Short Term:

Service as Action Leader's Approval

Signature: \_\_\_\_\_

Where and When? (Place, Date and Time)

Will other adults supervise the activity? Who?

## Learning outcomes

Your involvement in this service opportunity should enable you to meet one or more of the following learning outcomes. Also, these learning outcomes should be the basis of your reflections!

*Please indicate the learning outcome(s) you have chosen for this activity:*

- ☐ **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 locally, nationally or internationally?
- ☐ **Ethics:** How did your participation in your activity affect you and others?

Why have I chosen this activity?

What skills will I develop from this activity? Link to learning outcomes!

What will I do and how will it benefit my community? Describe!

If you work in a group, please complete this section.

| Who | will do what | by when | Resources needed |
|-----|--------------|---------|------------------|
|     |              |         |                  |
|     |              |         |                  |
|     |              |         |                  |

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date of Submission: \_\_\_\_\_



Matija Gubec International School



# Service Activity Reflection Form

Name:

Grade:

Activity name:

Long/Short Term:

Date:

Supervisor's confirmation of participation

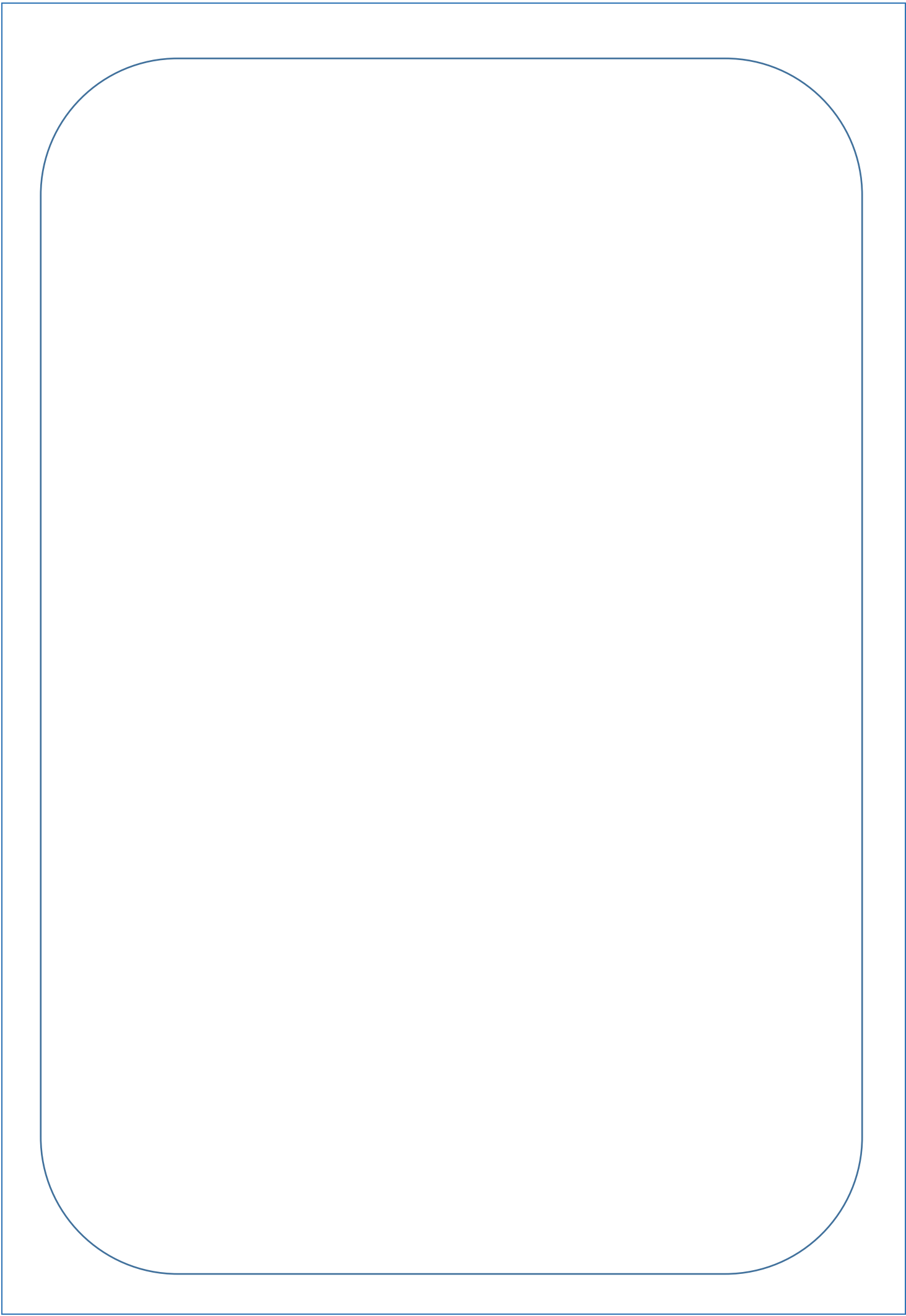
Hours Completed

Signature: \_\_\_\_\_

Depending on the learning outcome(s) you chose to develop for this Service Activity, there are different reflection questions you should answer. You should use this form and it should be between 250-300 words long.

| Learning outcomes  | Reflection questions   |
|--|--|
| 1. Increase awareness of your strengths and areas for growth | <ul style="list-style-type: none"><li>➤ Describe your service activity and your level of commitment to it. How many times did you do the activity? For how long each time? What did you do?</li><li>➤ Describe how your S&amp;A activity has helped you know yourself better.</li><li>➤ What areas of strength did you notice and demonstrate?</li><li>➤ What growth areas did you notice?</li><li>➤ How did you accomplish (or not) this learning outcome through your Service Activity?</li></ul>  |
| 2. Undertake new challenges                                  | <ul style="list-style-type: none"><li>➤ Describe your service activity and your level of commitment to it. How many times did you do the activity? For how long each time? What did you do?</li><li>➤ In what ways has your S&amp;A activity stretched you beyond your comfort zone?</li><li>➤ What risks have you taken in order to grow as a person?</li><li>➤ What new skill(s) (either increased expertise or new personal skill) have you developed by planning and/or implementing your S&amp;A activity?</li><li>➤ What new understanding(s) have you gained through participation in this activity?</li><li>➤ How did you accomplish (or not) this learning outcome through your Service Activity?</li></ul> |

|  |  |
|--|--|
| <b>3. Plan and initiate activities</b>                                     | <ul style="list-style-type: none"> <li>➤ Describe your service activity and your level of commitment to it. How many times did you do the activity? For how long each time? What did you do?</li> <li>➤ Describe the planning and implementation process you underwent for your S&amp;A activity.</li> <li>➤ What successes/challenges did you experience?</li> <li>➤ How did you deal with any problems that came up during the course of activities?</li> <li>➤ How did your feelings about the activity change over time?</li> <li>➤ How did you accomplish (or not) this learning outcome through your Service Activity?</li> </ul>  |
| <b>4. Show perseverance and commitment</b>                                 | <ul style="list-style-type: none"> <li>➤ Describe your service activity and level of commitment to it. How many times did you do the activity? For how long each time?</li> <li>➤ How did you deal with any problems that came up during the course of activities?</li> <li>➤ How did your feelings about the activity change over time?</li> <li>➤ How did you accomplish (or not) this learning outcome through your Service Activity?</li> </ul>  |
| <b>5. Work collaboratively with others</b>                                 | <ul style="list-style-type: none"> <li>➤ Describe your service activity and level of commitment to it. How many times did you do the activity? For how long each time?</li> <li>➤ In what ways did you collaborate with others to plan and/or implement your S&amp;A activity?</li> <li>➤ What role did you take in the collaboration?</li> <li>➤ What collaborative strengths did you demonstrate?</li> <li>➤ What challenges did you experience?</li> <li>➤ How did you accomplish (or not) this learning outcome through your Service Activity?</li> </ul>  |
| <b>6. International mindedness/Engage with issues of global importance</b> | <ul style="list-style-type: none"> <li>➤ Describe your service activity and level of commitment to it. How many times did you do the activity? For how long each time?</li> <li>➤ What is international mindedness?</li> <li>➤ In what ways did your S&amp;A activity address issues important to the extended global community?</li> <li>➤ How did you accomplish (or not) this learning outcome through your Service Activity?</li> </ul>  |
| <b>7. Consider the ethical implications of your actions</b>                | <ul style="list-style-type: none"> <li>➤ Describe your service activity and level of commitment to it. How many times did you do the activity? For how long each time?</li> <li>➤ What is ethics? Define it and give some examples.</li> <li>➤ Did you have to face any ethical dilemmas during your S&amp;A activity? If so, please describe what happened.</li> <li>➤ Did you experience any situations that confused you, or made you think about possible consequences of your actions that you had not previously imagined? If so, please describe the situations.</li> <li>➤ How did you accomplish (or not) this learning outcome through your Service Activity?</li> </ul> |





**Reviewed by the Service as Action Leader**

Service as Action Leader Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Comment:

## Service as Action Expectations in line with the learning outcomes

All of the learning outcomes are closely associated with the IB learner profile attributes and ATL skills. Learning outcomes (student competencies) for action as service are considered in terms of:

- Awareness of purpose
- Involvement in action
- Reflection

|             | Learning outcomes  | MYPO, MYP1  | MYP2, MYP3   |
|-------------|--|---|--|
| Awareness   | <b>1. Increase their awareness of their own strengths and areas for growth</b><br><br>identify own strengths and develop areas for growth ( <b>challenge</b> )             | The student: <ul style="list-style-type: none"> <li>• identifies their own strengths and limitations</li> <li>• sets goals for improvement</li> <li>• considers the connection between topics learned in classes and action as service activities.</li> </ul> | The student: <ul style="list-style-type: none"> <li>• describes their own strengths and areas for growth</li> <li>• sets goals for improvement or exploration</li> <li>• identifies the transferrable skills/knowledge from topics learned and meaningful actions performed</li> </ul> |
|             | <b>2. Undertake challenges that develop new skills</b><br><br>demonstrate that challenges have been undertaken, developing new skills in the process ( <b>new skills</b> ) | The student: <ul style="list-style-type: none"> <li>• connects learner profile attributes or general ATL skills to their relative success and participation in service activities.</li> </ul>   | The student: <ul style="list-style-type: none"> <li>• identifies opportunities to accept challenges to develop new skills, using the learner profile and ATL skills as guides.</li> </ul>  |
| Involvement | <b>3. Discuss, evaluate and plan student initiated activities</b><br><br>plan and initiate activities ( <b>initiative</b> )  | The student: <ul style="list-style-type: none"> <li>• shows evidence for participation and planning where appropriate.</li> </ul>   | The student: <ul style="list-style-type: none"> <li>• explores opportunities to develop leadership in self-initiated action activities.</li> </ul>   |
|             | <b>4. Show perseverance and commitment in their activities</b><br><br>( <b>perseverance in action</b> )  | The student: <ul style="list-style-type: none"> <li>• demonstrates evidence of participation in independent/group activities offered through the school or at home</li> <li>• identifies challenges to success in meeting requirements.</li> </ul>            | The student: <ul style="list-style-type: none"> <li>• demonstrates evidence of meaningful action as participants</li> <li>• identifies obstacles to success and suggest possible affective skills to maintain level of commitment to activities developed/chosen.</li> </ul>           |

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|            | <b>5. Work collaboratively with others</b><br><br>demonstrate the skills and recognize the benefits of working collaboratively ( <b>collaboration</b> )  | The student:<br><br>• identifies ways in which collaborative skills were employed to plan or execute activities.   | The student:<br><br>• assesses the relative success of the ways in which collaborative skills were employed to plan or execute activities.   |
| Reflection | <b>6. Develop international-mindedness through global engagement, multilingualism and intercultural understanding</b><br><br>demonstrate engagement with issues of global significance ( <b>global value</b> ) | The student:<br><br>• identifies communities, cultural differences and similarities and cultural forces.   | The student:<br><br>• compares and contrasts different cultures and the roles of service communities<br>• explains the key characteristics of different cultures (shared attitudes, values, goals, and practices). |
|            | <b>7. Consider the ethical implications of their actions (ethics)</b>  | The student:<br><br>• describes the process of making choices to help others<br>• identifies the connection between their actions and communities, cultures or environments around them. | The student:<br><br>• discusses and explains the impact of the actions they or others have taken in response to community needs and considers the potential consequences of inaction.                              |

## References

- 1/ **MYP: From principles into practice**. Cardiff: International Baccalaureate Organization, 2014 (updated 2017)
- 2/ **Programme standards and practices**. Cardiff: International Baccalaureate Organisation, 2014 (updated 2016)
- 3/ Sarikas, C. (2015), “**129 Great Examples of Community Service Projects**” retrieved from <http://blog.prepscholar.com/129-examples-of-community-service-projects>