Kuei Shan MYP Service and Action Guide
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The Service and Action Continuum (*MYP: From Principles,* 23)

PYP
Action initiated as result of the learning process, which might involve service

MYP
Service as action that leads towards a set of developmentally appropriate outcomes

DP
Service component of CAS with requirements to meet specific learning outcomes of the DP core

IBCC
Community and service that reflects experiential learning ideally through service learning based on career-related studies
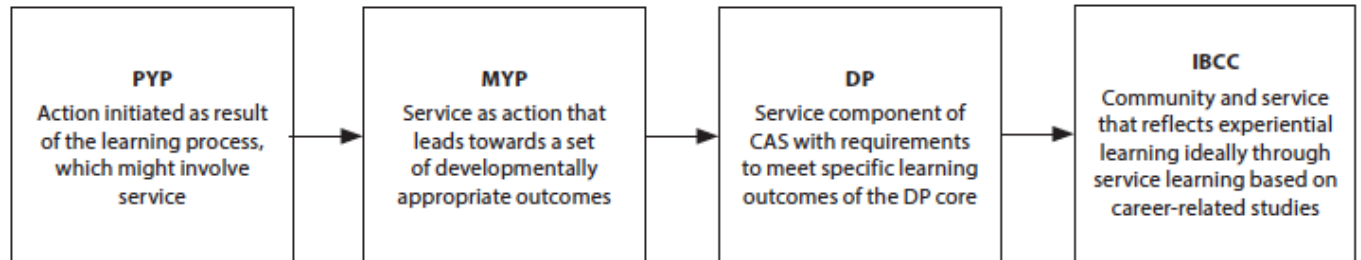
Figure 4

What is Action? (*MYP: From Principles,* 11)

- Learning by doing
- Enhancing learning about self
- Students acquiring better understanding of the context and their responsibilities.

Principled Action is:
- Responsible choices pertaining to self and others (For example: not wasting food/water/electricity; not swearing; standing up for certain issues)
- Sometimes includes decisions to not act (Is the action ethical? How will the decision affect others? Have all sides of the issue been examined?)

Through principled action students become empowered to:
- Make responsible choices
- Take positive or thought action

Action may involve students in: (*MYP: From Principles,* 22)

- Feeling empathy
- Making small scale changes to behavior
- Undertaking significant projects
- Acting on their own
- Acting collaboratively
- Taking physical action
- Suggesting modifications to existing system
- Lobbying people in more influential positions to act

What is Service?
- Service is a subset of action (*MYP: From Principles,* 23).
- Collaborative and reciprocal engagement with the community in response to an authentic need ("Creativity, Activity, Service," 8)

For action to become service, it needs to contain one or more of the following: (*MYP: From Principles,* 23)
- address an authentic community need
- students are able to build connections between what they learn in the classroom and what they encounter in the community
- experience of service offers opportunities to apply concepts (knowledge/skill)

Providing opportunities for service (*MYP: From Principles,* 23)
- Service should be adapted to local circumstances
- It should take into account student's development, aptitude and preferences
- Students in the final years should develop the scope and nature of service activity and should have responsible roles in planning organizing and implementing service activities (Grade 9 and 10)
- When schools have long term established relationships with community partners that are the foundation of service experiences, students must still have a role in understanding the current need for the relationship and verify how their action can benefit others. (For example, students in the Philippines Mission Trip should understand the issues of poverty and the social and economic discrimination happening in the Philippines.)

Types of services include: ("Project Guide" 18)
- **Direct service**: Students have interaction that involves people, the environment or animals. Examples include one-on-one tutoring, developing a garden alongside refugees, or teaching dogs behaviors to prepare them for adoption.

- **Indirect service**: Though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment. Examples include redesigning an organization's website, writing original picture books to teach a language, or raising fish to restore a stream.

- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. Examples include initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.

- **Research**: Students collect information through varied sources, analyze data and report on a topic of importance to influence policy or practice. Examples include conducting environmental surveys to influence their school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

Stages of Service Learning ("Project Guide" 17)

The guiding process with five stages of service learning, developed by Cathryn Berger Kaye in The Complete Guide to Service Learning (2010), is the foundation for MYP project objectives and assessment criteria. The following stages, illustrated in figure 4, provide a useful framework to develop the attributes of the learner profile. The fifth and final stage is "demonstration", which in MYP projects is the presentation or report.

a. **Investigation** involves taking an inventory of student interests, skills and talents to be used in considering opportunities. 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.

b. **Preparation** involves the student planning the service experience with clarification of roles, responsibilities, actions to be taken, resources required and timelines, while acquiring any skills needed to successfully carry the plan to completion.

c. **Action** involves implementing the plan. Students may work individually, with student partners, in student groups or with others.

d. **Reflection** involves students describing what happened, expressing feelings, generating ideas and asking questions. Reflection occurs intermittently and in summation to gauge understanding and synthesis, to assist with revising and rethinking plans, and to internalize the experience.

e. **Demonstration** involves metacognition, with students making explicit what and how they learned and what they have accomplished, capturing the totality of the experience. Integration of technology is encouraged.
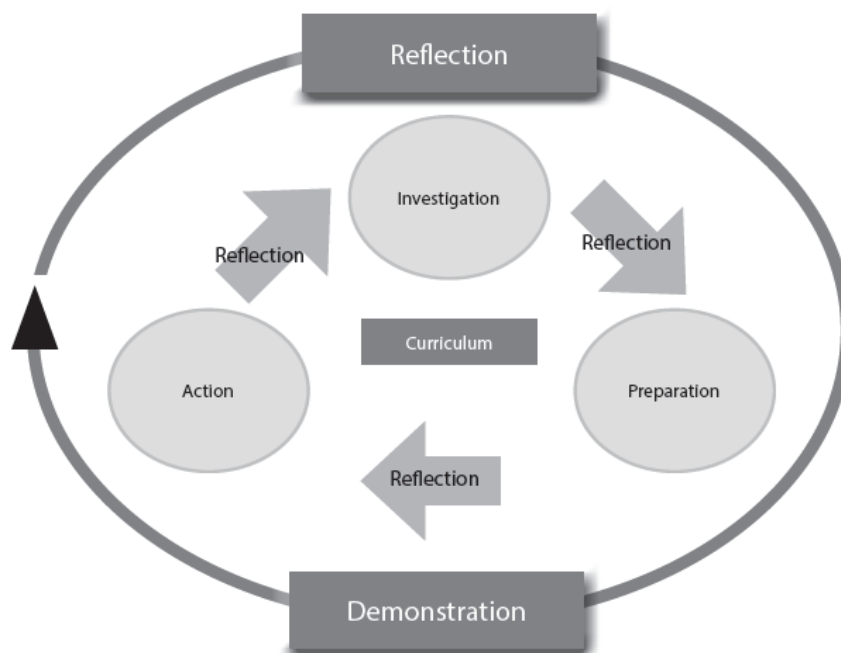

Figure 4
Service learning model

Meaningful action/reflection/learning outcomes (*MYP: From Principles,* 23)

Guided classroom learning that leads to action is the most meaningful when allowing student initiative that incorporates student interests, talent, and skills.

The process provides **structured time** for formal and informal reflection on the service experience

Learning outcomes can be the basis for reflection

Learning outcomes (*MYP: From Principles,* 24)
- Become aware of their own strengths and areas of growth
- Undertake challenges that develop new skills
- Discuss evaluate and plan student-initiated activities
- Work collaboratively with others
- Persevere in action
- Develop international-mindedness through global engagement, multilingualism and cultural understanding
- Consider the ethical implications of their action

Learning Outcomes Progression Grid for Service at Kuei Shan

MYP Learning Outcomes for Service	Minimum Expectation	
	Grade 7-8	Grade 9-10
Become aware of their own strengths and areas of growth	I am aware of my own strengths and weaknesses	I can reflect on my own strengths and weaknesses
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	With my supervisor's guidance, I can discuss, evaluate, and plan student initiated activities	With minimal guidance, I can discuss, evaluate and plan student initiated activities
Work collaboratively with others	I can participate in collaborate activiteis	I can appreciate the importance of collaborative activities and plan such activities
Persevere in action	With my supervisor's support, I persevere in action and am committed	I persevere in action independently and am committed

MYP Learning Outcomes for Service	Minimum Expectation	
	Grade 7-8	Grade 9-10
Develop international-mindedness through global engagement, multilingualism and cultural understanding	I am open-minded in learning about global issues, different languages and cultural differences.	I can engage in activities of global importance
Consider the ethical implications of their action	I can recognize that the actions I take will have ethical implications	I can propose solutions to ethical issues pertaining to the actions that I take.

Elements of reflection ("Creativity, Activity, Service" 26)
Four elements assist in the reflective process:
- Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- Expressing feelings: Students articulate emotional responses to their experiences.
- Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
- Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

Guiding reflection questions: ("Creativity, Activity, Service" 26)
- Why did I make this particular choice?
- How did this experience reflect my personal ideas and values?
- In what ways am I being challenged to think differently about myself and others?
- How did I feel about the challenges?
- What happened that prompted particular feelings?
- What choices might have resulted in different feelings and outcomes?

Service and Action can be part of the unit planning in the following ways (*MYP: From Principles,* 24)

- By having specific learning engagements for service
- Providing students with ideas and opportunities for which they might take action themselves through service with others
- By helping students apply subject matter to meet real needs
- By using global contexts that invite students to initiate their own inquiry into local and global challenges
- By connecting the unit's summative assessment with a service activity or project.

Note: The identified service-driven unit need to be identified in the unit name in Rubicon Atlas and Managebac. Example: Unit 2 Heat (SA).

Global Context for Service Activities ("Project Guide" 31)

The goal	A need	A community	Global context
To raise awareness	Freedom of expression	A nation perceived as politically oppressed	Personal and cultural expression
To participate actively	Trained working dogs	Special needs community	Identities and relationships
To research	Access to clean drinking water	Pacific island countries	Orientation in space and time
To inform others	(Access to) medical provisions	Various socio-economic groups	Fairness and development
To create/innovate	Medical advances	Support group for cancer patients	Scientific and technical innovation
To change behaviours	Social acceptance	The school community of teachers and students	Identities and relationships
To advocate	Modernization of local methods of waste management	The local population as it prepares for a national event	Globalization and sustainability

Table 12
Global contexts in community projects

Global context	Examples of community projects
Identities and relationships Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	• Laughter therapy campaign in children's hospital or elder care home • Tutoring classes providing additional or special instruction to primary school students • Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines

Global context	Examples of community projects
Orientation in space and time Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.	• Joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history • Making a plan for wheelchair accessibility • Inspired by lack of facilities in the local community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions
Personal and cultural expression Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	• Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors • Performing a theatre play to raise awareness on bullying • Promoting intercultural understanding through a graffiti contest
Scientific and technical innovation Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.	• Helping a local community make an efficient, low-cost use of energy-powered devices • Developing a programme to promote the use of wind energy for domestic devices • Campaigning to reduce paper use and to promote recycling • Campaigning to reduce water, electricity or fuel waste
Globalization and sustainability Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.	• Campaigning to raise awareness and reduce plastic straw waste use • Passing a plan to local authorities for tree planting in an area in need of re-greening • Creating a school or community garden
Fairness and development Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	• Campaigning for fair-trade awareness • Contributing to educational opportunities, for example, supporting a local non-governmental organization that works on literacy in our town • Addressing the concerns of immigrants and migrant populations

Works Cited Page

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