

2016 – 2017

MYP  
Service as Action  
Student Handbook



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*Building a more sustainable, peaceful world*

Grades 6-10

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The MYP Service as Action (SaA) program at Le Jardin Academy aims to foster a spirit of local and global community membership and responsibility. Through involvement in school- sponsored and student-generated service and action projects, you will work on developing an awareness of the needs of the communities of which you are a part and contributing meaningful action towards meeting those needs.

## Le Jardin Academy MYP Service as Action 2016-17

In the MYP, taking meaningful action is a goal of the learning process. As you become aware of the needs of different communities, through your curricular learning or on your own, you are encouraged to make choices about how to take thoughtful, positive action to make the world a better, more peaceful place! Meaningful action often begins with feeling empathy towards others and progresses to making and/or facilitating small changes and undertaking larger and more significant projects.

SaA is an integral part of the MYP at LJA, giving students the opportunity to take what they are learning in the classroom and put it into action through a commitment to service: making a positive difference to the lives of others and the environment. LJA encourages all students to engage in authentic activities that create a lasting impact on a community.

In each MYP grade level, you should aim to contribute at least the following number of hours of service and action (these hours are a guideline only, not an IB requirement). At the end of the day, we are hoping to see students commit to service out of a desire to be a global citizen, rather than because of an MYP requirement.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
20	20	20	30	30

Each activity must:

- a. *meaningfully* contribute to specific human or environmental needs in the community
  - The **quality** of the SaA activity is more important than the hourly involvement. Ideally students get involved in one long term commitment (volunteering at the SPCA twice a month helping feed abandoned animals or starting a charity fundraiser to benefit cancer research for example) and several one-off activities. One-off 'beach cleanups', for example, may be a wonderful starting point for a 6th and 7th grader. It shouldn't occur more than a few times a year and a conversation about sustainability would be helpful: what might the student do instead of simply picking up trash that could have a more long term impact? Redesigning trash cans? Better signs? Is there an organization a student might join that could assist with this?
- b. be voluntary
- c. allow you to develop in one or more SaA learning outcomes (See p. 3-4) Over your years in the MYP, you will need to find activities that allow you to develop in all 7 learning outcomes.

**Follow this step-by-step process:**

1. **Before** you do a service activity, you "Add SA Activity" and complete the entire proposal summary on your SA page on ManageBac. The "Background" and "Specific details" text boxes are where you write all the actions the activity will involve. The "Activity Aim" text box is where you write the intended outcome of the activity (how the activity will address specific human or environmental needs in the community).

2. Your advisor will be notified via email that you completed a proposal. If the proposal is not fully and/or thoughtfully completed, your advisor will discuss the activity with you to help you determine if the activity is meaningful and addresses specific needs in the community.
3. When your advisor determines that your activity meets the above requirements, she/he will approve your proposal.
4. You will be notified of the approval via email.
5. Once you receive the approval, you complete the activity and then complete a thoughtful reflection about how you contributed to one or more community need/s, your experience, and the ways you developed in your targeted learning outcomes. In addition to a written or video reflection, this can also include photos and videos of you doing the service.
  - If you do the same activity multiple times, just make one proposal, **complete meaningful reflections along the way**, and increase the hours as you complete them.
6. The adult who supervises you as you do the activity needs to be present during the entire activity in order to provide a thorough “supervisor review”:
  - You can send him/her the activity supervisor email via ManageBac. The activity supervisor completes the form and it is automatically uploaded to ManageBac.
  - or you can give him/her a hard-copy of the form on the last page of this handbook. After he/she completes the hard copy, you need to scan or take a picture of it and upload it to ManageBac.
7. Your advisor reviews your reflection and the supervisor review. If the reflection addresses the topics listed in step 5, and the supervisor review indicates satisfactory participation, your advisor marks the activity completed.

## Tips

- Choose service activities that you are really interested in and concerned about. Consider the needs of your school, neighborhood, state and world 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 SaA activities. This will help you complete more thoughtful reflections. Remember that what you learn about yourself and the needs of the communities you are a part of is as important as the activity itself! Your learning needs to be communicated through your reflections.
- Service as Action activities that are generated out of curricular classes and advisory **DO** count towards your SaA obligation.
- Service and action activities that will not count towards your SA obligation:
  - Any activity that provides material rewards, such as money, gifts, or services
  - Household chores or babysitting
  - Any activity associated with involvement, expectations or requirements of another affiliation such as National Honor Society, National Junior Honor Society, Boy/Girl Scouts or religious organizations
- Remember that you are representing LJA, your family, and yourself whenever you

participate in a Service as Action activity. Please leave the community you served thinking appreciatively of you and your contribution.

- Plan your SA activities so that you accomplish them throughout the school year. It will be very challenging to complete SaA if you wait until the end of the year!

## **Service and Action Learning Outcomes**

Keep in mind that you will need to choose one or more of the following outcomes, think about them while you complete the activity and reflect on them after completing the activity. During your time in the MYP you should find activities that will allow you to grow in all seven learning outcomes.

### ***a. Awareness: Become more aware of your strengths and areas for growth***

An activity with this learning outcome 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.

- Describe how your SaA activity has helped you know yourself better.
- What areas of strength did you notice and demonstrate? What growth areas did you notice?

### ***b. New skills: Undertake challenges that develop new skills***

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. It will also 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

- 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?
- What new skill(s) (either increased expertise or new personal skill) have you developed by planning and/or implementing your SAA activity?
- What new understanding(s) have you gained through participation in this activity?

### ***c. Initiative: Discuss, plan and evaluate student-initiated activities***

An activity with this learning outcome will require you to take on a leadership role in creation, planning and evaluation of the activity. You may be leading a school sponsored activity or coming up with your own project in order to positively impact a specific community.

- Describe the discussion, planning and evaluation process you underwent for your SAA activity. What successes/challenges did you experience?

### ***d. Commitment: Persevere in action***

At a minimum, the activity will require that you participate regularly and that you accept a part of the responsibility for dealing with challenges/problems that arise over the course of participating.

- Why was it important to you to repeatedly do this SaA activity? How many times did you do the activity? For how long each time?
- How did you deal with any problems that came up during the course of activities? Did you come up with any new ways to address these challenges?
- How did your feelings about the activity change over time?

### ***e. Collaboration: Work collaboratively with others***

An activity with this learning outcome will require you to work with others to help others or the environment. You will need to reflect on the role(s) you took and reflect upon your personal strengths and challenges in working collaboratively with others

- In what ways did you collaborate with others to plan and/or implement your SaA activity?

- What role did you take in the collaboration?
- What collaborative strengths did you demonstrate? What challenges did you experience?

***f. Global value: Develop international-mindedness through global engagement, multilingualism, and intercultural understanding***

An activity with this learning outcome will involve an issue that interacts with and 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 here in Hawaii and/or nationally (i.e. environmental concerns, caring for the elderly).

- In what ways did your SaA activity address issues important to the extended global community?

***g. Ethics: Consider the ethical implications of your actions***

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.

- Did you have to face any ethical dilemmas during your SA activity? If so, please describe what happened.
- 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.

## Service as Action Supervisor Review Form

(To be completed by an adult supervising or present during the SaA activity)

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Person observing the student during the activity:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email contact: \_\_\_\_\_ Phone contact: \_\_\_\_\_

Name of activity organizer or organization: \_\_\_\_\_

I observed the above named student as he/she completed the following service as action:

Name/type of activity: \_\_\_\_\_

Date(s)/hours of participation: \_\_\_\_\_

Using the rubric below, check the box which describes the student's level of contribution to the activity.

<b>Contribution Level</b>	<b>In my observations, the student has been:</b>
<b>4</b>	<p>.a <b>highly active</b> contributor.                      He/she was <b>extremely</b> positive, showed <b>strong</b> initiative and effort, and demonstrated a <b>wide range</b> of skills to respond to the needs of others, coming up with solutions to resolve issues within a community</p>
<b>3</b>	<p>.an <b>active</b> contributor.                      He/she was positive, showed initiative and effort, and demonstrated a <b>range</b> of skills to respond to the needs of others, coming up with solutions to resolve issues within a community</p>
<b>2</b>	<p>.a <b>somewhat active</b> contributor.                      He/she was positive, put in effort, and used <b>some</b> skills to respond to the needs of others, coming up with solutions to resolve issues within a community</p>
<b>1</b>	<p>.a <b>minimal</b> contributor.                      He/she participated with a <b>minimum</b> of effort and used very <b>few</b> skills to respond</p>

	<i>to the needs of others.</i>
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*Comments:*

***Please give this completed form to your advisor. Hours will not be earned without this form.***