

MYP SERVICE AS ACTION STUDENT HANDBOOK

Katoh Gakuen Gyoshu High School Bilingual Program

"To nurture students to become active, wise and caring shapers of our multilingual, multicultural world."



Name: _____

Class: _____

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What is MYP Service as Action?

The concept of Action (learning by doing and experiencing) is a fundamental part of the MYP programme. Service is a part of action and it is an expectation at Gyoshu Junior and Senior High School that all students will be involved in some form of service in each year of the programme. Meaningful service involves the following elements:

- An understanding of the issue
- Interaction with individuals or groups in the community
- Identifying the needs of the community where service is taking place.



caring
outcome
experiences
difference
responsibility
process
learning
positive
member
inquiry
reflection
service
community
action
life
skills
commitment
attributes
success

What are the MYP Learning Outcomes for Service as Action?

MYP students can achieve the following learning outcomes through involvement during their time in the programme. Fulfillment of the school's expectations for Service as Action is a requirement of the MYP Certificate.

MYP students should, through their engagement with Service as Action:



Awareness: become more aware of their own strengths and areas for growth



New Skills: undertake challenges that develop new skills



Initiative: discuss, evaluate and plan student-initiated activities



Commitment: persevere in action



Collaboration: work collaboratively with others



Global Value: develop international-mindedness through global engagement, multilingualism and intercultural understanding



Ethics: consider the ethical implications of their actions.

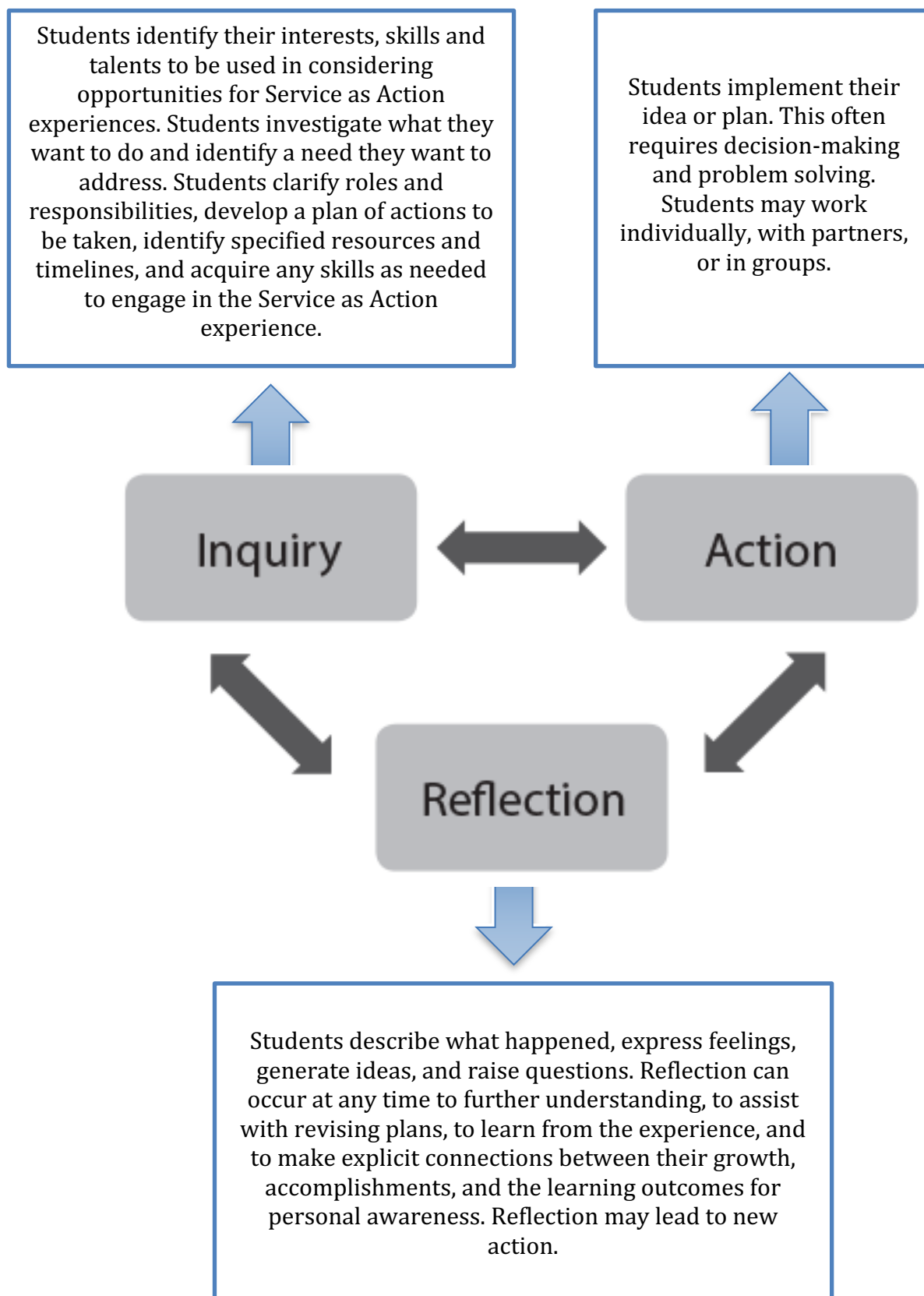
What are my Service as Action responsibilities?

MYP students are expected to:

- approach Service as Action programme with a proactive attitude
- develop a clear understanding of Service as Action programme expectations and the purpose of MYP Service as Action
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for Service as Action experiences with the SA coordinator and/or Homeroom teachers
- understand and apply the Service as Action stages where appropriate
- take part in a variety of experiences, some of which are self-initiated
- become more aware of personal interests, skills and talents and observe how these evolve throughout the Service as Action
- maintain a Service as Action online portfolio and keep records of SA experiences including evidence of achievement of the seven SA learning outcomes
- understand the reflection process and identify suitable opportunities to reflect on Service as Action experiences
- communicate with the SA coordinator/homeroom teachers and/or MYP coordinator in formal and informal meetings
- act appropriately and ethically in your choices and behaviors.



What are the stages for Service as Action?



How do I start my Service as Action programme?

A. Pre-planning (Investigate)

You must self-review at the beginning of your Service as Action experience and set personal goals for what you hope to achieve through your Service as Action programme. Choose something that you are interested in or really concerned about. Motivation is your best friend in Service as Action activities!



Complete the Personal profile sheet digitally and upload it in ManageBac. See Appendix 1.

B. Create your Service as Action Plan (Preparation and planning)

You must take part in a range of activities- in the school community, local community, national community, and in the international community. Don't do something just because your friend is doing it. The point of Service as Action is to help others and not to be with your friends. Set term goals and don't leave your activities to the last minute.

When creating your SA plan you should choose to involve yourself in activities that have the following characteristics.

- A group activity
- Activities should vary in length and in the amount of commitment required from the students, but none should be trivial.
- an activity where you learn a new skill
- involvement in international projects (either locally, nationally, or international)
- an activity involving collaboration with others
- one activity that you initiated with guidance with your supervisor

C. MYP Learning Outcomes

The MYP require school expectations for service as action to be expressed qualitatively, and not quantitatively. With this expectation, you are to think of activities that target the expected learning outcomes. You must choose at least 2-3 learning outcomes from the seven learning outcomes prescribed by the IB for each activity that you choose. You must meet all seven learning outcomes for service by the end of each year of the programme.

D. Yearly activity requirements

You are expected to dedicate yourself to a minimum number of activities per year. You may choose to focus on more than the required number of activities during each term. It is important to remember that each activity you decide to engage in must be meaningful, demonstrate quality and serve needs in the community.

You will need to engage in activities that fall into three distinct levels:

- **Introductory level:** Activities that fall into this category are usually short term. They are either run by the school or outside organizations. The coordinator and homeroom teachers will inform students the dates and time when these activities will take place.
- **Proficiency level:** Activities that fall into this category begin to extend into longer periods of time. Students will be made aware of some opportunities to be involved in related activities. At this stage, student must also begin take the initiative to seek out activities independently.
- **Mastery level:** Activities that fall into this category require an extended period of time. It is important that students begin to show more initiative by organizing the activity themselves. This may include contacting, organizing and leading activities individually or in a group setting.

Level Requirements:

Service as Action Involvement	Introductory	Proficiency	Mastery
	Roles and Responsibilities: Prepared and organized by the school and/or organizations	Roles and Responsibilities: More choice in the roles and responsibilities and how they are fulfilled	Roles and Responsibilities: Planning and organizing an event and <u>perhaps</u> responsible for acting as a group leader
	Time Frame: Short term (half day) Includes preparation for event	Time Frame: Short Term to Long Term (A day or two) Included preparation for event	Time Frame: Long Term Several days Includes preparation for event

Year 1 (Grade 7) 中1	Year 2 (Grade 8) 中2	Year 3 (Grade 9) 中3	Year 4 (Grade 10) 高 1
A minimum of 2 introductory and 1 proficient	A minimum of 2 introductory and 2 proficient	A minimum of 1 introductory, 2 proficient and 1 mastery	A minimum of 2 proficient and 2 mastery

Examples of Activities for each level:

Introductory
<ul style="list-style-type: none">• Beach/river cleaning• Guiding visitors on open school days• Helping peers• Tree planting• Personal project presentation• Teaching other students (club activity)• Picking up trash around your neighborhood
Proficiency
<ul style="list-style-type: none">• Teaching foreign guests about Japan• Raising funds for aid organizations/charities• Taking care of children at a kindergarten• Helping at a retirement home• Making and selling products for charities• Selling items at school festivals• Coaching junior students• Discussing the IB with new students and their parents
Mastery
<ul style="list-style-type: none">• Planning, making and selling items in order to raise funds for charities• Planning an event with the funds going to charity• Organizing trips for groups• Guiding/informing foreign tourists about local interest sites• Organizing a welcome committee for new students



Complete the Service and Action planning chart for the year and submit a copy of the chart to the SA coordinator. See Appendix 3.

How do I act on my SA activities?

A. Pre-approval

Before you start an activity, you need to have your activity pre-approved by the SA coordinator and your parents. You need to complete the Supervisor Approval form found in Appendix 2. If your preferred activity qualifies as a SA activity, add SA activity in ManageBac and complete the worksheet.

You must nominate a supervisor who is responsible for the conclusive verification of your service as action activity. It is your responsibility to first ask if a teacher/external community member can be your supervisor and must ask the supervisor the approval form.



Complete the Service and Action Supervisor Approval Form and submit it to the SA Coordinator. See Appendix 2.



Add the SA activity in ManageBac and complete the needed details. See Appendix 4 for guidance.

B. Doing the activity

Once the activity is finished, you must complete access your ManageBac files and complete the summary, SA questions and Reflections and Evidence sections. Once these three sections are completed, the SA coordinator will complete a supervisor review. The supervisor may decide the activity has been unsatisfactorily completed if:

- there is no record of the student's enrollment in the activity.
- the coordinator cannot see proper justification for the students learning outcomes.

You need to provide an evidence of the SA activity that you have undertaken. These could be ONE of the following:

- Photos of you doing the activity **(this should only be done with the consent of the people involved)**
- Photos of your journals, portfolio, written notes, scrapbooks, signed contracts
- Video of you doing the activity

What should I do after I finished the activity?

The IB MYP Service as Action programme requires you to reflect on your learning. This not only serves as evidence of what you have accomplished, but it also assists you in making sure you are learning as much as you can out of each activity.

A. Reflecting- SA questions

The SA questions are to help you reflect on your SA experiences. The questions you need to answer are dependent on your chosen learning outcomes for each of SA activities.



Answer the SA questions in ManageBac. You can write **three- five** sentence answer to each of the questions given.

B. Supplying Evidence and Supervisors' Completion form

To show that you have completed the activity, you need to submit the completed supervisor's completion form to the SA coordinator. You also need to upload the evidence you collected when doing the activity.



Submit the Supervisors' Completion form to SA coordinator.

C. Reflecting- General Written Reflection

You need to write a general reflection of your experience. You should consider the following questions when writing a reflection entry for each activity.

**You should write a minimum of 100 words at the Grade 7 level, 150 words at the Grade 8 level, 200 words at the Grade 9 level and 250 at the Grade 10 level in which you reflect on your SA activity.*

- Summarize what you did in this activity (What did I plan to do? What did I do?)
- What were the most valuable or rewarding aspects of this activity
- What did you find challenging or uncomfortable? Why did it occur?
- What did you learn about the cause (What do you now understand about the area in which you volunteered? What did you learn?)
- How did this experience change or impact your life or the life of others? (What did the activity mean to me and others?)
- What did you learn about yourself in the process? (What are my personal strengths and challenges?)
- Which Learner Profile attribute(s) did you exhibit when working through this activity?
- What connection does the service have to your academic work, career plans and values?
- How can I apply this learning more widely?
- Did you enjoy the activity? Would you do this activity again? Why or why not?
- Would you recommend this SA activity to another student? Why?
- Did your service encourage you to try new things or explore an area of unfamiliarity?
- What impact did you have on your local, regional or global community?
- What were the outcomes of the activity?
- Were the learning outcomes of the activity achieved?



What are some examples of Service as Action activities?

1. In-school Activities:

These activities may be tied directly to the school, school curriculum, or specific subjects and their teachers. Development will take place over the course of the year with the Middle Years Programme team. Through these activities students develop community awareness through the school environment.

School as a Service as Action Organization: A service that is helping the school is considered an individual activity. For example; helping set up for a parent/teachers evening, reading to younger students, and peer tutoring all benefit the school community but must be completed on your own time. Playing on a sports team is not considered a service activity.

What other sample in-school activities qualify as Service as Action?

- Culture Festival and Sports Day
- IB Exhibit
- Peer Tutoring
- Bazaar
- Beach Cleaning
- Fuji Cleaning
- Contributing to student committees and organizations
- Assisting other students (special needs, newly arrived or second language students) through tutoring

2. Out of school Activities - Self-Directed (Self-Initiated) Activities:

Activities that are chosen by the students based on their interest. These activities are not tied to the curriculum and are completed outside of school hours. Some of the opportunities for the participation in the activities may be arranged by the school. Individual activities must be pre-approved by the Service as Action Grade Representative prior to starting activity.

Acceptable Activities: Helping a teacher outside of class time, babysitting for a neighbor for free, sending care packages to those in need, cleaning up the beach, organizing a school event, assisting with an Extra Curricular Activity and volunteering at an organization such as ARK or Free the Children are all great examples of what is acceptable. These services cannot be paid for and should benefit someone outside of the student's immediate family. The organization cannot be a "for-profit" organization.

What sample out of school activities qualify as Service as Action?

- Supporting and developing links between the school and international organizations such as Amnesty International
- Volunteer work in a nursery or an elementary school
- Organizing activities for younger students in the elementary school
- Making regular visits and providing services to senior citizens living alone
- Supporting and developing links with local groups such as senior citizens' centers

***The following are some examples of activities that are deemed unsuitable:**

- Completing an activity for a reward
- Household chores
- Required duties associated with a **sports team** (jobs that are assigned by the coach and expected to be carried out by players).
- Homeroom duties

What is the Service as Action Calendar?

DATE	Procedures and Major Deadlines
April-May 2020	SA Information Session Study this handbook. See the SA Coordinator to answer your questions about SA.
May- June 2020	Undertake activities, collect evidence and write reflections: School Activities and Individual Activities
July 2020	End of Term Progress Check Planning for Summer SA activities
August 2020	Undertake activities, collect evidence and write reflections: Individual Summer Activities
September- November 2020	Undertake activities, collect evidence and write reflections: School Activities and Individual Activities
December 2020	End of Term Progress Check Planning for Winter SA activities
February 2021	Undertake remaining activities, collect evidence and write reflections: School Activities and Individual Activities
March 2021	Deadline for all SA related activities, evidence and reflections.

Monthly:

-
- Discuss your progress with your group members.
- Meet with your homeroom teacher or SA coordinator if necessary,
- Check that your reflections are up to date,
- Take photos, videos and keep your records.



Appendix 1: Service as Action Personal Profile



Personal Goals



Interests



Local Issues



Skills



Talents



Global Issues

Appendix 2: Service as Action Supervisor Approval Form



Katoh Gakuen Gyoshu JHS Bilingual Program

Service as Action (SA) Supervisor Approval Form

SA 活動監督認証届け



Complete this form and submit it to your SA Coordinator before beginning your activity.

生徒は、活動開始前に記入し SA コーディネーターに提出すること。

To be completed by the student 生徒記入欄

Student's Name: _____

Class: _____

Proposed Activity: _____

Activity Supervisor: _____

Activity Dates: _____

Activity Supervisor Contact Information (if not school related)

Address (if not school related): _____

- ☐ Introductory 初級
☐ Proficiency 中級
☐ Mastery 上級

Briefly describe the activity 活動内容

Complete the expected Learning Outcome summary for this activity. Check the box.

Learning Outcomes	学習成果	Check 2-3 outcomes
1. become more aware of their own strengths and areas for growth	自らの長所と伸ばすべき分野をより認識する。	
2. undertake challenges that develop new skills	新しいスキルを発達させるような課題に挑む。	
3. discuss, evaluate and plan student-initiated activities	生徒主導の活動を話し合い、評価し、計画する。	
4. persevere in action	行動に精励する。	
5. work collaboratively with others	他の人々と協力して取り組む。	
6. develop international-mindedness through global engagement, multilingualism and intercultural understanding.	グローバルな取り組みや多言語主義、多文化理解を通して国際的な視野を発達させる。	
7. consider the ethical implications of their actions.	自らの行動の倫理的意味合いを考える。	

Student's Signature: _____

Date 日付: _____

Parent's Signature

I have read this form and to the best of my knowledge the information provided is accurate. I approve of my child undertaking this SA activity.

Signature サイン: _____

Date 日付: _____

SA Coordinator's Signature SA コーディネーターのサイン

I approve of this activity. この活動を SA として認めます。

Signature サイン: _____

Date 日付: _____

Appendix 3: Service as Action Planning Chart

List the activities that you are planning to do for the year. For each activity, write the title of the activity under the targeted learning outcomes (2-3). See Appendix 4 of the SA student handbook for a sample.

Learning Outcome	Description	TERM 1	TERM 2	TERM 3
Awareness	become more aware of their own strengths and areas for growth 自らの長所と伸ばすべき分野をより認識する。		③ Help in school bazaar for class activity	④ Make poster for school about child labor
New Skills	undertake challenges that develop new skills 新しいスキルを発達させるような課題に挑む。	① Helping a local nursery		
Initiative	discuss, evaluate and plan student-initiated activities 生徒主導の活動を話し合い、評価し、計画する。		③ Help in school bazaar for class activity	④ Make poster for school about child labor
Commitment	persevere in action 行動に精励する	① Helping a local nursery		
Collaboration	work collaboratively with others 他の人々と協力して取り組む。		③ Help in school bazaar for class activity	
Global Value	develop international-mindedness through global engagement, multilingualism and intercultural understanding グローバルな取り組みや多言語主義、多文化理解を通して国際的な視野を発達させる。		② Senbon beach cleaning	④ Make poster for school about a global issue to raise awareness
Ethics	consider the ethical implications of their actions. 自らの行動の倫理的意味合いを考える。	① Helping a local nursery	② Senbon beach cleaning	