

Name: _____

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Service & Action for MYP

What is Service Learning in the MYP: Service learning is an important component of the MYP Program. Experiences both during class and outside of school are appropriate in the MYP. The goal is for students to understand their capacity to make a meaningful contribution to their community and society. Through service learning, students develop and apply academic knowledge, personal skills and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions.

REQUIREMENTS:

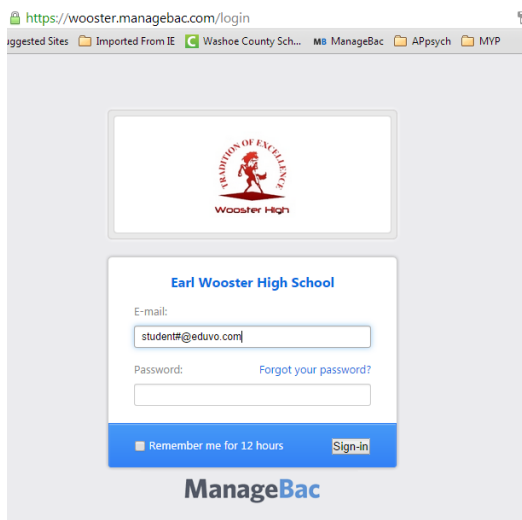
- There are NO MINIMUM NUMBER OF HOURS.
- Student must complete **6 reflections relating to the 7 IB Learning Outcomes (listed below)** during their 9th grade year and an additional 4 during their 10th grade year.
- Students should commit to a minimum of 2 separate experiences **(in and/or outside of class)**.
- Students may write up to 3 reflections on a single experience
- Your supervisor (I&S teacher) will approve (if outside of school, you must submit a signed copy of the completion form printed from ManageBac)

Learning Outcomes

1. Awareness of your strengths and developing weaknesses
2. Developing international-mindedness and global understandings
3. Learning Perseverance over challenge
4. Collaborating with others
5. Contemplating an ethical issue
6. Taking initiative
7. Learning new skills

FOUR TYPES OF ACTION	
Direct service:	Students engage directly with the people, environment or animals. <i>– Examples: Students could undertake one-on-one tutoring, volunteer in a park clean up, or work in an animal shelter.</i>
Indirect service:	Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment <i>– Examples: Students could redesign a non-profit organization’s website, write picture books to teach a language, or design brochures for future volunteers at a non-profit.</i>
Advocacy:	Students speak on behalf of an issue of public interest in order to promote awareness and understanding through dispersal of accurate information that may lead to others taking action <i>– Examples: Students could lead an awareness campaign about reusable grocery bags, perform a play about replacing bullying with respect, or create a video about sustainable water solutions.</i>
Research	Students collect information from various sources, analyze data and report on a topic of importance to influence policy or practice <i>– Examples: Students may conduct environmental surveys to influence their school, contribute to a study of endangered animals, compile a list of effective ways to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation</i>

Logging in-- Service & Action



1. <https://wooster.managebac.com/login>

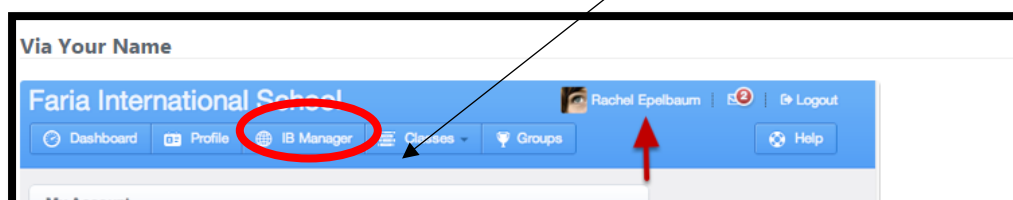
This website is also available from www.woostercolts.com

Remember: Your login is your student [id#@washoeschools.org](mailto:student#@washoeschools.org) and your password is Woostercolts2022.

2. If you would like to, you can update your email address and information by clicking on your name at the top. **DO NOT CHANGE PASSWORD**

3. Click on the **IB MANAGER** tab at the top and then **S&A** (which stands for Service and Action)

4. Click on "Add SA Activity"



Overview Plans **SA** Projects Messages Calendar Files Members

Back to: [Roster](#)

EDNA CASTRO LOPEZ

What is Service as Action?
Community and service starts in the classroom and extends beyond it, requiring students to take an active part in the communities in which they live. The emphasis is on developing community awareness and concern, and the skills needed to make an effective contribution to society.

This short video provides an introduction:

WHAT IS CAS?

Add SA Activity

Record a SA Interview

How is EDNA's progress?

- Excellent
- On-track
- Concern
- To Be Determined

[View All Reflections & Evidence](#)

[Generate Reports](#)

[Approve all Activities](#)

Legend

To individually approve activities, click each activity and check **Approved**.

<input checked="" type="checkbox"/>	Approved
<input checked="" type="checkbox"/>	Review Sent
<input checked="" type="checkbox"/>	Reviewed
<input checked="" type="checkbox"/>	Incomplete
<input checked="" type="checkbox"/>	Complete

Student Info

STEP #1---ADD THE ACTIVITY (SUBMITTING THE INFORMATION BELOW)

Add SA Activity

Activity Name* Location Out-of-School In-School

Service as Action hours

Start Date* End Date* Supervisor Name Supervisor Title

Description and Goals Supervisor E-mail Supervisor Contact #

Please select your targeted learning outcomes:
 Awareness Ethics
 Global Value Initiative
 Perseverance Challenge & New Skills
 Collaboration

Organization



Activity Aim

or

STEP #2---SUBMIT YOUR REFLECTIONS

SA Worksheet

Wooster AaFreshmen

 Food Bank Volunteer SA In-School 2 hours 

We are going to sort food into boxes for delivery to those who are in need of food during the Thanksgiving holiday

- Click on the name of the activity you just added
- Click on **REFLECTIONS AND EVIDENCE** at the right to add reflections

C. You can choose many ways to submit your reflections and evidence (website, written journal, YouTube video, photos or files)

HOWEVER

D. Your evidence/reflections should clearly demonstrate that you completed and thoughtfully reflected on the learning outcomes you selected.

The screenshot shows the 'Add Reflections & Evidence' interface for the 'Food Bank Volunteer' activity. The activity is marked as 'In-School' and has a duration of '2 hours'. The form includes a title, a description, a list of evidence types (Journal, Website, Youtube, Photos, Files), a rich text editor, and a list of learning outcomes. A red arrow points from the 'SA Completion Form' button in the 'NEXT STEPS' section to the 'SA' badge on the activity title.

E. If outside of school, you will need to print a completion form to get a signature.

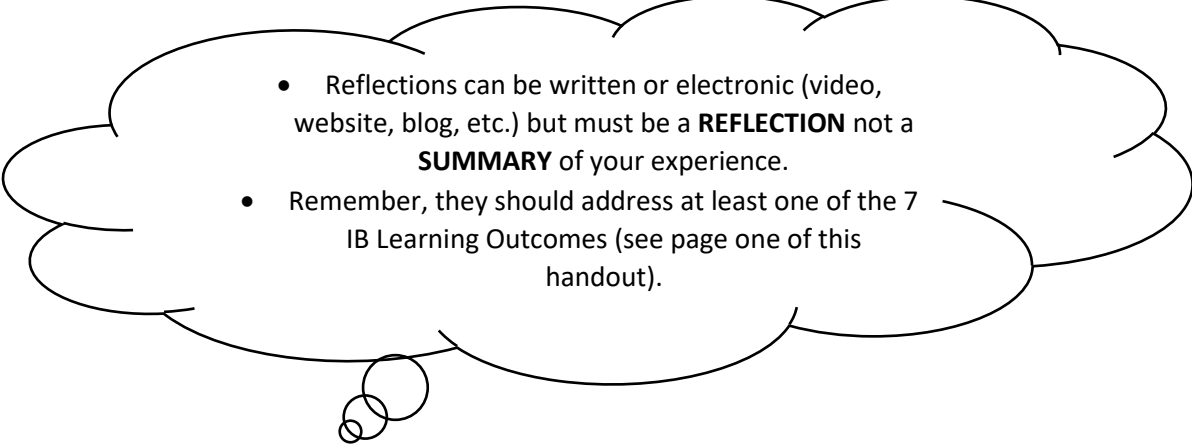
F. If a Wooster club/academic activity, you will automatically be approved via ManageBac. Once your supervisor feels you have completed the learning outcomes, you will see a green checkmark next to your activity.

Food Bank Volunteer SA Reviewed In-School 1 reflection
We are going to sort food into boxes for delivery to those who are in need of food during the Thanksgiving holiday

LEGEND

- Approved
- Complete
- Rejected
- Needs Approval

What should my reflections look like?

- 
- Reflections can be written or electronic (video, website, blog, etc.) but must be a **REFLECTION** not a **SUMMARY** of your experience.
 - Remember, they should address at least one of the 7 IB Learning Outcomes (see page one of this handout).

When you reflect, think about the following elements of reflection:

- Describe what happened: tell the story of what took place. You should reference the memorable moments. Relieve what has been the most important or influential, what went well or was difficult, obstacles, and successes. Remember, you should reflect rather than just report what happened.
- Express feelings: Think about your emotions and feelings regarding your experience. Instead of just saying "I felt good", think about the feelings and emotions you experienced before, during, and after the service event.
- Generate ideas: Events worthy of reflection are typically generative, which means they might cause you to think about yourself or the situation. This might lead to rethinking a premise or reevaluating a choice that might have been different, which might help you to extend your ideas into new possibilities.
- Asking questions: Reflection should inspire you to think about what has occurred already and what might occur in the future. Questions can be about people (yourself and others) and process. They can be about a moment in time or about an underlying issue of global concerns. They will propel further thinking and ongoing inquiry.



See the **SERVICE LEARNING
BOARDS** in the main office