

Service & Action for MYP

Zeynep Evenson, IB MYP Coordinator
zeynep.evenson@washoeschools.net
321-3160 extension 37181

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
- All reflections will kept in your portfolio in Individuals & Societies. This will be transferred to your World History teacher in 10th grade.

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

Reflection is NOT

Forced
Right or wrong
Good or bad
Copying others
Predictable
To be judged by others
Done to please others
A waste of time
Only written
Only discussion
Only led by teachers

Reflection is

Honest
Varied
Done in different ways
Sometimes boring
Sometimes difficult
Sometimes creative
Building self-awareness
Necessary for learning
Surprising
Sometimes really fun
Helpful for planning
Done alone or with others
About thoughts, feelings, and ideas

Elements of Reflection:

- Describe what happened
- Express feelings
- Generate Ideas
- Ask questions
- **NOT JUST SUMMARY**

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.

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>

See the SERVICE LEARNING BOARD in the main office