

# **Fox Chapel Middle School**

## **Year 1 – Year 3**

### **IB Middle Years Programme**

#### **Service as Action Plan**



#### International Baccalaureate Mission Statement:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

#### Fox Chapel Middle School Mission Statement:

**Our mission is to provide knowledge through a rigorous and globalized learning environment to enable students to become successful life-long learners.**

IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities. Through responsible action, tightly connected with sustained inquiry and critical reflection, young people and adults can develop the kinds of attributes described by the learner profile that are essential for success in future academic pursuits and for adult life . (MYP: *From Principles into Practice*)

Service as Action (or service learning) is an important part of the IB Middle Years Programme, especially in the MYP community project that students will complete during Year 3 at Fox Chapel. Service requires that students are able to build connections between what they learn in the classroom and what they encounter in the community. These service as action opportunities should be some type of community service that uses what they have learned from a lesson , a class, or a unit.

Examples:

- Language Acquisition: Tutor English Language Learners at Fox Chapel or in the community
- Language and Literature: Writing notes to elderly individuals using grammar rules learned in class
- Science: Volunteering in a state park, animal shelter or another area that could apply sciences learned in class
- Physical Education & Health: Volunteer to help at a charity run in the community
- Art: Volunteering in art clubs during club time on Fridays

### Required hours

Each grade needs to meet the minimum of service hours listed below:

<b>Year 1</b>	<b>2 hours</b>
<b>Year 2</b>	<b>3 hours</b>
<b>Year 3</b>	<b>4 hours*</b>

\*The Community Project will count as service hours

## Learning Outcomes

Listed below are learning outcomes from service in action that the IB organization recognizes. Students do not need to meet every one of these outcomes, but they need to choose one or two to focus on. When the student completes the service in action reflection page, the learning outcome should be included.

- Become more aware of their own strengths and areas for growth
- Undertake challenges that develop new skills
- Discuss, evaluate and plan student-initiated activities
- Persevere in action
- Work collaboratively with others
- Develop international-mindedness through global engagement, multilingualism and intercultural understanding
- Consider the ethical implications of their actions

*Principles into Practice)*

(MYP: From

**\*Due to COVID-19, we understand it may be difficult to accumulate 2 service in action hours, we will attempt to provide opportunities in school during the 2020-2021 school year\***

## Reflection

After a service in action activity is completed, the student is expected to write a reflection. This reflection needs to be completed within a week of completing the activity and then turned into his or her Tiger Time teacher. The reflection can be in writing, a voice recording, video reflection, poster, or another creative way.

The reflection should include what the student learned from the service in action. Some questions that may be answered : What were the challenges? How did he/she overcome the challenges? What worked well? What did you enjoy? How did the experience make you feel? How could you improve the experience?

The reflection should also include - what the student did (in detail), how many minutes/hours were completed, what he or she learned, and what learner profile traits were developed and used during the service. (See reflection sheet attached)

## Common Questions

*What is a good service activity?*

- Meets a need
- Is something you care about
- Something where you understand the issue or problem
- Involves other people
- Enables you to meet the learning outcomes

*What is not a good service activity?*

- If the student is rewarded financially or receives another benefit ( unless it is then donated to a good cause)
- Simple, tedious, repetitive work ( stacking book shelves)
- Chores in the family (washing dishes or cleaning)
- Fundraising with no understanding of the cause

*What should I do before going to my service as action activity?*

Contact the location (with parent permission) you want to work with and make sure you are able to volunteer there. Explain to the person that you are doing this service for hours and you will need them to sign a form saying you were there. Take the form (attached ) , fill it out before attending , have the supervising adult sign the paper, and then write , record or video your reflection. Be sure to turn this into your Tiger Time teacher.

\*Please contact Brandy Enders with any questions

352-797-7025

enders\_b@hcsb.k12.fl.us