

H.I.S. Service as Action

2018–2019



PLANNING GUIDE

**“ How wonderful it is that nobody
need wait a single moment before
starting to improve the world. ”**

Anne Frank

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IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination: we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Service as Action in the International Baccalaureate (IB)

In the IB, action occurs when students apply what they are learning in the classroom and beyond. Service is considered a form of action, whereby students engage in a principled action to meet a need within their local or global community.

The following learning outcomes are provided by the IB, and state that, through Service as Action, students should:

- 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;
- and consider the ethical implications of their actions.

(MYP From Principles into Practice, Updated September 2017, International Baccalaureate Organization 2014)

Students are not expected to achieve all outcomes in one year, rather these seven outcomes should be their goal over their time in the MYP. Opportunities to meet these outcomes will be provided in a range of ways and Service-based learning should be as authentic as possible. MYP Subject teachers invite and guide students to take action as a result of their learning and some units throughout the MYP course actively include a service component. Further to this, Service as Action is a component of the H.I.S. Homeroom Programme. Here, students are provided with support and time to plan and initiate projects around personal interests and passions.

Students will be supported in their Service as Action projects by Subject Teachers, Homeroom Teachers, and the Service as Action facilitator, as appropriate. These actions might range from small-scale (such as awareness posters around the school) to large-scale (such as organising an event for the community) projects. Hours of service are not counted and the size of project is not measured, rather a student's qualitative contributions and personal growth are recorded and reflected upon. Student reflection is an essential part of the Service as Action process. Reflection can take various formats including, but not limited to: conversations, written narratives, art work, music, or blog posts.

Service as Action Record

Students in the MYP record their Service as Action contributions on Managebac. Students are supported in this by Homeroom teachers and the Service as Action facilitator.



Service as Action for MYP Students at H.I.S.

As an IB school, H.I.S. emphasises the importance of responsible, thoughtful attitudes towards service to our local, national and global communities. H.I.S. aims to offer all students the opportunity and the power to choose their actions, to act on them, and to reflect on them in order to make a difference in the world. As part of the MYP curriculum, all students are required to be involved in Service as Action activities.

What qualifies as service?

To qualify, service must be of a voluntary nature for which one does not receive monetary compensation i.e. it is not paid service.

IN SCHOOL:

In school there are several activities that students can consider:

- Contributing to student committees and organisations (for example, newspaper, radio, welcome committee for new students, student council and year book)
- Supporting and planning actions for Mayana in Namibia
- Organising and managing a school recycling programme
- Helping to host or run after school activities

OUTSIDE SCHOOL:

Go out into the community and look out for people, groups, organisations, and so on in need of service. For example think about:

- Supporting and planning actions for local institutions such as Waldpiraten, Tom Tatze Tierheim, etc.
- Supporting and developing links between the school and international organisations such as Amnesty International, Unicef, and etc.

Extra Guidance for Homeroom Service as Action Projects

Service as Action should be as authentic as possible, arising from a student or a group of students' concern, interest or passion about a given area, typically inspired by studies in a given subject or group of subjects. In order to foster this spirit and natural desire to affect change further, students at H.I.S. are invited by their Homeroom teacher to undertake a project as part of the Homeroom Curriculum. Listed below is some simple guidance for each grade level to support students in undertaking Service as Action in an age-appropriate and meaningful way.

Grade 6

Students in Grade 6 should find a class goal under the guidance of the Homeroom Teacher. The H.I.S. Community should benefit from the service involvement of Grade 6. For example, Grade 6 might act as buddies for Grade 5 students preparing for the Exhibition, drawing on their own experience from the previous year.

Grade 7

Students in Grade 7 should find a class goal with the help of their Homeroom Teacher. The class can decide to do service for the H.I.S. community or the wider community. Students could support local organisations such as Waldpiraten for example.

Grade 8

Students in Grade 8 work in small groups (2–4 students or alone if they choose). Each group or individual needs to find a goal. The groups can decide to do service for the H.I.S. community or the wider community. Students can organise or support school events or get involved in local events outside of school.

Grade 9

Students in Grade 9 need to find an individual goal with the help of their Homeroom Teacher or work in a small team (2- 3 people). Students can organise or support school events or get involved in local events outside of school.

What is a Service as Action goal?

A goal is something you want to achieve for the community and yourself:

Example 1

I enjoy sports very much and would like to organise two sport events (or support the organisation of a sport event) at H.I.S. because we don't have time in the curriculum for inter-grade events so this would increase school spirit.

Example 2

I want to find out which voluntary activities I can do in Heidelberg, that I will enjoy and continue in the future. I will achieve this goal by getting to know different organisations and by supporting them throughout the school year.

Example 3

I found the transition to Grade 6 challenging. I would like to make an information poster for Grade 5 to make it easier for them.

When thinking about and deciding on a Service as Action goal, you should always consider your strengths and interests, if you:

- Love books? Help in the library
- Enjoy chatting? Visit a home for the elderly
- Are interested in gardening? Help to care for the school garden
- Like school events? Help the PTG with school events
- Love kids? Visit a childcare or do babysitting (only if voluntary or donating to a charity)

Grade 10

Students in Grade 10 do Service as Action in connection with the Personal Project.
This involves all of the following services:

- Presenting the Personal Project at the Presentation Evening
- Presenting the Personal Project to PYP students in an assembly
- Presenting the Personal Project to MYP students and parents in an assembly



Should you have any questions please contact us by email:

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