

# Emirates International School 2017/18

## Service and Action (SA) Overview

### Introduction

Service and Action (SA) is at the heart of the MYP. It is a mandatory and essential element for every student. It involves students in a range of activities alongside their academic studies. SA enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the MYP.

A good SA program should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their SA activities include experiences that are profound and life changing.

For student development to occur, SA should involve:

- *Real, purposeful activities, with significant outcomes*
- *Personal challenge—tasks must extend the student and be achievable in scope*
- *Thoughtful consideration, such as planning, reviewing progress, reporting*
- *Reflection on outcomes and personal learning*

All proposed SA activities need to meet requirement guidelines. It is also essential that they do not replicate other student work. Their form tutor will be their first point of contact and will facilitate the program from the beginning of the year.

PSHE time and assemblies are important for students to attend using lesson time allocated wisely. SA is completed in their own time and deadlines are to be met. Softcopies of documents can be found on MB. The school newsletter will have regular updates as well as presentations during information evening's term 1 of the new academic year. Form tutors will facilitate the program but students are individually responsible for meeting deadlines.

Concurrency of learning is important in MYP. Therefore, SA activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least a term (10 weeks). A one off event does not count as Service Learning.

SA is not formally assessed by exam but students need to document their activities regularly on MB and provide evidence that they have achieved seven key learning outcomes. SA is monitored regularly by form tutors and on ManageBac.

Service and Action is an individual journey and up to the students to identify opportunities for self-development.

Year 7 will be introduced to SA by completing class a group project. Form tutors will discuss this with in the first few weeks, and they will be guided to meet requirements. As students progress in Term 2 they will take on their own individual SA project to show progression. This will be reported on regularly via their Form Tutor and through the reporting cycle. Reflections and evidence of their Service learning process will be uploaded to MB. Tutors will go through this in more detail.

Term 1- Project 1: **GROUP TASK** with Form Tutor introduced week 1-4

Term 2 – Project 2: **INDEPENDENT TASK** – Students will **choose 1** After School Activity (ASA)

## YEAR 7

**Worked collaboratively with others:** Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

**Increased awareness of their own strengths and areas for growth:** They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

### Resources:

- Scrapbook/ process journal + photos and evidence of their project
- ManageBac platform (November Interim Reports)

### Documentation –

Students will be required to build a portfolio that encompasses all aspects of their SA Journey. Students

- Provide regular entries in the form of a scrapbook of process journal. Thus providing concrete examples of evidence of completion in relation to outcomes
- Provide detailed project summaries that entail student involvement on to ManageBac.
- Provide clear evidence that learning outcomes have been experienced and met over the two terms
- Evaluation documents in Term 3.

**Long term goals of the SA program: students are provided with**

- opportunity for real life and ethical education
- a direct route for students to monitor and reflect on their personal growth
- a concrete way for students to develop better self-awareness and experiential education
- opportunities to seek and experience leadership situations through varied pathways
- avenues to experience new challenges outside their “comfort zone”

**HOW- An example of Service learning should progress in MYP year 3 (year 7-9)**

1. **TWO** different projects over a year - **THREE** different routes for students to choose from
  - Lobbying
  - researching
  - or demonstrating awareness via an action
2. Fascinated by Form tutors and the SA coordinator through MYP
3. Taking place in school or out of school hours
4. Term 1 – 2 - After school ( ASA's) 'Service' activities are run and are encouraged.
5. Process journal are kept up to date
6. All projects are recorded digitally on Managabac ( MB) where parents and students can get and instant progress report.
7. Reflections and evidence uploaded to MB

***‘We rise by lifting others’***