PYP to.....

EIS-J 2016/17 Service & Action

Ms Dearden
Coordinator

MYP Curriculum Model — IB MIDDLE YEARS PROGRAMME
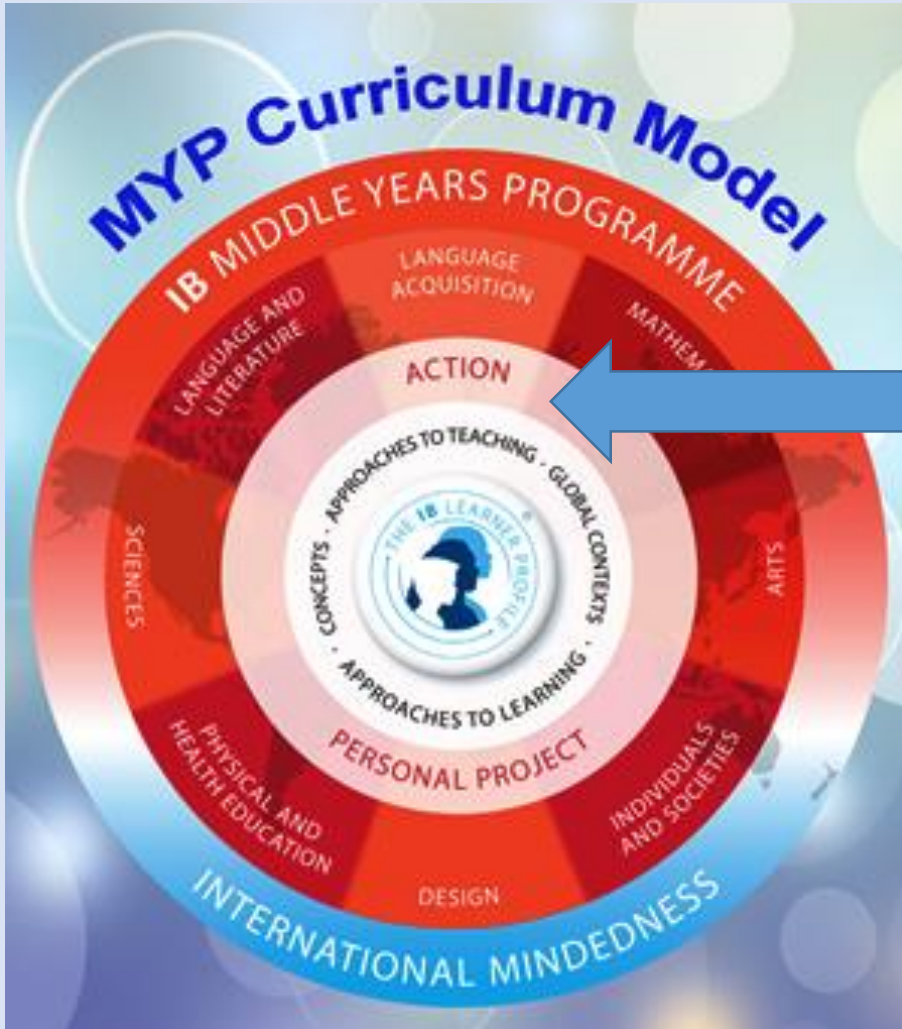
Service Learning (Service as Action) is a requirement in MYP.

Holistic learning approach-
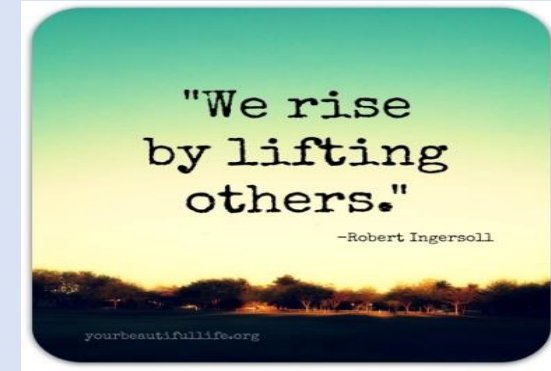It supports our students academic development.
The whole student.

-ATLS
-IB LEARNER profile

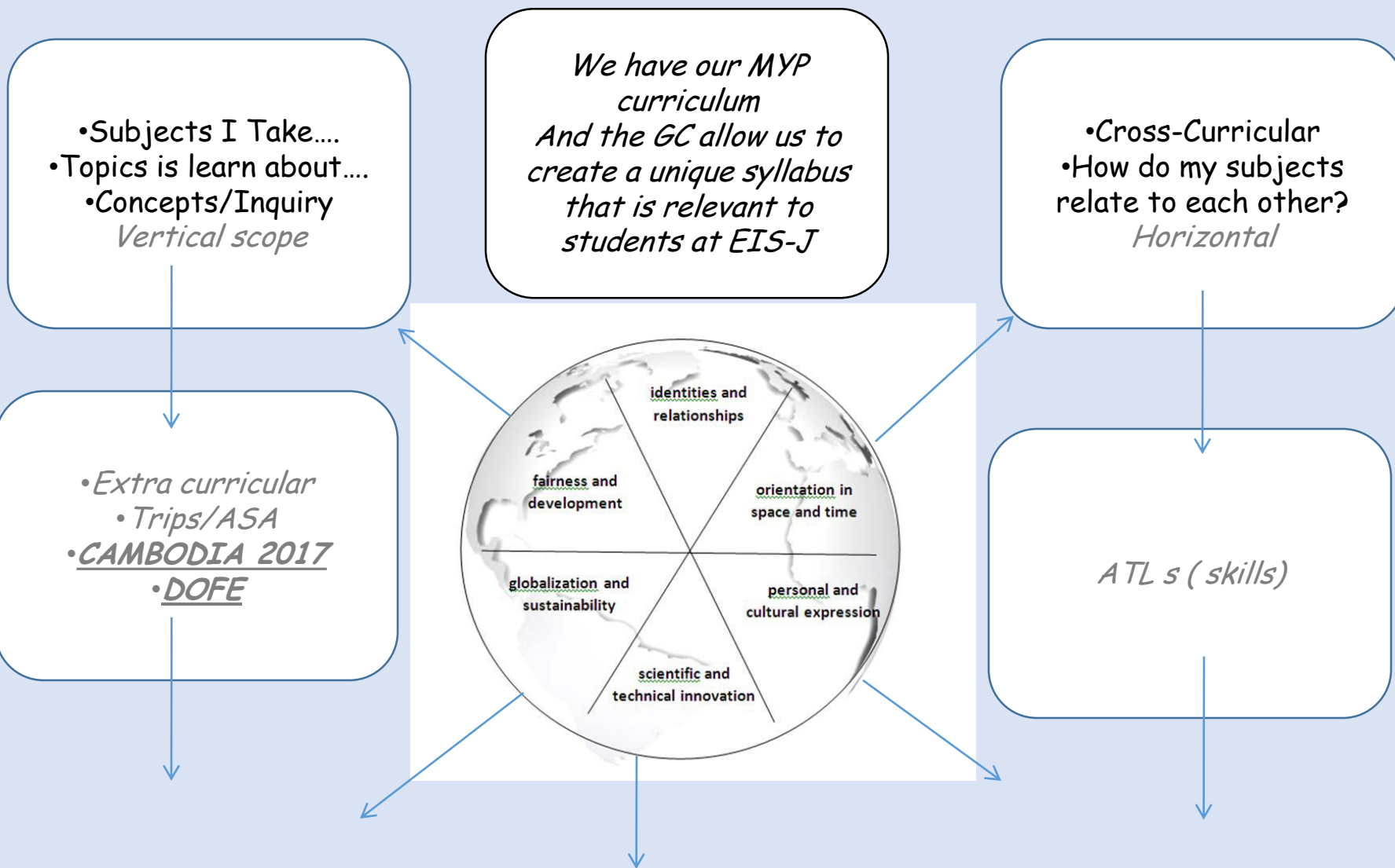# Why Service and Action?

Service Learning AIM

'To serve others'

Service activities should evolve beyond simply doing for others through the demonstration of Meaningful action(s)-

1. To engage with others in a shared commitment towards the common good of the community

2. To demonstrate an understanding of a underlying issue such as poverty, literacy or pollution.

3. To act authenticating the need for this service.

4. Meaningful service includes interaction, such as building links with individuals or groups *in the community.*

Principles into practice (2015)

"We rise by lifting others."
-Robert Ingersoll

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- Subjects I Take….
- Topics is learn about….
- Concepts/Inquiry
Vertical scope

We have our MYP curriculum
And the GC allow us to create a unique syllabus that is relevant to students at EIS-J

- Cross-Curricular
- How do my subjects relate to each other?
Horizontal

- *Extra curricular*
- *Trips/ASA*
- *CAMBODIA 2017*
- *DOFE*

identities and relationships

fairness and development

orientation in space and time

globalization and sustainability

personal and cultural expression

scientific and technical innovation

ATL s (skills)

Service & Action

Middle Years Program

OUTCOMES:

1. **become more aware of their own strengths and areas for growth**
2. undertake challenges that develop new skills
3. discuss, evaluate and plan student-initiated activities
4. persevere in action
5. **work collaboratively with others**
6. develop international-mindedness through global engagement, multilingualism and intercultural understanding
7. Consider the ethical implications of their actions.
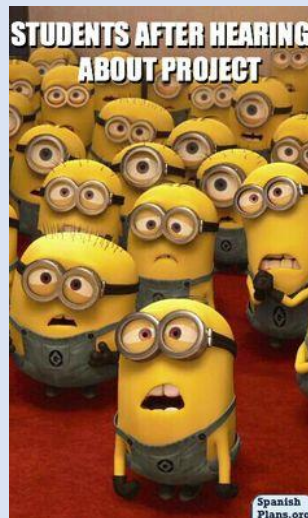
You will only work on 2 outcomes in year 7
The remaining OUTCOMES will be progressed on in years to follow.

How will I fulfill the requirements?

Year 7	Outcomes	Service and Action requirements
Facilitated by the tutor – completed by the student to meet Minimum requirements.	1. **work collaboratively with others** 2. **become more aware of their own strengths and areas for growth**	Students will produce consistent *reflection and evidence* of meaningful, authentic service Learning . This involves identification of underlying issues over the year. Concurrency of learning is essential. A project will be created around an issue the student has identified and will link to the curriculum and GC. Students will then communicate this to the community. I.e.: Coastal erosion in Dubai – Geography (local) The student will focus on building links with individuals or groups in the community globally and locally. **TERM 1:** **Project 1- Group Project – facilitated by Form Tutor** **TERM 2:** **Project 2- INDIVIDUAL TASK – chosen by the student on an issue to raise awareness about.** **Process journal and uploading to ManageBac on due dates, <u>Students learn more about this process in weeks 1-4 of Term 1.</u>**

After school activities (ASAs') 3-4pm Term 1 -2

- *RECYCLING CLUB*
- *ECO SCHOOLS GARDEN*
- *BLANKETS FOR BABIES*
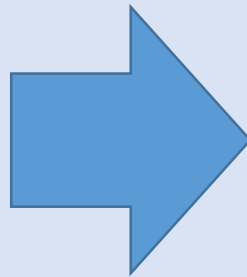
Trips: -

- Eco adventure – Term 1
- K9 friends- term 2
- Turtle sanctuary -Term 2

Students design a project around the participation
(ACTION) in this activity.
COLLABORATION
COMMUNICATION
FRIENDSHIP
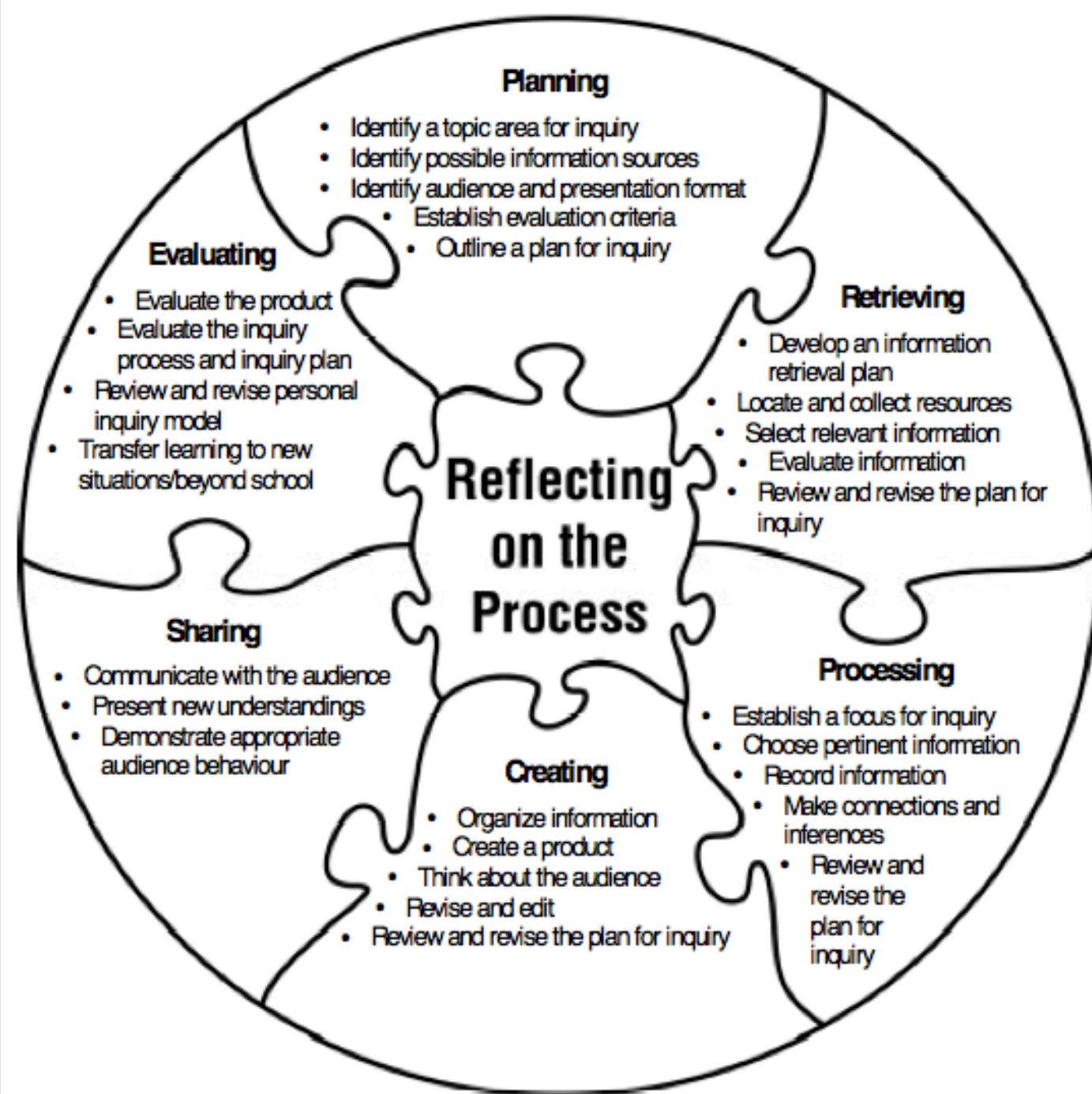
Reflections written, research and service links made.

….By the end of the session I was finally done with my part of the blanket, measuring 60 rows in length with 30 stitches on each row. The final stage of the SA project involves the supervising teachers collecting all of the blankets that the students participating in this activity knitted. All of these blankets will be stitched together by the supervising teachers to make a couple bigger sized blankets that will be donated to the children and the babies in need of the blankets for insulation during this upcoming winter….. **After completing the service, I felt very proud of what I have accomplished because I never would have thought that I would be able undertake such a challenge of knitting a blanket the way that I did. Throughout this service and action activity…..**

I demonstrated a variety of IB learning profiles such as caring and communication where I collaborated with other members of this activity and where we helped each other with certain tasks. I hope that by doing this activity I would have made a difference in the world, no matter how small it really is. **By Seif Al solh – year 10**

Reflection

Service Learning is Inquiry based learning – It is a puzzle.

Planning
- Identify a topic area for inquiry
- Identify possible information sources
- Identify audience and presentation format
- Establish evaluation criteria
- Outline a plan for inquiry

Retrieving
- Develop an information retrieval plan
- Locate and collect resources
- Select relevant information
- Evaluate information
- Review and revise the plan for inquiry

Processing
- Establish a focus for inquiry
- Choose pertinent information
- Record information
- Make connections and inferences
- Review and revise the plan for inquiry

Creating
- Organize information
- Create a product
- Think about the audience
- Revise and edit
- Review and revise the plan for inquiry

Sharing
- Communicate with the audience
- Present new understandings
- Demonstrate appropriate audience behaviour

Evaluating
- Evaluate the product
- Evaluate the inquiry process and inquiry plan
- Review and revise personal inquiry model
- Transfer learning to new situations/beyond school

Reflecting on the Process

Year 7 is about progressing and developing key skills to move students forward which will enable them to succeed in MYP

	S&A activity	S&A project
Organization and planning	Often by a teacher or other adult	Fully initiated and organised by the student(s)
Participation	Passive participation	Active participation
Commitment	Could be short-term	Requires long-term commitment
Acquisition of skills	Few new skills acquired	Student acquires and develops new skills
Challenge	Attendance required	Pushes student to previous limits
Reflection on [software]	For one-off activities, you should write one reflection prior to the event and one after the event. For ongoing activities, you should write one reflection every two weeks.	For projects, you should be reflecting regularly for the duration of the project (at least five reflections in total).
Supervisor review	You should request a supervisor review at the end of your S&A activity.	You should request a supervisor review at the end of your S&A project.

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—Robert Ingersoll

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Why our students need co-curricular, not extra-curricular, activities

Skills development should be embedded in academic programmes, rather than an add-on, to give students the best chance of shaping their future, says **Marilyn Andrews**

ⓘ Students need to be given the right tools to enable them to thrive and take charge of their own development, says Marilyn Andrews. Photograph: Murdo Macleod

https://www.theguardian.com/higher-education-network/blog/2013/jan/22/student-development-university-curriculum-design