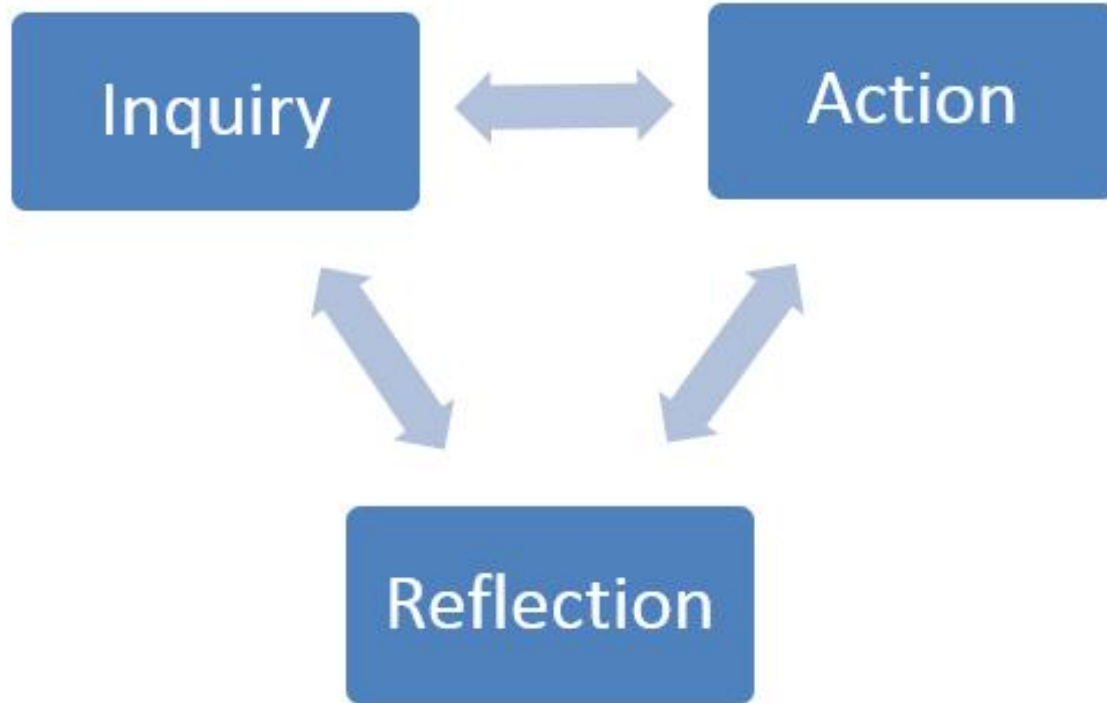


Service as Action in MYP

Parent Info Session 2017/18



Action Cycle

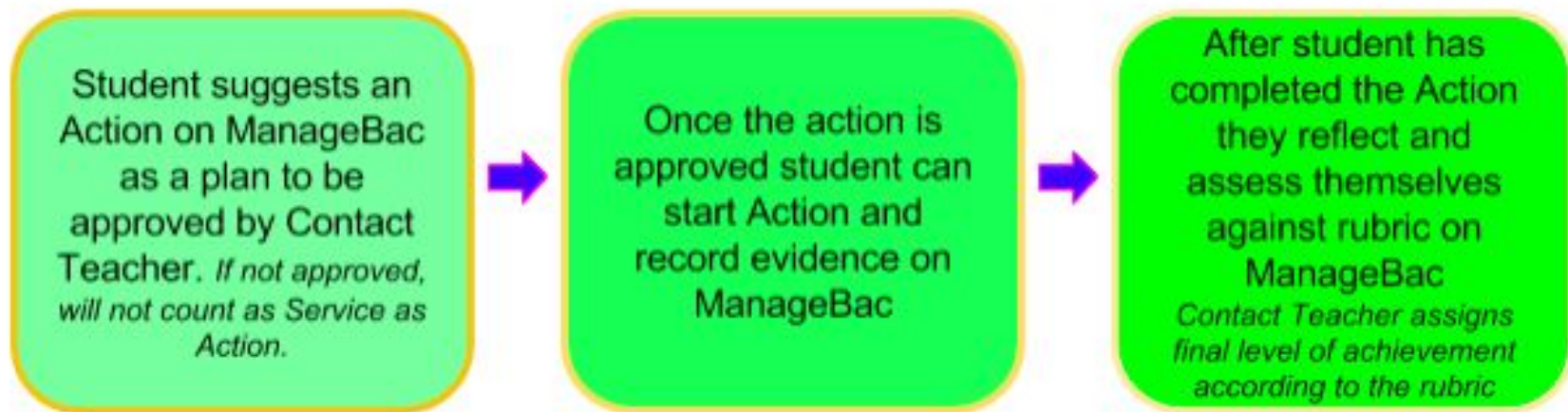


Quiz Time



K!

How do I keep track of my Service as Action activities?



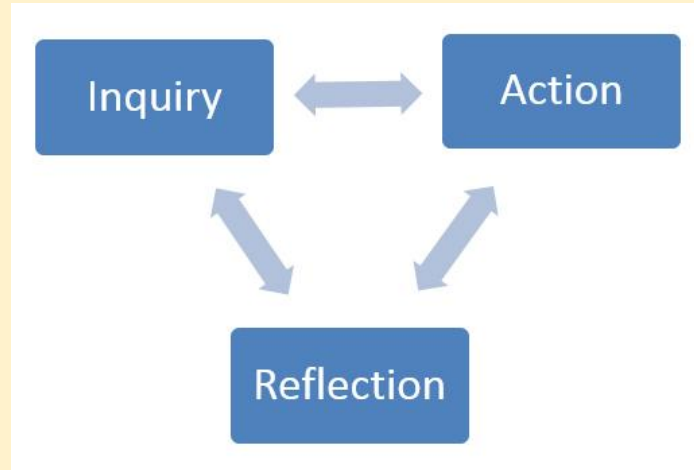
Minimum expectations of the Service As Action 2017 - 2018

Year Level	Requirements
MYP 7	4 service activities with no more than 2 at the introductory level
MYP 8	4 service activities with no more that 1 at the introductory level
MYP 9	6 service activities with at least 1 proficient level and no introductory levels
MYP 10	6 service activities with 2 proficient levels and no introductory levels

How do I keep track of my Service as Action activities?



Reflecting on and Assessing Service as Action



Example of a Service as Action Planning



Art/bake sale

SA

Reviewed

Out-of-School



November 24, 2017 - November 25, 2017

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Please submit a detailed proposal that includes the following: What, how, when, with whom, where and why.:

I will make drawings, paintings, and some cookies. [REDACTED] will then sell these goods downtown. The money we earn will go to WWF, so they can help save species of animals and save nature globally.

Activity Aim:

The activity aim will be to successfully sell all or most of our bake goods and art.

Describe the impact and contribution that you are hoping to make. :

I hope people will get happy when they get to enjoy some cake on their way home from work, knowing their money is doing good in the world. I'm hoping the money will help WWF, so they can save some animals, or act in any other way with it.

Organisation

WWF

Learning Outcomes:

1. Work collaboratively with others

Planning: Assessing Service as Action

Criteria	Introductory (Approximately 2 hours per activity)	Developing (Approximately 3-4 hours per activity)	Proficient (Approximately 4-5 hours per activity)
Planning	<ul style="list-style-type: none">▪ I was directed to participate in the activity by a teacher or another adult▪ I have included limited documentation my plans and goals▪ Other students were not involved in my plans	<ul style="list-style-type: none">▪ I chose to join the project/activity▪ I consistently documented plans and worked toward achieving my goals▪ Other students were able to participate in the project/activity	<ul style="list-style-type: none">▪ I helped to create or begin a project or activity▪ I documented plans and developed plans with specific, achievable goals▪ I research a problem in my community (school, city, country, world) and found a way to help address it.▪ I actively involved others in the project/activity

Service as Action: Action



Action: Assessing Service as Action

Criteria	Introductory (Approximately 2 hours per activity)	Developing (Approximately 3-4 hours per activity)	Proficient (Approximately 4-5 hours per activity)
Action	<ul style="list-style-type: none">▪ The project was completed it with inconsistent effort and attention▪ The impact of my actions was limited▪ I had difficulty managing time and tasks, and was late to activities▪ I rarely communicated with peers or advisors	<ul style="list-style-type: none">▪ I completed the project/activity, demonstrating consistent effort throughout▪ I acted to benefit others▪ I accepted responsibility and was usually punctual, respectful, and open to criticism▪ I consistently communicated with peers and advisors▪ I supported others in their efforts with the project/activity	<ul style="list-style-type: none">▪ I demonstrated sustained attention and effort, maintaining involvement throughout the entirety of the project/activity▪ I made a significant contribution to the community▪ I accepted responsibility and was always punctual, respectful, and open to criticism▪ I communicated with peers and advisors effectively

Service as Action: Reflection

“My reflection is at a developing level, as I did not write enough detail in the reflection to make it a proficient one.”

“My action was completed at a developing level, as I consistently demonstrated effort. We had to reschedule the activity several times, though, sometimes because of me. This activity required a lot of communication, and we managed to complete this effectively.”

“During this activity, we managed to collaborate well. I made cookies and art, which I effectively transported to [REDACTED]'s house. She then attempted to sell the cookies and art with [REDACTED] in town. Though they tried their best, they only managed to sell a few cookies, though, and no art. This means our donation to WWF will be small, but that is not our fault anymore. There were very few people actually willing to buy cookies, cake, or art, so we ended up with little money.”

“The planning of my activity was at a developing level; I chose to join an activity already created by two of my peers. I used a lot of time planning; approximately 5 hours. The planning was not done too well, though, as we had to move the selling date several times due to not being prepared. I did not document our plans either, as we planned orally and did not write anything down.”

Reflection: Assessing Service as Action

Criteria	Introductory (Approximately 2 hours per activity)	Developing (Approximately 3-4 hours per activity)	Proficient (Approximately 4-5 hours per activity)
Reflection	<ul style="list-style-type: none"> ▪ The impact of my action in relation to others was only briefly explored, or not mentioned at all ▪ I didn't acknowledge my strengths and weaknesses in completing the project ▪ I rarely used evidence to support my reflections ▪ I wasn't able to show evidence of personal growth ▪ I described only challenges briefly ▪ I didn't identify areas for improvement 	<ul style="list-style-type: none"> ▪ The impact of my action in relation to others were not fully explored ▪ I tend to focus on strengths, but omit weaknesses ▪ Some of my assertions or opinions were not supported by evidence ▪ I demonstrated that I understood the opportunity for personal growth, but presented an incomplete description ▪ I identified some challenges in the activity ▪ I identified some areas for improvement 	<ul style="list-style-type: none"> ▪ I fully explored the impact of my work on others ▪ I acknowledged both strengths and weaknesses ▪ I consistently used evidence to support opinions and assertions ▪ I demonstrated understanding of personal growth ▪ I identified challenges and why they posed difficulties ▪ I identified areas for improvement, and cited strategies to do so



Create a service as action

Introductory	Developing	Proficient