

2016 – 2017

MYP
Service and Action
Student Handbook



Building a more sustainable, peaceful world

Grades 6-10

The MYP Service and Action (S&A) program at Le Jardin Academy aims to foster a spirit of local and global community membership and responsibility. Through involvement in school- sponsored and student-generated service and action projects, you will work on developing an awareness of the needs of the communities of which you are a part and contributing meaningful action towards meeting those needs.

Le Jardin Academy MYP Service and Action 2016-17

In the MYP, taking meaningful action is a goal of the learning process. As you become aware of the needs of different communities, through your curricular learning or on your own, you are encouraged to make choices about how to take thoughtful, positive action to make the world a better, more peaceful place! Meaningful action often begins with feeling empathy towards others and progresses to making and/or facilitating small changes and undertaking larger and more significant projects.

In each MYP grade level, you need to contribute at least the following number of hours of service and action:

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
20	20	20	30	30

Each activity must:

- a. *meaningfully* contribute to specific human or environmental needs in the community
 - *The **quality** of the SA activity is more important than the hourly involvement. Your advisor will help you think carefully about activities that may be chosen simple to “get hours” (ex. short “beach clean-ups”, “trash pickups” or “helping teachers clean or organize their rooms”). These types of helping actions are encouraged as a natural part of being a caring person but may not provide the personal growth that will allow you to reflect on and grow in the SA learning outcomes.*
- b. be voluntary
- c. allow you to develop in one or more S&A learning outcomes (See p. 3-4) Over your years in the MYP, you will need to find activities that allow you to develop in all 7 learning outcomes.

Follow this step-by-step process:

1. **Before** you do a service activity, you “Add SA Activity” and complete the entire proposal summary on your SA page on Managebac. The “Description and details of activity” text box is where you write all the actions the activity will involve. The “Activity Aim” text box is where you write the intended outcome of the activity (how the activity will address specific human or environmental needs in the community).
2. Your advisor will be notified via email that you completed a proposal. If the proposal is not fully and/or thoughtfully completed, your advisor will discuss the activity with you to help you determine if the activity is meaningful and addresses specific needs in the community.
3. When your advisor determines that your activity meets the above requirements, she/he will approve your proposal.
4. You will be notified of the approval via email.

5. Once you receive the approval, you complete the activity and then complete a thoughtful reflection about how you contributed to one or more community need, your experience, and the ways you developed in your targeted learning outcomes. In addition to a written or video reflection, this can also include photos and videos of you doing the service.
 - If you do the same activity multiple times, just make one proposal, complete meaningful reflections along the way, and increase the hours as you complete them.
6. The adult who supervises you as you do the activity needs to be present during the entire activity in order to provide a thorough “supervisor review”:
 - You can send him/her the activity supervisor email via Managebac. The activity supervisor completes the form and it is automatically uploaded to ManageBac.
 - or you can give him/her a hard-copy of the form on the last page of this handbook. After he/she completes the hard copy, you need to scan or take a picture of it and upload it to Managebac.
7. Your advisor reviews your reflection and the supervisor review. If the reflection addresses the topics listed in step 5, and the supervisor review indicates satisfactory participation, your advisor marks the activity completed.

Tips

- Choose service activities that you are really interested in and concerned about. Consider the needs of your school, neighborhood, state and world communities. Find ways to make a real difference in the lives of the people, environment and animals of your world!
- Keep notes on your experiences and thoughts during your participation in SA activities. This will help you complete more thoughtful reflections. Remember that what you learn about yourself and the needs of the communities you are a part of is as important as the activity itself! Your learning needs to be communicated through your reflections.
- Service and action activities that are generated out of curricular classes and advisory **DO** count towards your SA hours.
- Service and action activities that will not count towards SA hours:
 - Any activity that provides material rewards, such as money, gifts, or services
 - Household chores or babysitting
 - Any activity associated with involvement, expectations or requirements of another affiliation such as National Honor Society, National Junior Honor Society, Boy/Girl Scouts or religious organizations
- Remember that you are representing LJA, your family, and yourself whenever you participate in a service and action activity. Please leave the community you served thinking appreciatively of you and your contribution.
- Plan your SA activities so that you accomplish them throughout the school year. It will be very challenging to complete your SA hours if you wait until the end of the year!

Service and Action Learning Outcomes

Keep in mind that you will need to choose one or more of the following outcomes, think about them while you complete the activity and reflect on them after completing the activity. During your time in the MYP you should find activities that will allow you to grow in all seven learning outcomes.

a. Awareness: Become more aware of your strengths and areas for growth

An activity with this learning outcome will help you come to know yourself better, as a person with skills and attitudes that are strengths and certain skills and attitudes that need to be developed further in order to be an effective contributor to your community.

- Describe how your SA activity has helped you know yourself better.
- What areas of strength did you notice and demonstrate? What growth areas did you notice?

b. New skills: Undertake challenges that develop new skills

The activity may be unfamiliar to you and will require you to take part in situations that you have never been in before, or that are more challenging than a situation you have been in before. It will also require you to acquire skills and/or understanding that you did not have before, or to increase your expertise in a previously learned skill or understanding

- In what ways has your SA activity stretched you beyond your comfort zone?
- What risks have you taken in order to grow as a person?
- What new skill(s) (either increased expertise or new personal skill) have you developed by planning and/or implementing your SA activity?
- What new understanding(s) have you gained through participation in this activity?

c. Initiative: Discuss, plan and evaluate student-initiated activities

An activity with this learning outcome will require you to take on a leadership role in creation, planning and evaluation of the activity. You may be leading a school sponsored activity or coming up with your own project in order to positively impact a specific community.

- Describe the discussion, planning and evaluation process you underwent for your S&A activity. What successes/challenges did you experience?

d. Commitment: Persevere in action

At a minimum, the activity will require that you participate regularly and that you accept a part of the responsibility for dealing with challenges/problems that arise over the course of participating.

- Why was it important to you to repeatedly do this SA activity? How many times did you do the activity? For how long each time?
- How did you deal with any problems that came up during the course of activities? Did you come up with any new ways to address these challenges?
- How did your feelings about the activity change over time?

e. Collaboration: Work collaboratively with others

An activity with this learning outcome will require you to work with others to help others or the environment. You will need to reflect on the role(s) you took and reflect upon your personal strengths and challenges in working collaboratively with others

- In what ways did you collaborate with others to plan and/or implement your SA activity?
- What role did you take in the collaboration?
- What collaborative strengths did you demonstrate? What challenges did you experience?

f. Global value: Develop international-mindedness through global engagement, multilingualism, and intercultural understanding

An activity with this learning outcome will involve an issue that interacts with and impacts the international community. It could be a project based in another country or it may be a global issue that can be acted upon locally here in Hawaii and/or nationally (i.e. environmental concerns, caring for the elderly).

- In what ways did your SA activity address issues important to the extended global community?

g. Ethics: Consider the ethical implications of your actions

During the activity, you may be faced with an ethical dilemma or you may need to think about the possible impact or consequences of the action you take.

- Did you have to face any ethical dilemmas during your SA activity? If so, please describe what happened.
- Did you experience any situations that confused you, or made you think about possible consequences of your actions that you had not previously imagined? If so, please describe the situations.

Service and Action Observation Form

(Adult supervisor during the SA activity should complete this hard copy or the emailed observation form)

Date: _____

Name of student: _____

Grade: _____

Person observing the student during the activity:

Name: _____

Title: _____

Email contact: _____

Phone contact: _____

Name of activity organizer or organization: _____

I observed the above named student while he/she completed the following community and service activity:

Name/type of activity: _____

Date(s)/hours of participation: _____

Please comment on:

- how actively the student contributed to the service activity

- the student's attitude, initiative and effort

- skills the student demonstrated in responding to the needs of others

- length of time the student spent *fully* engaged in the activity

Please give this completed form to your advisor. Hours will not be credited without this form.