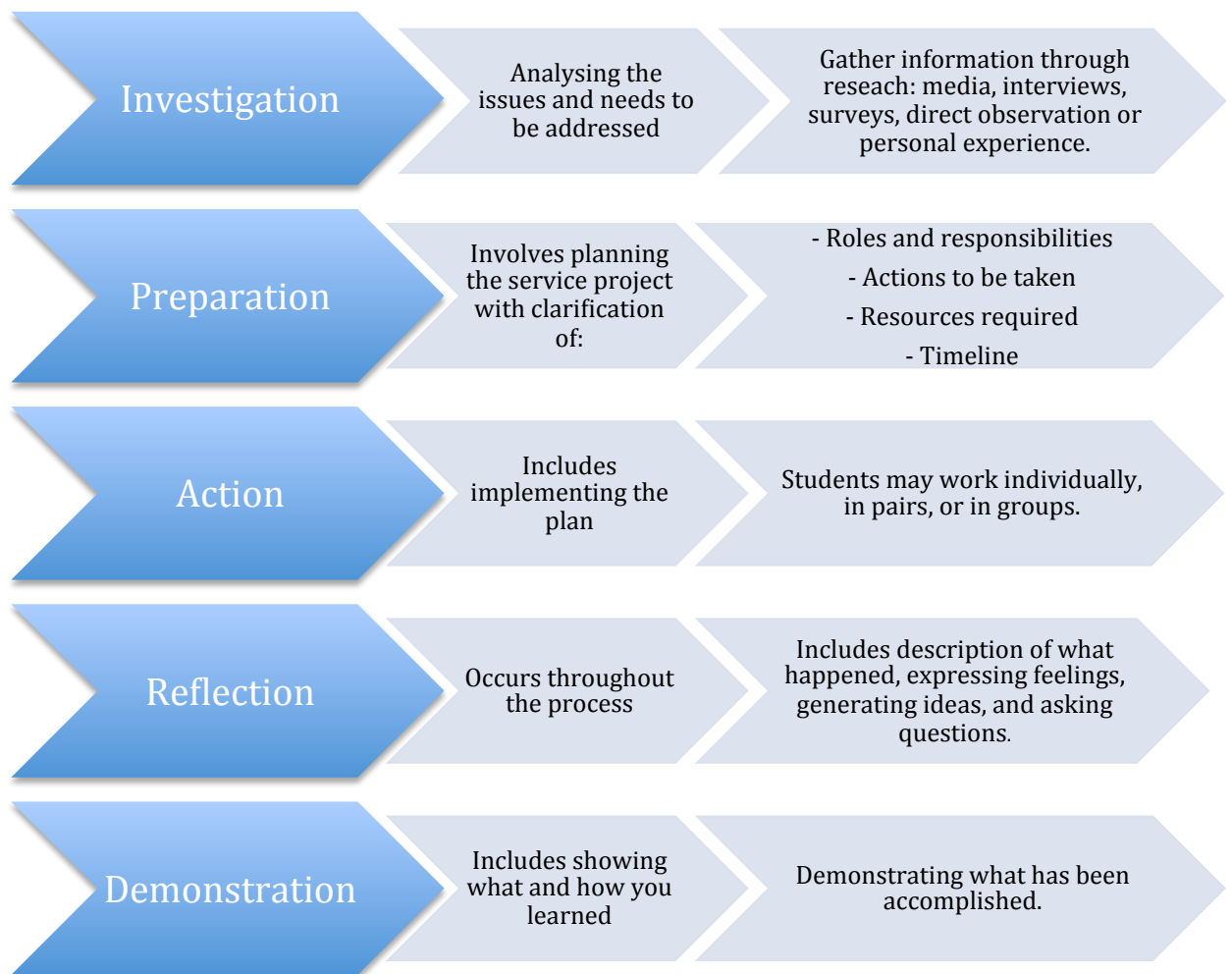


Service Learning in the MYP

IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

When connected to classroom learning, the experience of service offers opportunities to apply concepts, skills and knowledge, as students explore the community in its complexity, gain personal insight, develop existing and new skills, and grow in confidence and responsibility, as they become “actors” in the “real world” beyond school.

Students will complete part or all of the five stages of service:



MYP Service Learning Expectations

Year 1 (Grade 6)	Year 3 (Grade 8) Year 2 (grade 7) will also work to meet these objectives	Year 5 (Grade 10) Year 4 (grade 9) will also work to meet these objectives
<p>Emerging awareness of their own strengths and areas for growth</p> <p>Students begin to see themselves as individuals with various abilities and skills, some more developed than others. With guidance and support from service activity leaders/teachers, they understand that their choices determine the effectiveness of service as action.</p>	<p>Some awareness of their own strengths and areas for growth</p> <p>Students see themselves as individuals with various abilities and skills, some more developed than others. With some guidance and support from the service activity leaders/teachers, they understand that their choices determine the effectiveness of service as action.</p>	<p>A wide awareness of their own strengths and areas for growth</p> <p>Students see themselves as individuals with various abilities and skills, some more developed than others. With minimal guidance and support from service activity leaders/teachers, they understand that their choices determine the effectiveness of service as action.</p>
Learner profile attributes: reflective, open-minded		
<p>Appreciating the individual skills and responsibilities involved in participating in MYP service projects with extensive support and guidance from service activity leaders/teachers</p> <p>Students accept the challenge of participating in MYP service as action.</p>	<p>Undertaking new challenges that develop new skills for the students with extensive support and guidance from service activity leaders/teachers</p> <p>A new challenge may be an unfamiliar service activity, or an extension of an existing one.</p>	<p>Undertaking new challenges that develop new skills for the students with support and guidance from service activity leaders/teachers</p> <p>A new challenge may be an unfamiliar service activity, or an extension of an existing one.</p>
Learner profile attributes: balanced, risk-takers		
<p>Outline, conduct and reflect on service learning activities with the support of the service activity leaders/teachers</p> <p>Discussing and critiquing the roles and responsibilities of participants in existing service activities.</p>	<p>Plan, describe and reflect with guidance on student initiated activities with extensive support from service activity leaders/teachers</p> <p>Initiated and planned activities will often be in collaboration with other participants. This includes determining the roles and responsibilities of participants.</p>	<p>Plan, discuss and evaluate student initiated activities with minimal support from service activity leaders/teachers</p> <p>Initiated and planned activities will often be in collaboration with other participants. This includes determining the roles and responsibilities of participants.</p>
Learner profile attributes: inquirers, thinkers		

Year 1 (Grade 6)	Year 3 (Grade 8) Year 2 (grade 7) will also work to meet these objectives	Year 5 (Grade 10) Year 4 (grade 9) will also work to meet these objectives
<p>Persevere in action</p> <p>At a minimum, this implies regular commitment and accepting a share of the responsibility of responding to problems that arise in the course of service. Commitment is emotional. With perseverance, students begin to show determination to follow through.</p>	<p>Persevere in action</p> <p>At a minimum, this implies regular commitment and accepting a share of the responsibility of responding to problems that arise in the course of service. Commitment is emotional. With perseverance, students show determination to follow through.</p>	<p>Persevere in action</p> <p>At a minimum, this implies regular commitment and accepting a share of the responsibility of responding to problems that arise in the course of service. Commitment is emotional and/or ethical engagement. With perseverance, students show resolve and determination to follow through.</p>
Learner profile attributes: caring, principled		
<p>Working collaboratively with others</p> <p>Collaboration can occur as student with students, student with members of the school, or students with the local or international community. This involves teamwork in undertaking the service.</p>	<p>Working collaboratively with others</p> <p>Collaboration can occur as student with students, student with members of the school, or students with the local or international community. This involves teamwork in undertaking the service.</p>	<p>Working collaboratively with others</p> <p>Collaboration can occur as student with students, student with members of the school, or students with the local or international community. This involves teamwork in undertaking the service.</p>
Learner profile attributes: caring, communicators		
<p>Developing international-mindedness through global engagement, multilingualism and intercultural understanding, with support from service activity leaders/teachers</p> <p>By learning about their communities and shared responsibility, students grow in their awareness and understanding of global and local challenges.</p>	<p>Developing international-mindedness through global engagement, multilingualism and intercultural understanding, with support from service activity leaders/teachers</p> <p>Through participation in service, students learn about and address global issues within local, national and international contexts. Global challenges, such as poverty, environmental sustainability and education, often have local manifestations.</p>	<p>Developing international-mindedness through global engagement, multilingualism and intercultural understanding, with support from service activity leaders/teachers</p> <p>Through participation in service, students learn about and address global issues within local, national and international contexts. Global challenges, such as poverty, environmental sustainability and education, often have local manifestations.</p>
Learner profile attributes: risk-takers, knowledgeable, principled		

Year 1 (Grade 6)	Year 3 (Grade 8) Year 2 (grade 7) will also work to meet these objectives	Year 5 (Grade 10) Year 4 (grade 9) will also work to meet these objectives
		<p>Considering the ethical implications of their actions with guidance from service activity leaders/teachers</p> <p>Students must be aware that their choices and actions impact service as action. Increased ethical sensibility develops accountability and leads to acting with integrity.</p>
Learner profile attributes: principled, thinkers, open-minded		