

Service as Action in the MYP in different modes of teaching and learning

Service as Action in the MYP in different modes of teaching and learning

Service as Action in the MYP in different modes of teaching and learning

Published August 2020

Published on behalf of the International Baccalaureate Organization, a not-for-profit educational foundation of 15 Route des Morillons, 1218 Le Grand-Saconnex, Geneva, Switzerland by the

International Baccalaureate Organization (UK) Ltd
Peterson House, Malthouse Avenue, Cardiff Gate
Cardiff, Wales CF23 8GL
United Kingdom
Website: ibo.org

© International Baccalaureate Organization 2020

The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

The IB may use a variety of sources in its work and checks information to verify accuracy and authenticity, particularly when using community-based knowledge sources such as Wikipedia. The IB respects the principles of intellectual property and makes strenuous efforts to identify and obtain permission before publication from rights holders of all copyright material used. The IB is grateful for permissions received for material used in this publication and will be pleased to correct any errors or omissions at the earliest opportunity.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the IB's prior written permission, or as expressly permitted by the [Rules for use of IB Intellectual Property](#).

IB merchandise and publications can be purchased through the [IB Store](#) (email: sales@ibo.org). Any commercial use of IB publications (whether fee-covered or commercial) by third parties acting in the IB's ecosystem without a formal relationship with the IB (including but not limited to tutoring organizations, professional development providers, educational publishers and operators of curriculum mapping or teacher resource digital platforms etc) is prohibited and requires a subsequent written license from the IB. License requests should be sent to copyright@ibo.org. More information can be obtained on the [IB public website](#).

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Service as Action in the MYP in different modes of teaching and learning

Service and action in the MYP

Service as action leads towards a set of developmentally appropriate outcomes. It helps students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community by engaging them in-depth inquiry that leads to action.

MYP learning outcomes for service

With appropriate guidance and support, MYP students should, through their engagement with service as action:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.

These learning outcomes identify the substance of students' self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners.

Although physical distancing measures limit some of the service learning opportunities that are possible, there are many opportunities that are well-suited to blended, online, mobile and remote modes of teaching and learning. A few examples are given below to illustrate how students might continue with service learning at this time. For guidance about specific tools to use in each mode of learning and teaching, please consult [Online learning, teaching and education continuity planning for schools](#).

Types of Action	Examples of Action	Learning scenarios			
		Blended	Online	Mobile	Remote
Direct Service: Students have interaction that involves people, the environment or animals. Physical distancing guidelines are observed during face to face interactions that do not involve immediate family members.	• Creating a pictorial illustration to help a younger sibling understand why people must wear masks. • Organizing a physically-distanced birthday party for an older member of the family. • Creating safe spaces (virtual or face to face) for engaging in civil discourse related to gender, race, well-being.	√	√	√	

	Students' own action in observing the physical distancing measures is a form of direct service. Refer to the following section for more details about this form of service.				
Indirect service: Though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment.	(Re)designing a community website - Writing original picture books to teach a lesson - Participating in an online forum where students can share their experiences and concerns. The teacher together with the guidance and counselling teacher can act as moderators and guide student discussions and respond to their questions. This kind of activity supports peer learning. - Note: Students should be informed that they have the option to be involved or not to be involved in this activity.	√	√	√	√
Advocacy: Students speak on behalf of a cause or concern to promote action on an issue of public interest. Examples include initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.	- Creating posters for the virtual or physical classroom wall to raise awareness in the school community on matters pertaining to equality and anti-racism - Designing communications with appropriate messaging targeting different groups in order to affect social and behavioral change. This could be done in partnership with youth organizations and local school community influencers.	√	√	√	√
Research: Students collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice.	- Conducting research to raise awareness and understanding of negative behavior that has resulted as a result of the COVID-19 health crisis e.g. stigma, xenophobia and discrimination. - Students need support to locate relevant and vital information regarding the COVID-19 health crisis. Engage students in a research exercise that aims at distinguishing between myths and rumors or facts and truth. - Discovering new places through virtual visits. Students can then do some research about these new places and write articles to inform and educate their peers. Contributing data about a specific location to research into environmental topics like waste, climate, migration etc.	√	√	√	√

Service learning through action in response to COVID-19

Measures such as self-isolation and physical distancing are actions taken by individuals in the interest of public health. While students may not have chosen to take these actions, they have had to make adjustments in their daily lives in order to protect themselves, their families and others. Moreover, students may be initiating action to meet the needs of their community at this time. These actions can help students strengthen their sense of agency in an uncertain time and are a powerful starting point for exploring some of the service as action learning outcomes. The following reflective prompts can help students to consider the ways that they have demonstrated some of the learning outcomes for service as action during the COVID-19 pandemic.

Learning outcome for service:	Reflective prompts
• become more aware of their own strengths and areas for growth	<i>What strengths have I demonstrated in the way I have responded to the COVID-19 pandemic?</i>
• undertake challenges that develop new skills	<i>What challenges have I faced during this pandemic?</i> <i>What new skill(s) have I developed because of those challenges?</i>
• discuss, evaluate and plan student-initiated activities	<i>What actions did I initiate to prevent the spread of COVID-19?</i> <i>What actions did I initiate to meet the needs of my community during the pandemic?</i> <i>What actions could I initiate?</i>
• persevere in action	<i>What action was particularly difficult to stick with?</i> <i>How did you overcome that challenge?</i>
• work collaboratively with others	<i>Who helped you in this action? How did you help others?</i>
• develop international-mindedness through global engagement, multilingualism and intercultural understanding	<i>How does my experience of the pandemic similar to (or different from) the experience of others in my community? Or in other places in the world?</i>
• consider the ethical implications of their actions	<i>How did my actions affect myself? My family? My community? The environment?</i>