

The slide features a white central area with a light orange background. Two large green triangles are positioned in the top-left and bottom-right corners, pointing towards each other.

# Service as Action in the IB

Lindsey Housenick (PYP Coordinator)  
Sarah Porter (MYP Coordinator)

# Session Objectives

Participants will:

- Understand the importance of service as action to the IB philosophy and student learning
- Explore some of the Service as Action experiences here at the TK-8



## From the IB

[https://drive.google.com/file/d/1Lo2k8X7Z\\_5aBs4iB5x-IMiLCw7GXBWar/view?usp=sharing](https://drive.google.com/file/d/1Lo2k8X7Z_5aBs4iB5x-IMiLCw7GXBWar/view?usp=sharing)

“Through service as action experiences, students learn the value of community participation and gain a deeper understanding of the issues facing their immediate surroundings.”

## The Centrality of Service

All IB students engage in volunteer work and community projects to positively impact their local community, fostering social responsibility and global citizenship through meaningful experiences.

Service opportunities come from within (**Service as Action**) and outside (**Service Learning**) the curriculum.

# Connections to GHC's Student Learner Outcomes



The character traits GHC develops in students are particularly relevant to service activities, as students are expected to demonstrate empathy, critical thinking, and ethical decision-making while contributing to their community.

**GRANADA HILLS CHARTER STUDENTS ARE:**

- 1. ACTIVE LISTENERS**  
Who engage in respectful dialogue, demonstrate empathy, and seek to understand diverse perspectives.
- 2. CREATIVE THINKERS**  
Who view problems as opportunities, generate innovative solutions, embrace challenges, and apply interdisciplinary knowledge.
- 3. ETHICAL THINKERS**  
Who act with integrity, advocate for social justice, and contribute positively to build up their school and their community.
- 4. WELLNESS ADVOCATES**  
Who prioritize personal and community well-being, practice healthy living, and support wellness initiatives.
- 5. SELF-ADVOCATES**  
Who set and pursue personal and academic goals, seek support when needed, and take ownership of their learning experiences.
- 6. ACTION-ORIENTED**  
Who identify community needs, engage in service, and collaborate on projects to effect positive change.

**GHC** GRANADA HILLS CHARTER

# The Continuum of Service as Action

## Primary Years Programme

TK-5

Action

PYP students learn about their communities and take meaningful action to benefit others in their communities. The PYP Exhibition offers the opportunity to take on a project of their choice.

## Middle Years Programme

6-10

Service as Action

MYP students take action through engaging in meaningful service activities and learn about the 4 types of service and 7 Learning Outcomes. The Personal Project (Year 5/Grade 10) gives student the opportunity to initiate service based on a researched need.

## Diploma Programme

11-12

Creativity, Activity, Service (CAS)

DP students track and reflect on their engagements and development in these key areas. They are expected to show balance the 7 Service Learning Outcomes. They are not assessed but are a requirement of completing the DP.



# Effects of Service as Action on Student Learning:



## Personal Growth

Service activities are designed to develop empathy, social awareness, and a commitment to giving back to the community.



## Reflection and Learning

The IB emphasizes the importance of reflection on the service experience, allowing students to analyze their actions and understand the impact on their community

# Service as Action has many meanings!

- Helping kids see the real world application of their learning and the effect they can have on their community can take many forms.
- Here at the TK-8, students experience all of these definitions of Action!





## Participation as Action at the TK-8

*Opportunities to perform service and take  
part in a cause bigger than themselves.*

# Middle School Buddies



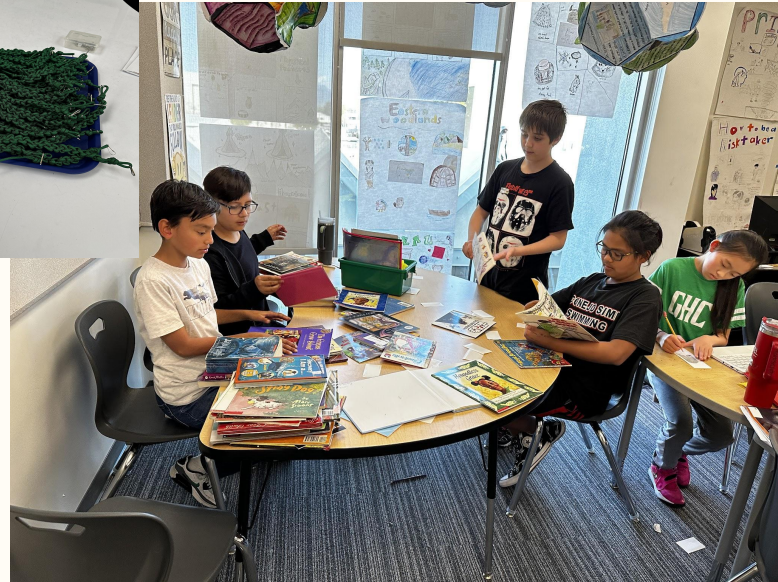
# Community Clean-Up (Nov 2024)



# PYP Day of Service

## 23-24 School Year


- TK: Recycled Art Projects for Extraordinary Earth Project
- Kinder: Blankets for West Valley Animal Shelter
- First: Book Drive for Children's Hospital LA
- Second: Making cards for Cardzforkidz
- Third: Blankets for Project Linus
- Fourth: Paracord Lanyards for Soldiers
- Fifth: Little Libraries for GHC campus



## **Advocacy as Action at the TK-8**


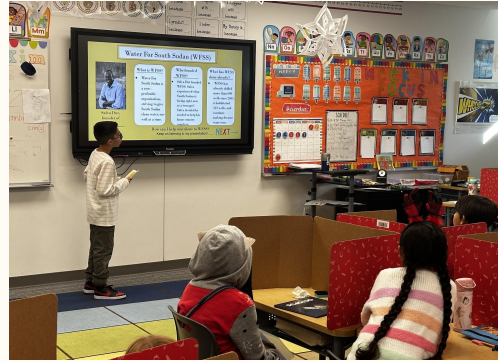
*Opportunities to take action to support  
social/environmental/political change.*

# 6th Grade Iron Giraffe Challenge



**Make A Nation's Dream Come True!**

- By: Javier Rocha -

By Monica Burns  
English, Pvc 2

**PROBLEMS in sudan**

People from Africa face many significant challenges on a daily basis. Thousands of little girls in Sudan walk over 5.7 miles just to get dirty and contaminated water that they bring to their families to drink while droughts and wars are happening all around them. Otherwise, they get sick from the contaminated water. Little girls also have to dig for water to avoid the war. Furthermore, they also encounter frequent droughts which take away their source of food and water. While Sudan faces these challenges, you can help by raising money and spreading awareness of the need to build numerous wells all over the country.

**1 girl walking to get water in Sudan**

**Girls walking miles at a young age just to get dirty water in a major problem in Sudan. For instance, according to UNICEF, they announced that, "one million**

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**Sudanese women and girls spend everyday collecting water in a national waste of their time."** Another quote that they also stated was, "Collection of water can affect the health of the whole family and particularly children." This shows that traveling miles only to drink contaminated water could risk their health and shorten people's lives.

**Additionally, the people in Sudan have been experiencing long lasting drought which is another big challenge for them. For instance, according to the Carnegie Endowment for International Peace, they stated that, "over 10 million Sudanese have been displaced from the drought and desertification crisis of 1980s, which caused massive famine in western Sudan and forced thousands to relocate to other countries, when another check is imposed. This demonstrates that drought is a major problem in Sudan because people were dying from starvation and intense thirst. Food and water are one of the main things required to survive. These sources were scarce at times of droughts."**

**DROUGHTS**

## Water for South Sudan



GHC 6th graders have raised **\$7,789.26** over the past 3 years!

# Young Granada Giver's Club



## YOUNG GRANADA GIVERS CLUB HOLIDAY FUNDRAISER

JOIN THE YGCC TO HELP OTHERS IN THE COMMUNITY FOR THE HOLIDAYS!!!



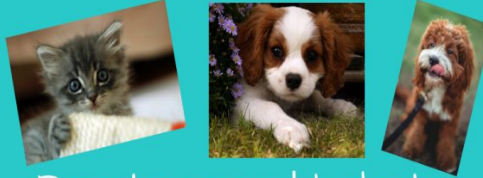
**THE YOUNG GRANADA GIVERS CLUB IS PARTNERING WITH CHILD CARE RESOURCE CENTER (CCRC) TO RAISE MONEY FOR FAMILIES IN NEED FOR THE HOLIDAYS**

**TO DONATE PLEASE VISIT:**

[https://ccrc.porkstack.com/porks/granada\\_hills\\_charter](https://ccrc.porkstack.com/porks/granada_hills_charter)

**OUR WEBSITE:**

<https://sites.google.com/student.ghctk12.com/JOIN-THE-YGCC/HOME>



## Donate some blankets for dogs and cats!

It's getting colder and the dogs and cats are getting cold. To help us keep them warm this winter, please donate new or gently used towels and blankets. You can donate to Office C100 by December 10.



## Macy's Believe Letter Campaign

DECA, on behalf of Make-A-Wish, is partnering with Macy's to be an inspiration this holiday season by spreading the spirit of generosity. For every letter written to Make-A-Wish by a GHC student, Macy's will donate \$1 dollar to create life-changing wishes for children battling critical illnesses. Make a difference with us by sharing your story about what you hope and believe in this holiday season.



## Instructions

Inspire your students, peers, family, and friends to write a letter expressing their beliefs and hopes for this upcoming holiday season. Simply use the attached letter head and draft/draw what inspires you. Letters will be collected by Granada DECA students by Friday, December 3rd or can be turned in to the Wellness Center A6 or Mr. Nelson's class B2. If you have any questions, please email [a36820@student.ghctk12.com](mailto:a36820@student.ghctk12.com) or [e37858@student.ghctk12.com](mailto:e37858@student.ghctk12.com). Also, join us on *Thursday, November 18th* during lunch in the quad.



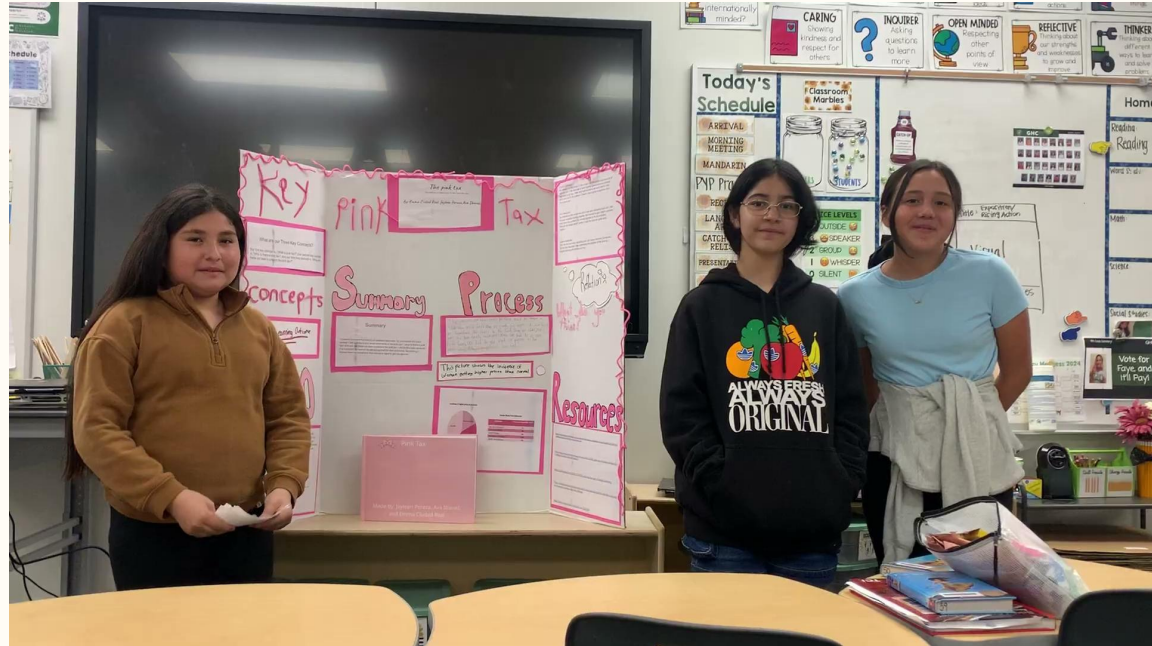
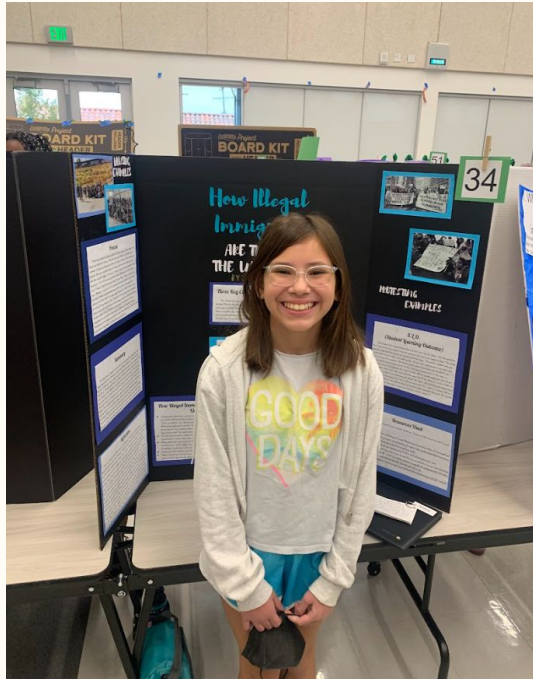
## **Social Justice as Action at the TK-8**

*Opportunities to consider rights, equality  
and equity, as well as social well-being  
and justice.*



# 5th Grade PYP Exhibition

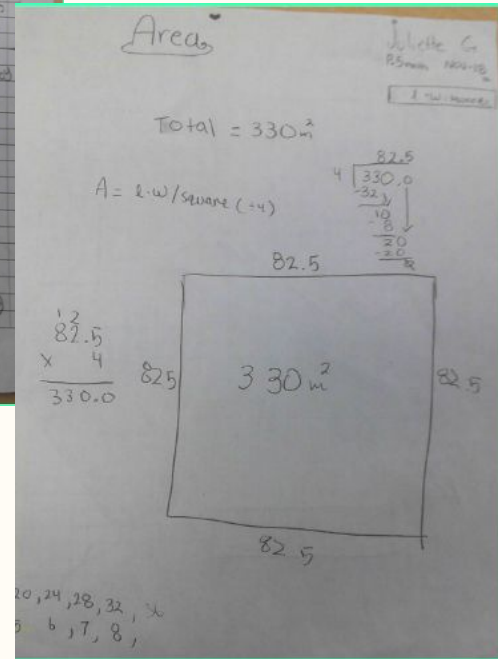
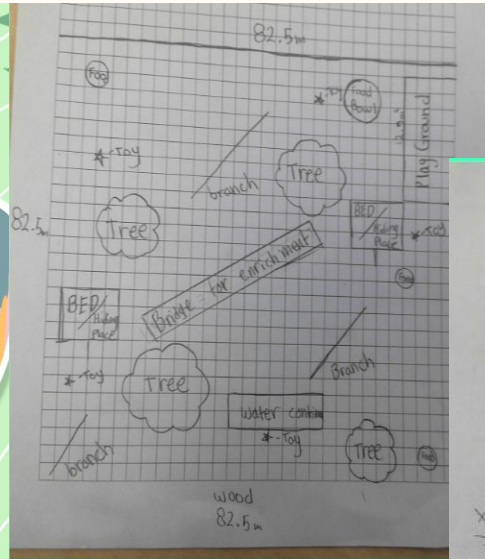
Many students researched topics related to equity and social justice.



# 6th Grade Animal Enclosures Project

## CER PARAGRAPH

My claim is that red pandas should not be kept in zoos. Red pandas should not have over 1,500m of space, and that is what they get in the wild. In zoos they only get 330m of space which is not even close to enough. They also don't get a lot of space to hide. Red pandas need more space, not just 330m's. This is not good for them. They can also get stressed out and will need a place to hide but there will not be enough space. This is why red pandas should not be kept in zoos.



# **Social Entrepreneurship as Action at the TK-8**

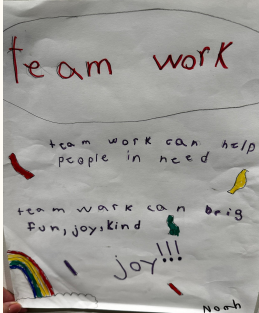
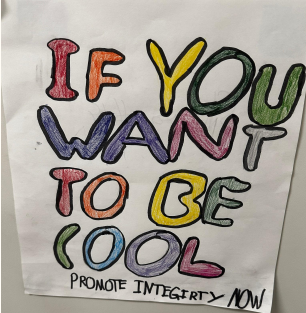
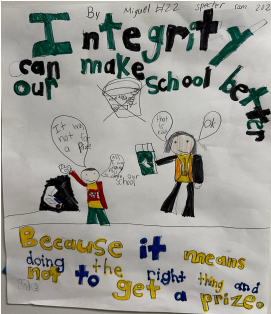
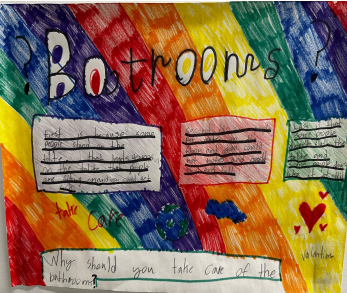
*Opportunities to consider innovative,  
resourceful and sustainable social change*

# 3rd Grade Campus Initiatives



## WE BEAT OUR GOAL!

Well over 100 Random Acts of  
Kindness in two weeks!



# 7th Grade Don't Let Our Community Fall Project

## Don't Let Our Community Fall! Community Service Project Plan

**Statement of Inquiry:** The application of political and social systems empowers individuals to play an active and significant role in the government of a democratic society.

### Assignment Criteria:

**The Situation:** You have learned about the "Reasons for the Decline of the Roman Empire" and notice that your local community is facing similar issues. As an informed and concerned citizen, you feel compelled to do something to prevent your community from decline.

**Your Role:** Concerned citizen / Student activist

**Audience:** School administrators, community members, all stakeholders

**Your Goal:** With your group members, PLAN a community service project that addresses and may help relieve a specific issue in your LOCAL or school community. It must be a project that you/your group can realistically carry out.

### Product/Task Breakdown:

- Identify 3 top reasons for the decline and fall of the Roman Empire in AD 476.
- Choose ONE issue (from the top 3) that you see in YOUR community that your group will address.
- Draft a **PLAN for a Community Service Project** that will address the issue and help solve the problem. Community Service Project Plan must include the following **elements**\* must be explained:
  - Catchy TITLE** for your community service project
  - HISTORICAL CONTEXT/CONNECTION:** 3 Reasons the Roman Empire fell.
  - WHY:** Which ONE of the 3 issues do you see in OUR SOCIETY that your group will address? Explain **WHY** it's important
  - WHO:** Who is involved/helping (besides group members)? Who are you serving?
  - WHAT:** Use ACTION verbs to describe what your service project will do to serve/help.
  - WHERE:** Where will this happen? One place or different places? How will you get there?
  - WHEN:** When will this happen? How often? How long? Provide a time schedule.
  - HOW:** How will you carry out this project? List all MATERIALS you will need.
  - Reflection\*\*:** HOW will your community service project make a difference in your community? 4-5 sentences explaining how your service project will impact your community positively and prevent it from decline.

**HIGHLANDING TUTORS**  
By: Zarah Khmrylan, Javier Rodas, Sebastian Mejia, Rigoberto Vilabral

**HISTORICAL CONTEXT: TOP 3 REASONS WHY ROME FELL**  
The first reason Rome fell was because of economical decline. The second reason was because of a weak and falling army. The third reason was because bad emperors let us get to their Empire resulting in the fall of the Roman Empire in the year 476 AD.

**WHAT WILL WE BE DOING?**  
We will be tutoring students and we will give them extra help when they need it. We will be tutoring them in the subjects that they are having trouble with. We will be tutoring them in the subjects that they are having trouble with. We will be tutoring them in the subjects that they are having trouble with.

**WHY ARE WE TUTORING CHILDREN?**  
Our group members decided to do this because we are all students and we are all struggling in our classes. We are all struggling in our classes. We are all struggling in our classes. We are all struggling in our classes.

**WHO ARE WE SERVING IN OUR COMMUNITY?**  
We are going to be helping students in our community. We are going to be helping students in our community. We are going to be helping students in our community.

**HOW WILL WE DO THIS PROJECT?**  
We will do this project by first getting our materials. We will do this project by first getting our materials. We will do this project by first getting our materials.

**WHERE WILL WE BE DOING THIS?**  
We will do this project in our school. We will do this project in our school. We will do this project in our school.

**Reflection**  
We want to do this project because we want to help our community. We want to do this project because we want to help our community. We want to do this project because we want to help our community.

**Park Pollution? Well Here's Our Solution!**  
Organized by: Lashon Wah, Brylee Neau, Estelita Ward, Brylaine Tison

**How Are We Going To Do This?**  
We are going to be cleaning up the park. We are going to be cleaning up the park. We are going to be cleaning up the park.

**What Are We Going To Do?**  
We are going to be cleaning up the park. We are going to be cleaning up the park. We are going to be cleaning up the park.

**Historical Context**  
The Roman Empire was a powerful civilization. The Roman Empire was a powerful civilization. The Roman Empire was a powerful civilization.

**Why?**  
The Roman Empire fell because of economic decline. The Roman Empire fell because of economic decline. The Roman Empire fell because of economic decline.

**Food For The Mood**  
FOOD TRUCK

**Historical Context**  
The Roman Empire was a powerful civilization. The Roman Empire was a powerful civilization. The Roman Empire was a powerful civilization.

**Why?**  
The Roman Empire fell because of economic decline. The Roman Empire fell because of economic decline. The Roman Empire fell because of economic decline.



**Where?**  
We are going to be serving food in our school. We are going to be serving food in our school. We are going to be serving food in our school.

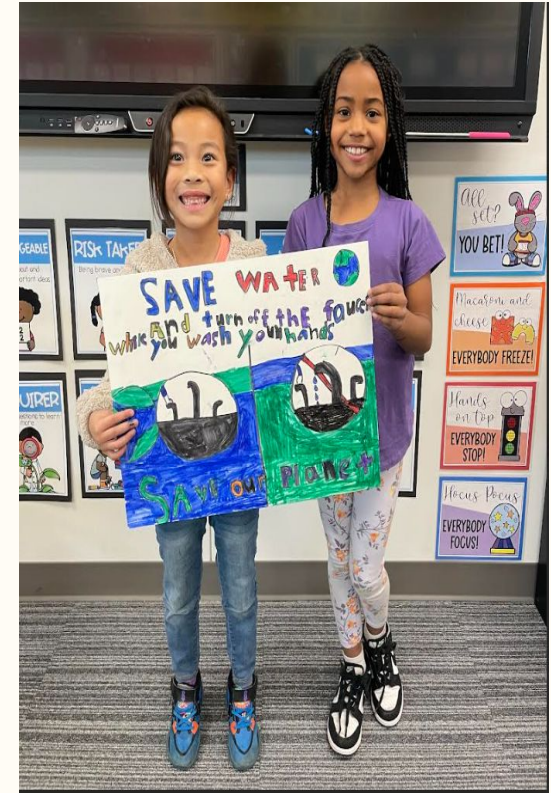
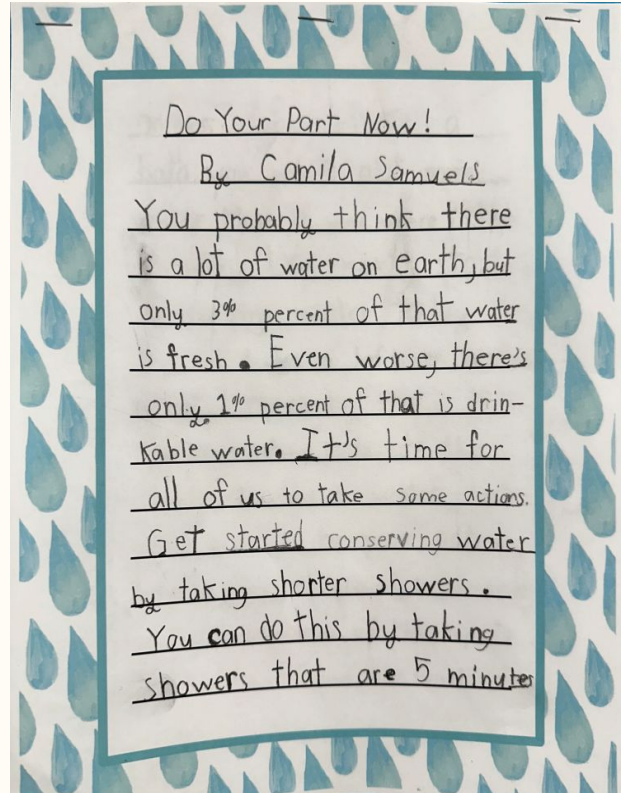
**Reflection**  
We want to do this project because we want to help our community. We want to do this project because we want to help our community. We want to do this project because we want to help our community.

## **Lifestyle Choices as Action at the TK-8**

*Opportunities to make shifts in consumption,  
evaluate impacts of choices.*

# 2nd Grade Water Conservation Writing and Posters

 <b>Writing Rubric</b> Genre: Informative 		Emerging	Developing	Meets	Exceeds
<b>Second Grade Standards</b>					
I write an interesting and informative introduction introducing the topic of water conservation. (W.2.2)	1	2	3	4	
I stayed on topic throughout my writing. (W.2.2)	1	2	3	4	
I included specific water saving tips and elaborated on each tip to explain how it can be done. (W.2.2)	1	2	3	4	
My information is well organized and easy to follow. (W.2.2)	1	2	3	4	
I provided a thoughtful and effective concluding statement. (W.2.2)	1	2	3	4	
I consistently and effectively used transitional phrases to organize my writing. (W.2.3)	1	2	3	4	
I used interesting words: persuasive words, strong action verbs, descriptive adjectives, and few repetitive words.	1	2	3	4	
I used punctuation including ending punctuation, quotation marks, commas, and apostrophes. (L.2.2)	1	2	3	4	
I consistently used capital letters to begin sentences and for proper nouns. (L.2.2)	1	2	3	4	
I used spelling patterns and high frequency words to help me spell. I edited my spelling errors during the editing stage of writing. (L.2.2)	1	2	3	4	
Approaches to Learning: I demonstrated research skills to include specific facts based on class research in my informative writing piece.	1	2	3	4	
Approaches to Learning: I used self-management skills to stay on task and complete assignments in a timely manner.	1	2	3	4	
Score:	Comments:				



# TK Grocery Bag Project





# What connections can you make between these examples and the IB Learner Profile/ GHC SLOs?



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- 6. ACTION-ORIENTED**  
Who identify community needs, engage in service, and collaborate on projects to effect positive change.  


**GHC** GRANADA HILLS CHARTER

# Watch for upcoming Service Opportunities

Grade 2 Lend a Hand  
Projects–January

Grade 6 Iron Giraffe  
Challenge Fundraiser Kicks  
Off – January

PYP Day Of Service –  
March 28th



# Next Workshop

February:

What's in an IB Unit of Inquiry?

