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THE FRENCH INTERNATIONAL SCHOOL

The MYP Core:
Service as Action (SAA)



Why is the MYP Core important?

As today's MYP students mature, they will be increasingly called on to shape the world that they inhabit. To prepare students for this responsibility, middle level education must cultivate students' *motivation*, *agency* and capacity for *lifelong learning*.

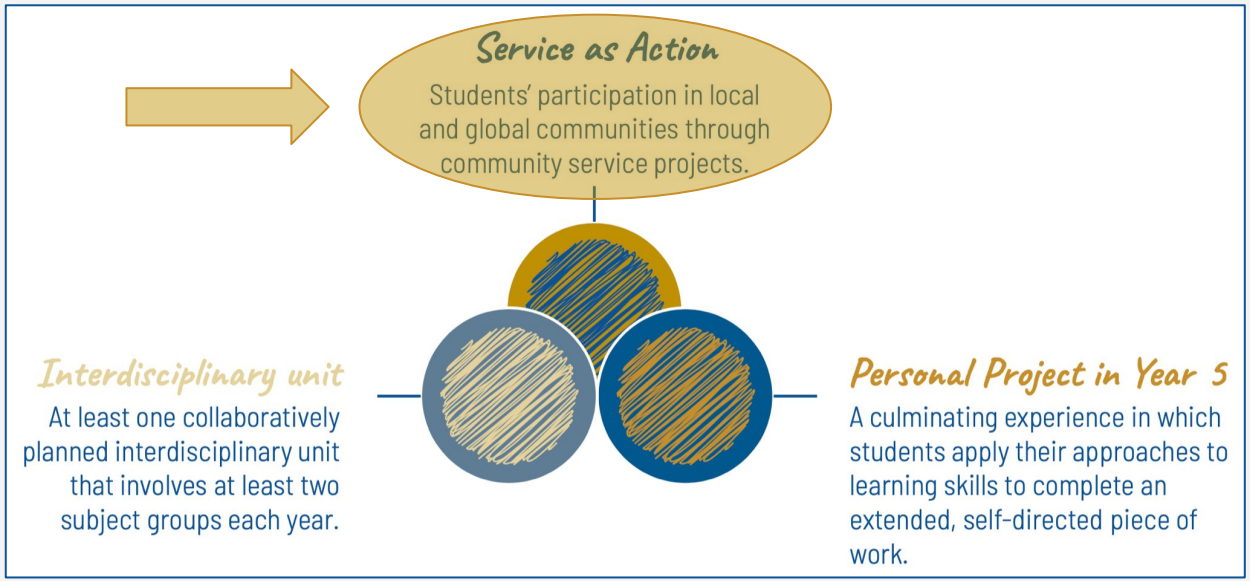
A PART OF THE IB CONTINUUM

CONTINUUM	IB MYP	IB DP
5 approaches to learning/key skills: Thinking skills; Social skills; Communication skills; Self-Management skills; Research skills		
CURRICULUM CONTINUUM	**8 subject groups**: • Language and Lit. (Languages A) • Language Acquisition (Languages B) • Individuals and Societies • Science • Math • Arts • Physical and Health Education • Design	**6 subject groups**: • Language and Lit. (Languages A) • Language Acquisition (Languages B) • Individuals and Societies • Science • Math • Arts
CONSOLIDATION OF LEARNING CONTINUUM	**Personal Project**: Independent project resulting from the students' own initiative, learning interest and experience, and creativity (15 pages).	**Extended Essay**: Individual inquiry and research into a focused question of students' own choice using disciplinary methodology (4,000 words).
SERVICE CONTINUUM	Service as action	CAS (Creativity, Action, Service)

What is the IB MYP Service As Action (*SAA*)?

A COMPONENT OF THE IB CORE

SERVICE & INDEPENDENT WORK



CONNECTIONS BETWEEN SUBJECTS AND INTERDISCIPLINARITY

A COMPONENT OF THE IB CORE

ACTION

Action is **learning by doing and experiencing**.

SERVICE

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.

SERVICE AS ACTION
=
TO MAKE A POSITIVE DIFFERENCE
AND
TO LEARN THROUGH THOSE ACTIONS

In a nutshell

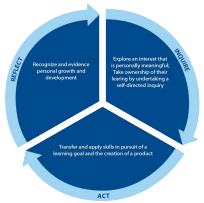
- Service as Action is a requirement of the IB MYP.
- It is an essential component that allows students to extend their learning beyond the classroom walls and into the community.
- It gives students the opportunity to connect and contribute to the real world, and empowers them to become global citizens.

What are the objectives of SAA?

The IB MYP Service as Action has 3 overall objectives:



- Develop students' **understanding** of an underlying issue (such as poverty, literacy, or pollution) by authenticating the need for a service, **serving** the community, and/or **challenging** themselves.



- Develop students' **planning and reflection** skills.



- Build **authentic connections** between what students learn in the classroom and what they encounter in the community through opportunities to apply concepts, skills, and knowledge.

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Through each SAA experience/project students should achieve **1 to 3** of the **7** *SAA Learning Outcomes*:

	**Learning outcome 1: Awareness** Become more aware of their own strengths and areas for growth
	**Learning outcome 2: Challenges & Skills** Undertake challenges that develop new skills
	**Learning outcome 3: Initiative** Discuss, evaluate, and plan student-initiated activities
	**Learning outcome 4: Perseverance** Persevere in action
	**Learning outcome 5: Collaboration** Work collaboratively with others
	**Learning outcome 6: International Mindedness** Develop international-mindedness
	**Learning outcome 7: Ethics** Consider the ethical implications of their actions

What is an SAA experience/project?

SAA experiences/projects will be different from student to student and from context to context.



The action may involve students in:

- *Feeling empathy towards others*
- *Making small-scale changes to their behavior*
- *Undertaking more significant projects*
- *Acting on their own or collaboratively*
- *Taking physical action*
- *Suggesting modifications to an existing system to the benefit of all involved*
- *Lobbying people in more influential positions to act…*

EXAMPLES OF SAA EXPERIENCES/PROJECTS

- ❑ Beach/river/park cleaning
- ❑ Tree planting
- ❑ Picking up trash at school, around your neighborhood
- ❑ Volunteering at a shelter, a retirement home, etc.
- ❑ Volunteering with an organization

…

- ❑ Being a student ambassador at school
- ❑ Researching an issue and presenting to other students
- ❑ Personal project presentation to families, other students
- ❑ Coaching, tutoring younger students
- ❑ Planning and organizing a special event at school

…

The Service as Action cycle follows the same approach as the Personal Project and requires students to:

- *INQUIRE*: Decide to perform an action or a service with the IB learning outcomes in mind
- *ACT*:Complete their action or service
- *REFLECT* on their experience.



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Service as Action (*SAA*) Q & A

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Q1. Is there a required number of hours for IB MYP SAA?

- **Service as Action (SAA) is MANDATORY for students in 3ème/Grade 9 and 2nde/Grade 10 MYP**.
- SAA is first and foremost a collection of qualitative experiences and learning. **There is no required number of hours to perform.**
- All MYP students must complete at least **5** approved service experiences annually.
- Each experience must exceed **one hour** of service.

Q2. When should students engage in SAA experiences/projects?

- **For an activity to count as part of a student's IB MYP SAA experiences, it should be performed between the beginning of the school year and the end of the summer of the current school year.**
- For instance, an activity performed in July 2025 cannot count for the school year 2025-2026 (but an activity performed in July 2026 can).
- Students should make sure they perform as many SAA activities as possible before the end of each school year in June.

Q3. Are there restrictions on SAA experiences/projects?

- All activities must be performed without financial compensation or grade compensation.
- Activities should not:
  - endanger the student
  - involve unethical practices
  - involve money
  - be performed without parent/guardian consent when completed outside of school.

Q4. Is SAA the same as community service?

- Although IB MYP SAA has a community service component, it is broader and encompasses more types of activities than community service.
  - **Community Service:** Students volunteer to provide service.
  - **Service Learning & MYP SAA:** Students engage in community service activities with intentional academic and learning goals.
- **As a result, students can count some of the hours they spend on their IB MYP SAA activities as Community Service hours (or *SSL - Student Service Learning* hours).**
- The hours that students can count are hours spent actually performing a service to the community.
- These hours should be performed according to the school's regulations for Community Service. and reported to Rhonda Trad using the school's Community Service Documentation Form.

Q5. Is SAA the same as the MYP Personal Project?

- The IB MYP SAA and the 2nde MYP Personal Project are two mandatory and **DIFFERENT** components of the IB MYP.
- Can the 2nde MYP Personal Project count towards the SAA requirements? Yes, but not always and only if the Personal Project has a strong service dimension. Please check with the IB Coordinator to see if your Personal project qualifies.

Q6. How do students get their SAA experiences/projects approved?

1. **BEFORE the start** of the experience/project:
   - ➢ Students fill out the **SAA Experience Approval Form** (available on their *Vie de Classe* Google Classroom) and share it with the IB Coordinator and their *Professeur.e Principal.e* for approval.
   - ➢ This includes a **Risk Assessment**.

2. **AT THE END** of the experience/project:
   - ➢ Students fill out the **SAA Experience Reflection Form** and share it with the IB Coordinator and their *Professeur.e Principal.e*.
   - ➢ Students provide **evidence** of their participation (photos, emails, etc.).

3. Students can report to Rhonda Trad the applicable SSL hours using the school's Community Service Documentation Form.

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Essential resources

Rochambeau Community Service webpage
MYP SAA Experience Approval Form
SAA Experience Reflection Form
Community Service Documentation Form


PRINCIPLED
CARING
OPEN-MINDED
INQUIRERS
THINKERS
KNOWLEDGEABLE
RISK-TAKERS
BALANCED
REFLECTIVE
KNOWLEDGEABLE
BALANCED
REFLECTIVE

Thank you!