



IBMYP

SERVICE AS ACTION

STUDENT PORTFOLIO



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1. INTRODUCTION

The Prophet Mohammed, peace and blessings be upon him, said, "The most beloved people to Allah are those who are most beneficial to the people. The most beloved deed to Allah is to make a Muslim happy, or to remove one of his troubles, or to forgive his debt, or to feed his hunger..."

Mission of Dhahran Ahliyya Schools

Inspired by the principles of Islam, the mission of Dhahran Ahliyya Schools is to empower each student to be a compassionate, thinking, lifelong bi-lingual learner who makes a positive difference, locally and globally.

Mission of Service and Action

Instilling the sense of social responsibility and leadership, and developing the IB Learner Profile through learning by doing.

Vision of Service and Action

Empowering students to make a positive difference locally and globally through community partnerships and practical experiences.

Service and Action is an integral component of the MYP program at Dhahran Ahliyya Schools and a mandatory requirement for all students. It is learning by doing and experiencing through which you will build authentic connections between what you learn in the classroom and the challenges you



2. Terminology



Action

Action is learning by doing and experiencing. Through responsible action, tightly connected with sustained inquiry and critical reflection, young people and adults can develop the kinds of attributes described by the learner profile that are essential for success in future academic pursuits and life beyond the classroom.



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

With appropriate guidance and support, MYP students should, through their engagement with service as one of the significant forms of action, meet the learning outcomes to develop the skills and attributes of an IB learner.



Service Learning

Service learning is a structured approach to integrate service into the curriculum. You will apply subject matter to develop plans and partnerships that meet the needs of others. The process includes the key components of inquiry, planning, action, and reflection.



Community Service

You will serve the community by understanding and acting with mutual responsibility to meet your own needs and the needs of others. The IB MYP certificate requires that students meet the school's expectations for participating in community service. See more in Evaluation.

3. Benefits of Service and Action



4. Types of Service



01

Direct Service

It is when you have interaction that involves people, the environment, or animals. Examples include one-on-one tutoring or collecting books for a government school library.

03

Advocacy

It is when you speak on behalf of a cause for 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.

02

Indirect Service

Though you do not see the recipients during indirect service, you have verified that your actions will benefit the community or environment. Examples include redesigning an organization's website or writing picture books to teach a language.

04

Research

It is when you collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice. Examples include conducting environmental surveys to influence your school, or compiling the most effective means to reduce litter in public spaces.

5. Types of Action

As you become more aware of the context of your responsibilities, you become empowered to make choices about taking positive action. This action will vary from student to student, as well as from context to context. The action may involve:

- feeling empathy towards others
- making small-scale changes to your behavior
- undertaking larger and more significant projects
- taking initiative
- collaborating with others
- taking physical action
- suggesting improvements to an existing system
- lobbying influential people in positions to act

6. Student Portfolio

For Service and Action, you will create a portfolio beginning from MYP1 and carrying over to MYP5. You must show evidence of the 4 stages of service learning: investigation, planning, taking action, and reflection.

• **Examples of Evidence of Investigation:** Internet research, interviews, conferences, meetings, visits, etc.

• **Examples of Evidence of Planning:** Activity planning, timeline, task distribution, etc.

• **Examples of Evidence of Taking Action:** Photos, videos, posters, etc. demonstrating you doing the service.

• **Examples of Evidence of Reflection:** This is done through the **Reflection Form** and the **Final Reflection Form**. See the Guiding Questions to Writing the Final Reflection Form.

7. Learning Outcomes

With appropriate guidance and through your engagement with service as action, you should:

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

8. Learning Outcomes Expectations

All students are required to achieve 2 learning outcomes, as a minimum. You will select the outcomes you would like to focus on and will reflect on them at the end of each stage of your project, as well as be assessed by the teacher at the end of the semester. See the Learning Outcome Rubric on the next page.



9. The Learning Outcomes Rubric

Learning Outcome		1	2	3
Service is <i>for</i> and <i>with</i> others. At different grade levels Service is...		Local & Community-based. Structured by school, with opportunities for student involvement & leadership.	Internationally-minded, with local action. Carried out by students, with opportunities for design in collaboration with teachers and supervisors.	Globally-engaged through local & international action. Designed by students, with school support.
Learning outcome 1	Become more aware of our strengths & areas for growth	Identify own strengths and weaknesses, <i>with guidance</i> . Recognize personal limitations and external obstacles , <i>with guidance</i> . State a plan for personal improvement, <i>with guidance</i> . Acknowledge feedback from others, <i>with guidance</i> .	Identify own strengths and weaknesses. Recognize personal limitations and external obstacles. Outline a plan for personal improvement. Accept feedback from others.	Evaluate own strengths and weaknesses. Embrace personal limitations and external obstacles as opportunities for meaningful learning. Develop a plan for personal improvement. Seek, accept and take action on feedback from others.
Learning outcome 2	Undertake challenges and develop new skills	Use talents and interests to positively impact the community, <i>with guidance</i> . Identify new skills to be learned or practiced through the project, <i>with guidance</i> . Set goals for service, <i>with guidance</i> . Recognize connections with the school curriculum, <i>with guidance</i> .	Use talents and interests to positively impact the community. Identify new skills to be learned or practiced through the project. Set goals for service. Recognize connections with the school curriculum, <i>with guidance</i> .	Use talents and interests to positively impact the community and the wider world. Plan to learn and practice challenging new skills through the project. Set meaningful goals for service. Use the school curriculum as an inspiration for setting service learning goals.
Learning outcome 3	Discuss, plan & evaluate student-initiated activities	Identify opportunities for participation in Service Learning. Participate in service projects, <i>with guidance</i> . Apply the <i>Service Learning Cycle</i> to projects, <i>with guidance</i> . Identify strengths and weaknesses of the service project, <i>with guidance</i> .	Explore opportunities for participation. Participate in service projects. Apply the <i>Service Learning Cycle</i> to projects. Identify strengths and weaknesses of the service project, and suggest improvements.	Design and implement appropriate action. Take leadership roles in service projects. Effectively use the <i>Service Learning Cycle</i> to design, implement and evaluate projects. Critically evaluate the project in order to plan for improvement in future action.
Learning outcome 4	Persevere in action	Practice delaying gratification through commitment to action, <i>with guidance</i> . Demonstrate persistence and perseverance in action, <i>with guidance</i> . Maintain motivation through difficulty, <i>with guidance</i> .	Practice delaying gratification through commitment to action. Demonstrate persistence and perseverance in action. Maintain personal motivation through difficulty.	Practice delaying gratification through sustained commitment to action. Demonstrate persistence and perseverance in action and encourage this in others. Maintain motivation of self and others through difficulty.
Learning outcome 5	Work collaboratively with others	Take responsibility for own actions as part of the team, <i>with guidance</i> . Recognize ideas & feelings of others, <i>with guidance</i> . Seek agreement from others when making decisions, <i>with guidance</i> . Work towards group goals positively, <i>with guidance</i> .	Take responsibility for own actions as part of the team. Show respect to the ideas & feelings of others. Build consensus in the team when making decisions. Works positively toward group goals leading or following as the situation demands.	Take responsibility for own actions as part of the group and offers support for others. Respect the ideas & feelings of others and encourage the inclusion of others. Build consensus in the team to make fair and equitable decisions. Exercise leadership and take on a variety of roles within groups.
Learning outcome 6	Develop international-mindedness through global engagement, multilingualism and intercultural understanding	Identify differences between student's own culture and that of the Service recipients, <i>with guidance</i> . Recognize own cultural values, <i>with guidance</i> . Demonstrate understanding of underlying issues behind the intended action, <i>with guidance</i> . Demonstrate mindfulness of global issues in personal actions, <i>with guidance</i> .	Explore similarities and differences between student's own culture and that of the Service recipients. Recognize own cultural values and their impact on me and my community. Demonstrate understanding of underlying issues behind the intended action. Demonstrate mindfulness and consideration of global issues in personal actions.	Carefully consider similarities and differences between student's own culture and that of the Service recipients in designing and carrying out <i>Service Learning Projects</i> . Recognize own cultural values and biases, and their impact on me and my community. Demonstrate understanding of underlying issues behind the intended action. Demonstrate mindfulness and consideration of global issues beyond the scope of service projects.
Learning outcome 7	Consider the ethical implications of our actions	Identify needs of Service recipients, <i>with guidance</i> . Demonstrate behaviors in accordance with cultural norms when working with others, <i>with guidance</i> . Demonstrate integrity towards the self, school and others (be good citizens!), <i>with guidance</i> . Identify strengths and limitations of the effects of our service on the recipients, <i>with guidance</i> . Promote sustainable actions and relationships, <i>with guidance</i> .	Identify needs of Service recipients. Demonstrate cultural awareness and sensitivity in actions. Demonstrate integrity towards the self, school and others (be good citizens!). Evaluate effects of our service on the recipients, identifying strengths and limitations. Promote sustainable actions and relationships.	Investigate the needs of the intended recipients and apply learning in the design of Service Learning projects. Demonstrate cultural awareness and sensitivity in planning for service and carrying out actions and model this for others. Demonstrate personal and institutional integrity and nurture it in others. Evaluate effects of our service on the recipients, identifying strengths, limitations and proposing future actions. Promote far-reaching and sustainable actions and relationships.

*Source: Canadian Academy: Adapted from the IB MYP Design Cycle and *Service Learning Outcomes* by Stephen Taylor and Midori Nishizawa. Inspired by the work of Cathryn Berger Kaye.

10. Service Learning Stages

Service learning is a process. The five stages are: investigation, planning, taking action, and reflection; plus the demonstration.

Project Example: "Say No to Plastic"

Goal of Project: Increasing the individuals' awareness about their responsibility toward the environment throughout reducing the use of plastic.

Target Audience: School community

Activities: The students will implement 3 activities, as agreed upon in the group:

- Activity 1:** Awareness Raising: Conduct school-wide awareness raising campaigns about the importance of taking care of the environment and the role of every individual in protecting it, in addition to reducing plastic use in the school.
- Activity 2:** Reducing plastic: Conduct a zero plastic waste lunch box challenge for an entire week.
- Activity 3:** Exhibition: Hold an art exhibition of artwork about harms of plastic.

1. INVESTIGATION

- Identify and justify a need for service in a community (caring for the environment and reducing plastic).
- Decide on the type of service to fulfill that need (advocacy, direct, indirect).
- Identify prior knowledge about the topic (harms of plastic, past initiatives in the school, etc.).



- Research the issue using varied approaches (surveys, interviews, personal experience, direct observation, etc.). Part of the research includes what others have done to address this need and learning from that.
- Identify the goal in response to the need (increasing awareness in the community regarding their responsibility towards the environment and producing change in their behavior).
- Decide on the project and its goal.
- Brainstorm activities/tasks that fulfill the goal and the criteria using the Project Approval Form (form #2).
- Reflect at the end of the stage using form #4.
- Collect evidence demonstrating this stage.

2. PLANNING

- Create an Action Plan with a timeline for tasks (form #4).
- Distribute tasks amongst the group members (form #5).
- Identify the resources needed and any additional activities.
- Reflect at the end of the stage using form #4.
- Collect evidence demonstrating this stage.

3. TAKING ACTION

- Implement activities according to your action plan and timeline.
- Action can take one or more of the following forms: direct action, indirect action, advocacy, and/or research.
- Students reflect at the end

4. REFLECTION

- Evaluate the outcome of your project against your action plan.
- Reflect using the Reflection Form (form #3) at the end of this stage and gain feedback from the teacher.
- Use the Guiding Questions to Writing the Final Reflection Form (form #6).

5. DEMONSTRATION

The demonstration allows for the learning experience to be shared with the school.

Along with your poster, you may present your project using a PowerPoint presentation, photo collage, etc.

Your **oral presentation** should focus on these points (duration 7-10 minutes):

- Project description
- Stages of the project
- The positive impact
- Challenges
- Reflection (what are your feelings towards your project) and learning outcomes
- Suggestions for improvement

Divide the roles for the oral presentation and place a plan should a member of your group be absent (i.e. all should be familiar with the presentation)

Poster Guidelines:

- Carton (not foam or paper) size 60 cm x 84 cm
- Contains:
 - Service and Action
 - Theme
 - Title of Project
 - Name of students
 - Names of teachers/volunteer mothers
 - Academic Year
 - The goal and brief description of the project and target audience (2 lines)

Note: You must get a written approval of the content of the poster from your teacher before printing. Foam and paper posters will not be allowed in the demonstration.





SERVICE LEARNING : EMBEDDING SA INTO THE CURRICULUM

Experiencing a service-learning approach within an academic class becomes a critical and essential process for students. Having this experience, particularly when the service-learning process is made explicit, provides a reliable model for students to use for taking more independent initiative with an idea for service. Guided or classroom learning that leads to action addressing a community need is most meaningful when it allows students to incorporate their own interests, skills and talents.

At DAS, Teachers are encouraged to include Service as Action activity (s), as a response to the classroom instructions, in their Unit Plans .

The SA experience should be planned following three sections: Inquiry, Action and Reflection. The subject teacher will determinate the learning targets, following the SA learning outcomes , and will supervise student's work.

Service As Action and the SDGs

The UN Sustainable Development Goals (Global Goals) are a natural connection to MYP Service Learning and the curriculum.

- SDG's can help shape projects and units of inquiry.
- SDG-related data can help students determine needs and what is already being done about them.
- Connection through the SDG's can tune learners into the wider community engaged in Service As Action.

An easy entry-point into connecting SDGs to Service- Learning Projects is to see how well students can identify the underlying issues in their own ideas.



SUSTAINABLE DEVELOPMENT GOALS
17 GOALS TO TRANSFORM OUR WORLD



12. Protocol

1. Remember that you are representing the school.
2. Be on time for the community service activity.
3. Be polite, courteous, and professional.
4. Dress smartly and appropriately.
5. Be flexible and open-minded.
6. Ask questions. If you need information at any time, speak to the teacher or the Service and Action Team.

13. Writing the Final Reflection Form

Personal reflection is an essential part of Service and Action. Reflection encourages better awareness of needs and improves the quality of response. Likewise, reflection helps you to develop positive attitudes and to become aware of your strengths and challenges. This reflection will be completed at the end of each stage, either hard- or softcopy, and the teacher will provide feedback.

Here are some questions that could help you reflect for each learning outcome and for the process, in general:



General Reflection Questions

- How did your understanding of community change as a result of your Service and Action project?
- How did you use your strengths to enhance one of the communities to which you belong?
- Give an example of how you came up with a solution to resolve an issue in a community to which you belong.
- Give an example of a situation where you showed commitment to a cause.
- Do you believe Service and Action is a valuable experience? Justify your answer.
- What changes would you make if you were to do the project again?

Guiding Questions for Writing about the Learning Outcomes



1. Increase awareness of your strengths and areas for growth

The project will help you come to know yourself better, including your skills and attitudes that are your strengths and those that need to be developed further in order to be an effective individual in your community. Think about how did your achievements allow you to show personal development. Describe how Service and Action has helped you learn about yourself. What areas of strength are you most proud of? What growth areas did you notice?



2. Undertake new challenges

The project you undertake may be new and challenging for you and may require that you take part in situations you have never come across before or more challenging than situations you normally partake in. Think about what new skills have you acquired or further developed through your work. In what ways has your Service and Action project stretched you beyond your comfort zone? What risks have you taken in order for you to grow as a person?

3. Show perseverance and commitment

The project will require that you participate regularly and that you take part of the responsibility for dealing with challenges/problems that arise while completing the project. Think about the obstacles you encountered, and how you overcame them. Describe your level of commitment to your Service and Action project. How many times did you do it and for how long each time? How did your feelings change over time about the project?

4. Work collaboratively with others

You will be required to work collaboratively with others in order to effectively contribute to the community. Reflect on the role you took and how you felt about being involved. In what ways did you collaborate with others to plan and/or complete your project? What collaborative strengths did you notice?

5. Plan and initiate activities

The project will require your initiative and leadership role in creation, planning, and implementation. Think about the steps that were taken to ensure the success of your project. Describe the planning and implementation process. What success and challenges did you experience?

6. Engage with issues of global importance

It could be that your project involves issues that impact the international community, or a global issue that can be acted upon locally or nationally. Think about how your activity helped you address a global issue, either locally, nationally, or internationally.

7. Consider ethical implication of your actions

During the project you may face ethical dilemmas or you may consider the possible impact your actions may have. Think about how your participation in your project affect you and other? Did you have to face any ethical dilemmas? Describe them. Were you ever in a situation where you were confused or wondered how your action may have consequences you have not imagined? Elaborate.



14. EVALUATION

These are the components against which you will be evaluated on a scale of 0-3. 60% is required to fulfill the school's expectations for Service and Action.



1. PROJECT STAGES

You will be evaluated from 0-3 on your participation in the stages of the project; i.e. investigation, planning, taking action, reflection, and demonstration. Be sure to complete all the roles assigned to you.

2. PORTFOLIO

You will receive a template for the Service and Action portfolio. Get creative and design it as you wish. Start it immediately and continue into MYP5. This will serve as a great resource for you once you meet with the college counselor and apply to colleges.



3. POSTER AND ORAL PRESENTATION

The poster needs to be designed according to the specifications, approved, printed, and brought to the demonstration. The oral presentation will be evaluated by your teacher during the demonstration according to the guidelines listed in this guide.

4. LEARNING OUTCOMES

Your teacher will evaluate you from 0-3 against the two learning outcomes that you have chosen. For more details check the Learning Outcomes Rubric.



Service and Action Student Evaluation Form

Student		Mentor	
Term		Academic Year	
Theme		Project Title	

Component	Level 0 – 3	Comments
1. Completed her role in the investigation		
2. Completed her role in the planning		
3. Completed her role in taking action		
4. Completed her role in the reflection		
5. Submitted portfolio		
6. Participation in poster's design (submission)		
7. Participation in the oral presentation (Grade of Oral presentation out of 3 –check the oral Evaluation form)		
8. Cover the selected Learning Outcome #1 (check the table below)		
9. Cover the selected Learning Outcome #2(check the table below)		
Total	/27	

Form #10: Oral Presentation Evaluation Form

Title of Project:

Teacher:

Grade:

Semester:

Year:

Individual Evaluation (0-3)						
#	Criteria	Student 1.	Student 2.	Student 3.	Student 4.	Student 5.
1	Presentation skills					
2	Familiarity with the Topic					
3	Communication skills					
4	Show learning outcomes during the presentation					
Total for each student's presentation skills						
Continue to Group Evaluation						
Add Group Evaluation total for each student						
Final Grade: Divide by 5 for each student						

Group Evaluation			
#	Stage	Evaluation (0-3) for the group	Comments
1	Investigation		
2	Planning		
3	Action		
4	Reflection		
Total group evaluation			

THE EXHIBITION

WHAT SHOULD YOU EXPECT IN THE EXHIBITION?

You will have a table to place your laptop/iPad, product, or props. You will display your poster and give an oral presentation for the school community and members of your family.

POSTER GUIDELINES

The poster will be:

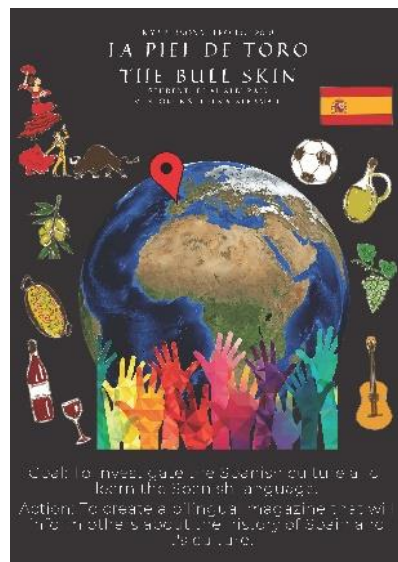
Size and Material: Size A1 (84cm x 60cm), professionally printed and mounted onto carton (not foam) board.

Design: You are free to design it as you wish

Considerations: Please do not place any pictures of yourself or other students. Must be professionally printed.

POSTER CONTENT

- Service As Action Project
- The Academic year
- Title of your project
- Your names
- Your mentor's name
- Project's Goals
- Project description
- Your Action/ Service
- QR code for Instagram accounts, websites, blogs, etc.



You must gain approval from your mentor before printing your poster. Any posters printed with errors will be required to be reprinted. Posters printed on foam will not be accepted.

ORAL PRESENTATION GUIDELINES

The oral presentation should be no longer than 7 minutes. Really show why this was personal for you by talking about these points:

- Your goal and product(Service)/Action
- Describe your project in detail
- **Why you chose it?** And what prior knowledge did you have?
- Stages of the project: planning, applying skills, reflection
- What did you find challenging about your experience?
- What did you gain from doing the SA Project?



15. Bibliography

- [HTTP://XMLTWO.IBO.ORG/PUBLICATIONS/MYP/M_0_MYPXX_GUU_1609_1/IBDOCS/M_0_MYPXX_GUU-NC_1405_3_E_22-25.PDF](http://xmltwo.ibo.org/publications/myp/m_0_mypxx_guu_1609_1/ibdocs/m_0_mypxx_guu-nc_1405_3_e_22-25.pdf)
- [HTTPS://SIS.AC/WP-CONTENT/UPLOADS/2017/11/SIS-Service-AS-Action-2017-EN.PDF](https://sis.ac/wp-content/uploads/2017/11/SIS-Service-AS-Action-2017-EN.pdf)
- [HTTPS://WWW.MIOC.HR/WP-CONTENT/UPLOADS/2016/10/GUIDEFORSTUDENTS.PDF](https://www.mioc.hr/wp-content/uploads/2016/10/GuideForStudents.pdf)
- [HTTPS://WWW.SKAGERAK.ORG/UPLOADED/MS_DOCUMENTS/MYP_CURRICULUM/SIS_MYP_SERVICE_HANDBOOK_1819.PDF](https://www.skagerak.org/uploaded/ms_documents/myp_curriculum/sis_myp_service_handbook_1819.pdf)
- [HTTP://LAKESIDEACADEMY.LBPSB.QC.CA/IB- FRAMEWORK/SERVICE-AS-ACTION](http://lakesideacademy.lbpsb.qc.ca/ib-framework/service-as-action)
- [HTTP://WWW.ISBERNE.CH/WP-CONTENT/UPLOADS/2013/10/MYP-SERVICE-AND-ACTION-STUDENT-HANDBOOK-2017-18.PDF](http://www.isberne.ch/wp-content/uploads/2013/10/MYP-Service-And-Action-Student-Handbook-2017-18.pdf)
- [HTTP://ENEWS.RENAISSANCE.EDU.HK/CONTENT/SERVICE- AND-ACTION](http://enews.renaissance.edu.hk/content/service-and-action)
- [HTTPS://SJTYLR.NET/2014/12/13/SERVICE-LEARNING-CYCLE/](https://sjtylr.net/2014/12/13/service-learning-cycle/)
- [HTTP://XMLTWO.IBO.ORG/PUBLICATIONS/MYP/M_0_MYPXX_GUU_1609_1/IBDOCS/M_0_MYPXX_FCL_1412_1_E.P DF](http://xmltwo.ibo.org/publications/myp/m_0_mypxx_guu_1609_1/ibdocs/m_0_mypxx_fcl_1412_1_e.pdf)

Service as Action Portfolio

Theme:

Project Title:

Students' Names:

Grade:

Teacher:

Year:

- **Requirements:**

1. ONE portfolio from each group
2. S.A. Exhibition
2. Group Oral presentation
3. A1 poster (cardboard) in 1 language
4. Reflection paper (students should reflect on the 2 selected learning outcomes)



Introduction

In the table below, please share why you want to serve others?
Why is it important? What do you hope to do this year?

Student's Name	Introduction
1-	
2-	
3-	
4-	
5-	



مدارس الظهران الأهلية
Dhahran Ahliyya Schools

مجتمع تعلّمي غير ربحي
A not-for-profit learning community

(Form 1)

Service and Action Teacher/Student Essential Agreements

Name:

Grade:

Date :

Mutual Agreements:

We agree to meet regularly during “Service and Action” periods and in accordance with the Timeline.

Student Agreements:

- ☐ I will spend sufficient time on an on-going basis to complete all the requirements of the Service and Action project.
- ☐ I will bring my guide and device to all periods.
- ☐ I will complete each stage within the deadline set.
- ☐ I will immediately inform my teacher if I have any problems or challenges.
- ☐ I will follow all instructions from my teacher, whether orally or via email.
- ☐ I understand that this is my project; therefore, I will be responsible for my own learning and time management.

Teacher Agreements:

- ☐ I understand that my role is a facilitator for the student to complete their Service and Action project. I am not expected to be an expert in the topic, nor am I required to complete the project for the student. I am here to guide the student through his/her journey of learning.
- ☐ I will ensure that the student is provided with, and understands the various aspects of the Service and Action Guide.
- ☐ I will meet with the student during Service and Action period and in accordance with the Timeline. I will set additional meetings, if necessary.
- ☐ I will periodically check the completion of each stage within the deadlines set.
- ☐ If the student seems to be falling behind in his/her work and does not show up for more than two Service and Action periods, I will inform the Service and Action Team.

Teacher Signature:

Student Signature:

Service As Action Ideas(Form 2)

إستمارة إستدراار الأفكار

Service as action الخدمة والعمل

Grade : الصف

Name of the teacher اسم المعلم/ة

أسماء المجموعة:

Group members names

Subject :

Unit:

Project المشروع	Project 1 المشروع الأول	Project 2 المشروع الثاني	Project 3 المشروع الثالث
Name of the project المشروع اسم			
Reason for choosing this project سبب اختيارك للمشروع			
Who is the intended audience من هي الفئة المستهدفة			
What is the solution/Service the project will provide to the community ما هو الحل الذي يطرحه مشروعك/ ما هي نتائج مشروعك؟			

(Form 3)

Service As Action Approval Form

Project Title: Give your project a title, and if desired, a logo

Description of Project/Activity: Give a brief description explaining the importance of the project, including the causes, problems, or opportunities that the project strives to find a solution for and how it will create positive change in the community. Mention: how MYP classes led to this (Link to MYP courses)

Type of Service: Direct, indirect, advocacy, research

Project Goals: What do you aim to do by working on this project **(Clear and short)**

The Community/Audience

Partner organization (if applicable):

Tasks (implementation of the project): Describe the activities that this project requires (a lecture, a field trip, etc.) ensuring that these tasks serve the goals of the project

1-

2-

3-

4-

Project Success Criteria: Ex. audience, Function, cultural/environmental consideration.

Create success criteria as applicable and Explain how you will evaluate/test these criteria at the end of the project.

Criteria	Description	Evaluation(How ?)
Audience	Who is it for? How old is the user? What is their background?	
Function	What is its purpose? What positive impact your project will do? What are the challenges? How you will improve?	

(Form 3) Cont.

Service As Action Approval Form

Learning Outcomes selected to focus on: Refer to page 7 EACH STUDENT has to select 2 L.O. and write them down

STUDENTS' Names	L.O s selected

Evidence of Investigation

(Any communication, survey, research, pictures, etc.)

(Form 4)

Action Plan

List the various activities needed to complete your project.
You will then complete a task distribution form on the next
page for each of these activities

#	Activity	Start Date	End Date



Evidence of Planning

(Any communication, survey, research, pictures, etc.)

Taking Action

(Form 5 -A)

Task Distribution & Evaluation for Each Activity

Name of Activities(.....)

#	Steps to Complete Each Activity	Start Date	End Date	Responsible Student
Activity #1				
Activity #2 and so on...				

Taking Action
(Form 5 -A)

Task Distribution & Evaluation for Each
Activity

Name of Activities(.....)

#	Steps to Complete Each Activity	Start Date	End Date	Responsible Student
Activity #3				
Activity #4 and so on...				

Task Evaluation (Form 5B)

Evaluate each step completed for the activities

Tasks	Did you Meet the expectations ? How?	Did you Meet the deadline ?	Did you Cover the L.O.s? Give example / Evidence	Notes
Task 1				
Task 2				
Task 3				

Evidence of Taking Action

(Any communication, survey, research, pictures, etc.)



(Form 6) Reflection

Explain how the success criteria were achieved:

Learning Outcomes: Use the Guiding Questions to help you write your final reflection:

**The First Learning Outcome selected:
Reflection:**

Evidence: (attach pictures or plans, etc.)

**The second Learning Outcome selected:
Reflection:**

Evidence: (attach pictures or plans, etc.)

الخدمة والعمل- اكمال استمارة التأمل النهائية Service As Action completing the Final Reflection Form

الخدمة والعمل - استمارة التأمل النهائية

Service and Action Final Reflection Form

Date:	التاريخ:
Student Name:	اسم الطالب/ة:
Grade:	الصف الدراسي:
Teacher:	اسم المعلم/ة:
Title of Project/Service:	عنوان المشروع/الخدمة:
Description of Project or Activity:	وصف للمشروع او النشاط:
Goal and why it is considered a service:	الهدف ولماذا يعتبر خدمة:
Were the criteria achieved? Explain.	هل تم اكمال المشروع وفقاً للمحكات؟ اشرح.
Check the learning outcome achieved through completing the service and write a reflection for each selected outcome. Use the Guiding Questions to help you write your final reflection: ☐ 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 <u>international-mindedness</u> through global engagement, multilingualism and intercultural understanding ☐ consider the ethical implications of their actions.	حدد/ي نتائج تعلم الخدمة التي حققتها واكتب/ي تأمل لكل ناتج. استخدم الاسئلة الاسترشادية لكتابة التأمل: ☐ يصبحوا أكثر وعياً بمواطن قوتهم ومجالات نموهم ☐ يخوضوا التحديات التي تُطوّر المهارات الجديدة ☐ يناقشوا النشاطات التي يبادرون إليها ويُقيّمونها ويُخطّطونها ☐ يُدأبِروا عند العمل ☐ يعملوا بالتعاون مع الآخرين ☐ يُطوِّروا العقلية التّوّليّة عبر الانخراط العالميّ، والتحدّية اللّغويّة، والتّفاهم ما بين الثقافات المُتنوّعة ☐ يُراعوا التبعات الأخلاقيّة لأعمالهم