



ASPIRATION INTERNATIONAL SECONDARY SCHOOL

MYP SERVICE AS ACTION STUDENT HANDBOOK

"To nurture students to become active, wise and caring shapers of our multilingual, multicultural world."

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What is MYP Service as Action?

The concept of Action (learning by doing and experiencing) is a fundamental part of the MYP programme. Service is a part of action and it is an expectation at Aspiration International Secondary School that all students will be involved in some form of service in each year of the programme. Meaningful service involves the following elements:

- An understanding of the issue
- Interaction with individuals or groups in the community
- Identifying the needs of the community where service is taking place.

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, as a subset or particular kind of action, has always been a shared value of the IB community.

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.



What are the MYP Learning Outcomes for Service as Action?

MYP students can achieve the following learning outcomes through involvement during their time in the programme. Fulfillment of the school's expectations for Service as Action is a requirement of the MYP Certificate and AISS Report Card.

MYP students should learn the following, through their engagement with Service as Action:



Awareness: become more aware of their own strengths and areas for growth



New Skills: undertake challenges that develop new skills.



Initiative: discuss, evaluate and plan student-initiated activities



Commitment: persevere in action



Collaboration: work collaboratively with others



Global Value: develop international-mindedness through global engagement, multilingualism and intercultural understanding



Ethics: consider the ethical implications of their actions.

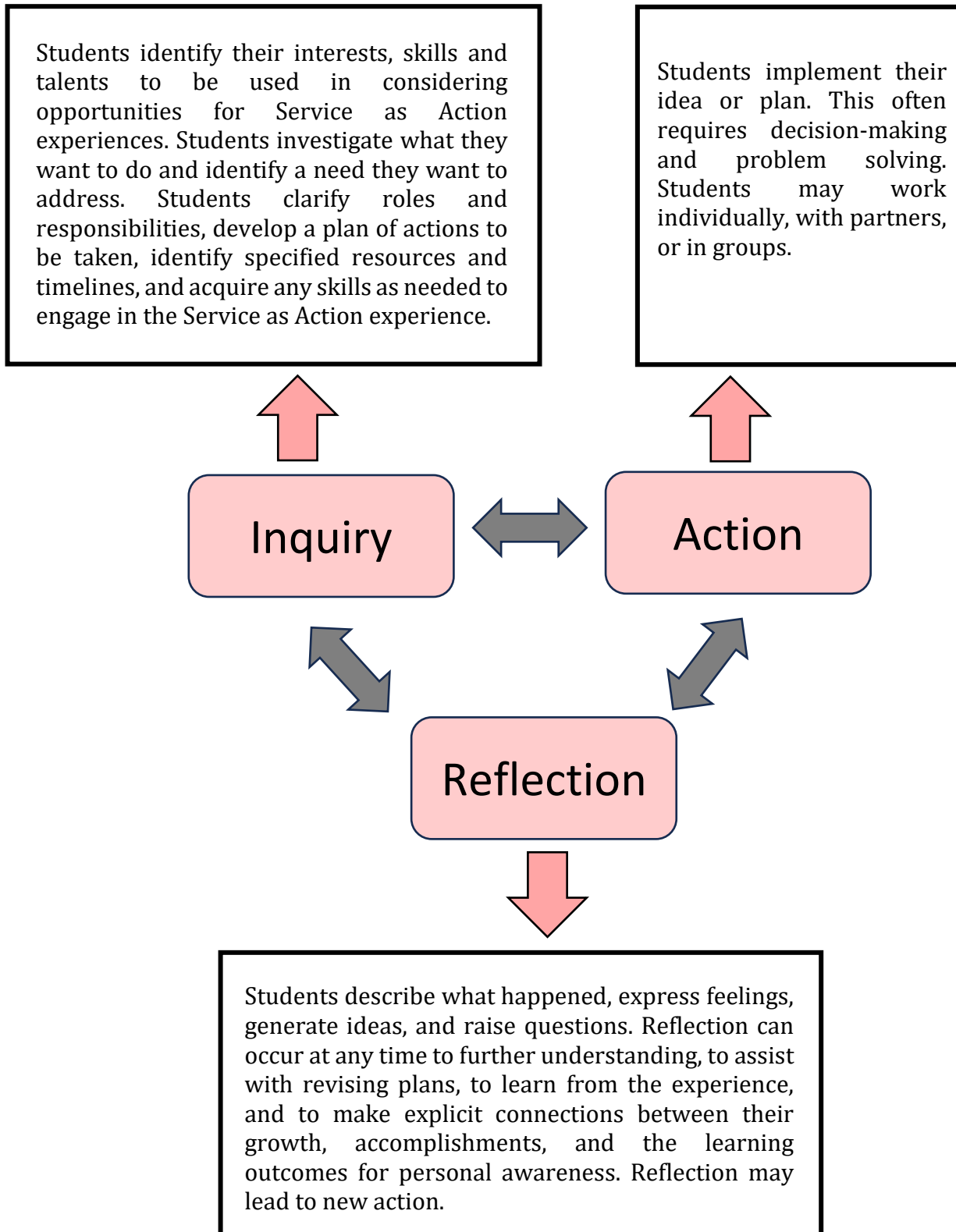
What are my Service as Action responsibilities?

MYP students are expected to:

- Approach Service as Action programme with a proactive attitude
- Develop a clear understanding of Service as Action programme expectations and the purpose of MYP Service as Action
- Explore personal values, attitudes, and attributes with reference to the IB learner's profile and the IB Mission Statement
- Determine personal goals.
- Discuss plans for Service as Action experiences with the SAA coordinator, MYP coordinator and/or Homeroom teacher(s).
- Understand and apply the Service as Action stages where appropriate.
- Take part in a variety of experiences, some of which are self-initiated.
- Become more aware of personal interests, skills and talents and observe how these evolve throughout the Service as Action
- Understand the reflection process and identify suitable opportunities to reflect on Service as Action experiences.
- Communicate with the SAA coordinator, homeroom teacher(s) and MYP coordinator in formal and informal meetings.
- Act appropriately and ethically in your choices and behaviors.



What are the stages for Service as Action?



How do I start my Service as Action programme?

A. Pre-planning (Investigate)

You (Student) must self-review at the beginning of your Service as Action experience and set personal goals for what you hope to achieve through your Service as Action programme. Choose something that you are interested in or really concerned about. Motivation is your best friend in Service as Action activities! You may choose to do it individually or in a group.

B. Create your Service as Action Plan (Preparation and planning)

You must take part in a range of activities in the school community, local community, national community, and in the international community. Don't do something just because your friend is doing it. The point of Service as Action is to help others and not to be with your friends. Set term goals and don't leave your activities to the last minute.

When creating your SAA plan, you should choose to involve yourself in activities that have the following characteristics.

- An individual or group activity
- Activities should vary in length and in the amount of commitment required from the students, but none should be trivial.
- An activity where you learn a new skill.
- Involvement in projects (either locally, nationally, or internationally)
- An activity involving collaboration with others.
- One activity that you initiated with guidance from your supervisor.

C. MYP Learning Outcomes

The MYP requires the learning outcomes for service as action to be expressed qualitatively, and not quantitatively. With this expectation, you are to think of activities that target the expected learning outcomes. You must choose at least 2-3 learning outcomes from the seven learning outcomes prescribed by the IB for each activity that you choose. You must try to meet all seven learning outcomes for service by the end of each year of the programme.

D. Yearly activity requirements

You are expected to dedicate yourself to at least **one** Service as Action activity per year. You may choose to focus on more than the required number of activities during each term. It is important to remember that each activity you decide to engage in must be meaningful, demonstrate quality and serve needs in the community.

Level Requirements:

MYP 1 (Year 7)	MYP 2 – 5 (Year 8 – 11)
Carried out as a group (class) Individual SAAs are not encouraged	Can carry out individually or in a group

Examples of Activities:

Introductory
<ul style="list-style-type: none"> • Beach/river cleaning • Guiding visitors on open school days • Helping peers • Tree planting • Personal project presentation • Teaching other students (club activity) • Picking up trash around your neighborhood
Proficiency
<ul style="list-style-type: none"> • Teaching foreign guests about Japan • Raising funds for aid organizations/charities • Taking care of children at a kindergarten • Helping at a retirement home • Making and selling products for charities • Selling items at school festivals • Coaching junior students • Discussing the IB with new students and their parents
Mastery
<ul style="list-style-type: none"> • Planning, making and selling items in order to raise funds for charities • Planning an event with the funds going to charity • Organizing trips for groups • Guiding/informing foreign tourists about local interest sites • Organizing a welcome committee for new students



Complete the Service and Action Planning Chart for the year and submit a copy of the chart to the SAA coordinator/MYP Coordinator. See Appendix 3.

How do I act on my SAA activities?

A. Pre-approval

You must nominate a supervisor who is responsible for the conclusive verification of your service as action activity. It is your responsibility to first ask if a teacher/external community member can be your supervisor and must ask the supervisor for the proposal form. You need to complete the Proposal form found in Appendix 1.

Before you carry out an activity, you need to have your activity pre-approved by the SAA coordinator or MYP coordinator. If your preferred activity qualifies as a SAA activity, upload the Proposal Form in the IB Portal (Moodle).

Once approved by the SAA Coordinator/MYP Coordinator, an Approval Form (Appendix 2) will be given to parents for their consent. Parents are required to sign the form for the student to participate.



Complete the Service as Action Proposal Form and submit it to the SAA Coordinator/MYP Coordinator for approval. See Appendix 1.



Parents' have to sign the Approval Form. See Appendix 2



Both of these forms must be uploaded in IB Portal (Moodle) for evidence.

B. Doing the Activity

You need to provide an evidence of the SAA activity that you have undertaken. These could be ONE of the following:

- Photos of you doing the activity **(this should only be done with the consent of the people involved)**
- Photos of your journals, portfolio, written notes, scrapbooks, signed contracts.
- Video of you doing the activity

What should I do after I finish the activity?

The IB MYP Service as Action programme requires you to reflect on your learning. This not only serves as evidence of what you have accomplished, but it also assists you in making sure you are learning as much as you can out of each activity.

Supplying Evidence and Proposal form

To show that you have completed the activity, you need to upload the completed proposal form and the Approval Form in the IB Portal (Moodle). You also need to provide the evidence you collected when doing the activity to the SAA Coordinator/MYP Coordinator.

Reflecting- General Written Reflection

You need to write a general reflection of your experience. You should consider the following questions when writing a reflection entry for each activity.

**You should write a minimum of 100 words at the Grade 7 level, 150 words at the Grade 8 level, 200 words at the Grade 9 level and 250 at the Grade 10 level in which you reflect on your SAA activity.*

- Summarize what you did in this activity (What did I plan to do? What did I do?)
- What were the most valuable or rewarding aspects of this activity?
- What did you find challenging or uncomfortable? Why did it occur?
- What did you learn about the cause (What do you now understand about the area in which you volunteered? What did you learn?)
- How did this experience change or impact your life or the life of others? (What did the activity mean to me and others?)
- What did you learn about yourself in the process? (What are my personal strengths and challenges?)
- Which Learner Profile attribute(s) did you exhibit when working through this activity?
- What connection does the service have to your academic work, career plans and values?
- How can I apply this learning more widely?
- Did you enjoy the activity? Would you do this activity again? Why or why not?
- Would you recommend this SAA activity to another student? Why?
- Did your service encourage you to try new things or explore an area of unfamiliarity?
- What impact did you have on your local, regional, or global community?
- What were the outcomes of the activity?
- Were the learning outcomes of the activity achieved?

- ★ Reflection must be uploaded in the Moodle
- ★ Students are required to prepare slides which contains information on the activity to present during assembly



Appendix 1: Service as Action Proposal Form



Aspiration International Secondary School

Service as Action (SAA) Proposal Form

Complete this form and submit it to your supervisor before beginning your activity.

To be completed by the student

Student's Name _____

Class _____

No of Students _____

Proposed Activity

Activity Date _____

Activity Supervisor _____

Activity Supervisor Contact Information _____

Address (if not school related)

Transportation _____

Location _____

Target Age Group _____

Briefly describe the activity

Complete the expected Learning Outcome summary for this activity. Check the box.

Learning Outcomes	Check 2-3 outcomes
1. Become more aware of their 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 their actions.	

Please answer the following questions:

1. What type of service will you be providing the community?

2. Specify a particular need of the community that your service action will be meeting?

3. How will you promote international mindedness through your involvement in the activity?

4. How will you work together with people in your community to meet the needs of the community?

5. State a brief plan or timeline for the duration of the activity. (Include start and end dates)

Date	Time	Details

6. List of things needed for the Service As Action

Things	Cost	Remarks

7. **Photographer** _____

8. Is there a confirmation email/ Whatsapp message sent to confirm the details?
(Yes/No)

9. **Reflection** : All students are required to do reflection and submit in the moodle
before _____.

10. **Others:**

Students' Signature _____

Date _____

Supervisor's Signature

I approve of this activity.

Signature _____

Date _____

SAA Coordinator/MYP Coordinator's Signature

I approve of this activity.

Signature _____

Date _____

Appendix 2: Service as Action Approval Form



Aspiration International Secondary School

Service as Action (SAA) Approval Form

Complete this form and submit it to your SAA Coordinator/MYP Coordinator before beginning your activity.

To be completed by the student

Student's Name _____ Class _____

Proposed Activity _____

Activity Supervisor _____ Activity Date _____

Activity Supervisor Contact Information (if not school related)

Address (if not school related)

Briefly describe the activity

Complete the expected Learning Outcome summary for this activity. Check the box.

Learning Outcomes	Check 2-3 outcomes
8. Become more aware of their own strengths and areas for growth	
9. Undertake challenges that develop new skills	
10. Discuss, evaluate and plan student-initiated activities	
11. Persevere in action	
12. Work collaboratively with others	
13. Develop international- mindedness through global engagement, multilingualism and intercultural understanding.	
14. Consider the ethical implications of their actions.	

Students' Signature _____ Date _____

Supervisor's Signature

I approve of this activity.

Signature _____ Date _____

SAA Coordinator/MYP Coordinator's Signature

I approve of this activity.

Signature _____ Date _____

Parent's Signature

I have read this form and to the best of my knowledge the information provided is accurate. I approve of my child undertaking this SAA activity. I fully understand and accept that this activity is undertaken at the sole risk of my child/ward and on his/her behalf. I do hereby indemnify, hold harmless and absolve the school and staff against and from any or all claims whatsoever in connection with any injury to my child/ward or loss of or damage to property arising from the pursuit of the aforesaid activity. This is in the knowledge that the school and staff will take all reasonable precautions for the safety and welfare of my child/ward.

Signature _____ Date _____

Appendix 3: Service as Action Planning Chart

List the activities that you are planning to do for the year. For each activity, write the title of the activity under the targeted learning outcomes (2-3).

Learning Outcome	Description	TERM 1	TERM 2	TERM 3
Awareness	Become more aware of their own strengths and areas for growth			
New Skills	Undertake challenges that develop new skills			
Initiative	Discuss, evaluate and plan student-initiated activities			
Commitment	Persevere in action			
Collaboration	Work collaboratively with others			
Global Value	Develop international mindedness through global engagement, multilingualism and intercultural understanding			
Ethics	Consider the ethical implications of their actions			

Aspiration International School is a Candidate School* for the Primary Years Programme (PYP), Middle Years Programme (MYP) and the Diploma Programme (DP). This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that AIS believes is important for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit www.ibo.org

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