



# Service As Action

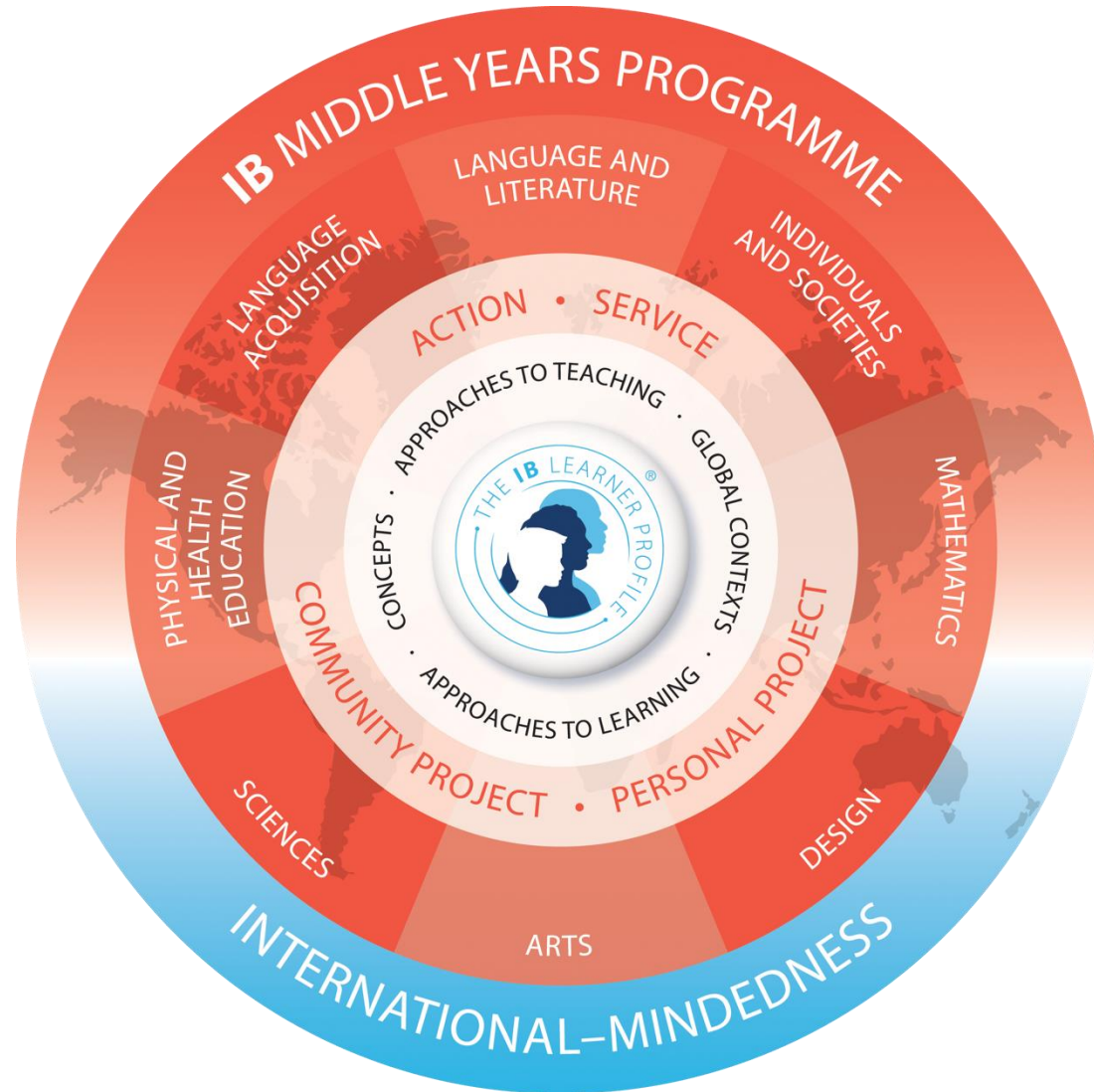
Walker Service Hour Expectations by Year  
Year 3 Community Project  
Golden Wolf Award

We are all  
members of  
the IB World  
Community

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# IB MYP Curriculum Framework



# Service and Action in MYP

IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Students take action when they apply what they are learning in the classroom and beyond.

Service as action 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.







# 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.

# Approaches to Learning

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- Thinking
- Social
- Communication
- Self-Management
- Research



# Take Action!

- Small actions can have a BIG impact.
- YOUR actions can change the world!
- So how will YOU help to make the world a better, more peaceful place through Service?



# 5 Stages of Service Learning

1. Investigation
2. Preparation
3. Action
4. Reflection
5. Demonstration





# Stage 1. Investigation

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Students gather information about issues through media, interviews of experts, surveys of varied populations, as well as direct observation and personal experience



# What should I investigate?

1

**Interests** are what you think about and what you would like to know more about –for example, technology, the arts, social media, or an historical event.

- Are you interested in animals, movies, mysteries, or travel, outer space, popular music, history, arts, sport?
- Do you collect anything?
- Is there an activity you especially enjoy?

**Interests:** I like to learn and think about...

2

**Skills and talents** have to do with things that you like to do or that you do easily or well.

- Do you have a favourite subject in school? Do you sing, play the saxophone, or study ballet?
- Do you know more than one language?
- Can you cook?
- Do you have any special computer abilities, like to take photographs, paint pictures, or play soccer?

**Skills and talents:** I can...

3

**Areas for growth** focus on identifying skills, knowledge, or concepts that you would like to get better at to get out of your comfort zone – for example, public speaking, using the local language, or writing proposals.

- What skills would you like to strengthen when it comes to collaborating with others?
- Are there some areas you struggle with and would like to improve?
- How can you get out of your comfort zone? Is there perhaps an area to improve upon?

**Areas for growth:** What I aim to develop and improve...



# Identify a Community Need

## Need:

- People are hungry, families need food
- Our landfills are full of useable and recyclable items

## Investigate:

- What can I do on my own to make a difference?
- What is already happening in my community?



**feeding**  
TAMPA BAY



**M**  
**METRO**  
MINISTRIES

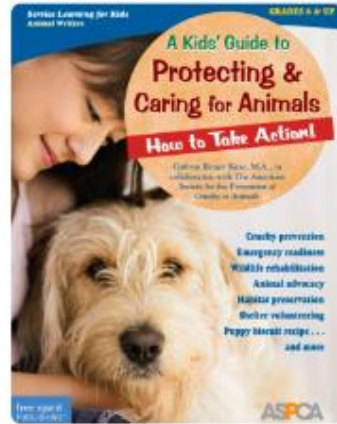
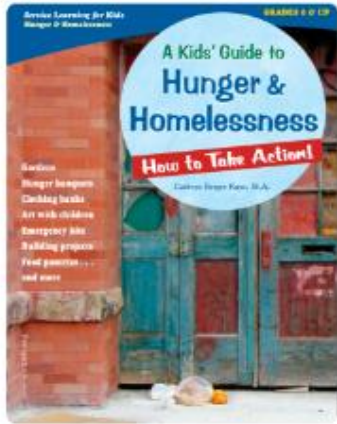
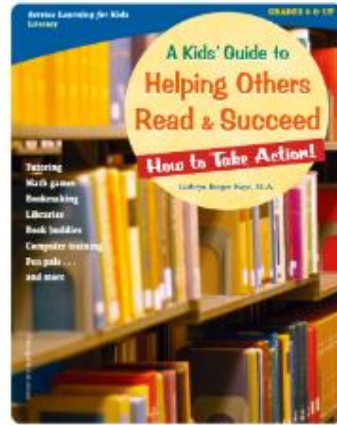
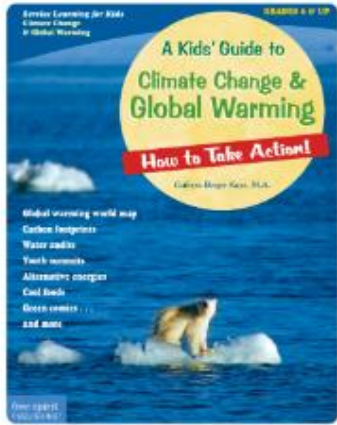


# United Nations

## Issues to Care About

[THE 17 GOALS | Sustainable Development \(un.org\)](https://un.org)





# Resources with Examples of Service

# Stage 2. Preparation

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- Students deepen understanding about the central issue through local context and accurate information.
- Identify community partners
- Organize a plan with clarification of roles, responsibilities and timelines
- Develop skills needed to successfully carry out the plan



# Research

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## Media:

Internet, news, documentaries, films, newspapers, maps, books, magazines.

- What media will you use? You can include links to websites and documents here with an explanation.



## Interview:

Asking an expert through video calls, phone calls, face-to-face.

- Think of a person with knowledge about this topic – perhaps someone at school, in a local organisation, or government office. How will you arrange the interview to learn more about the issue? What will you ask?



## Survey:

Collecting data, using set questions with people who have knowledge on a topic or for general knowledge or opinions; informal census.

- What questions will you ask peers, family, teachers, experts to find out opinions about the issue and ways to respond that are beneficial for the community?



## Observations:

What you see out the window, experiments, prior experiences, simulations, using surroundings.

- How can you gather information through your own observation and experience?
- How could you prepare for your service learning activity through an experiment or setting up and documenting a simulation?



Google

# Ideas for Service



- ✓ Apply your learning during or at the end of a unit.
- ✓ Participate in an activity organized by a Community group.
- ✓ Participate in an activity organized by Walker, grade level team, club or sports team.
- ✓ You can plan and implement service as action activities inspired by your own interests and abilities!



# Stage 3. Action

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Students implement their plan through:

- Direct service
- Indirect service
- Advocacy
- Research



# Types of Service

## Direct Service

- You interact directly with people, animals or the environment you want to help

## Indirect Service

- Your actions will benefit people, animals or the environment, but you do not interact with them directly

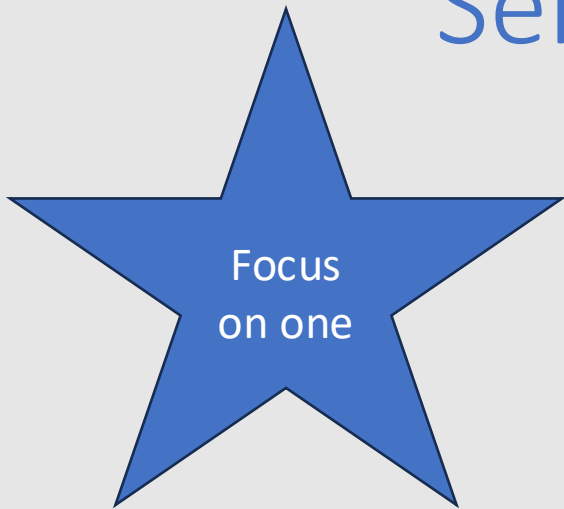
## Advocacy

- You promote awareness and understanding of a cause or concern to promote action on an issue of public interest

## Research

- You collect information through varied sources, analyze data and report on a topic of importance in order to influence policy or practice

# Learning Outcomes for Service



- Become more aware of your 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 your actions



# Stage 4. Reflection

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- Ongoing reflection allows awareness and expression of thoughts and feeling to elevate understanding of self and others
- Inform content knowledge
- Assist in future planning







### **What happened? → Cognition**

Summarising what occurred is essential to know what students are reflecting on. For example, students may have all visited a community garden, however one student may have been captivated by worms and another by the size of the lettuce. Each has a unique experience.



### **How do I feel? → Affect**

Knowing the feelings associated with the experience is important for self-awareness and understanding. Increasing emotional literacy - the understanding of terms that describe our feelings more accurately - results in more descriptive expression.



### **Ideas? → Creativity**

Invite students to include what wondering or new ideas may be provoked by the experience.



### **Questions? → Inquiry**

Record any question that may arise - this can be about self, others, the locale, the issue; being open-ended allows for every voice.



### Being inquirers

How the group/team members worked collaboratively with inquiry at the core.




### Being knowledgeable thinkers:

What students learned about the key issue or need, especially is it advanced the curriculum.



### Being caring and balanced:

How students identified community assets and needs including gathering perspectives from community members.



### Being open-minded and principled:

How ideas and beliefs shifted to more accurate understanding of self and others.



### Being risk-takers:

Stepping out of personal comfort zone to try new roles and responsibilities.



### Being reflective communicators:

Increasing self-awareness to develop mutual respect with peers and those we meet and interact with through the service learning process.



# Stage 5. Demonstration

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- Demonstration captures the total experience
  - What has been learned
  - The process of learning
  - The contribution made
- Sharing this with an audience educates and informs others
- Students draw upon their skills and talents in the manner of demonstration



# Creative Ideas!



## Creating videos

- Publish on school website
- Post on social media
- Broadcast at school events
- Embed in newsletters



## Making presentations

- Share at assemblies
- Present at school events
- Interactive sessions for classes
- Give a talk at partner events



## Writing

- Poems
- Stories
- Articles
- Blog posts
- Speech



## Performing arts

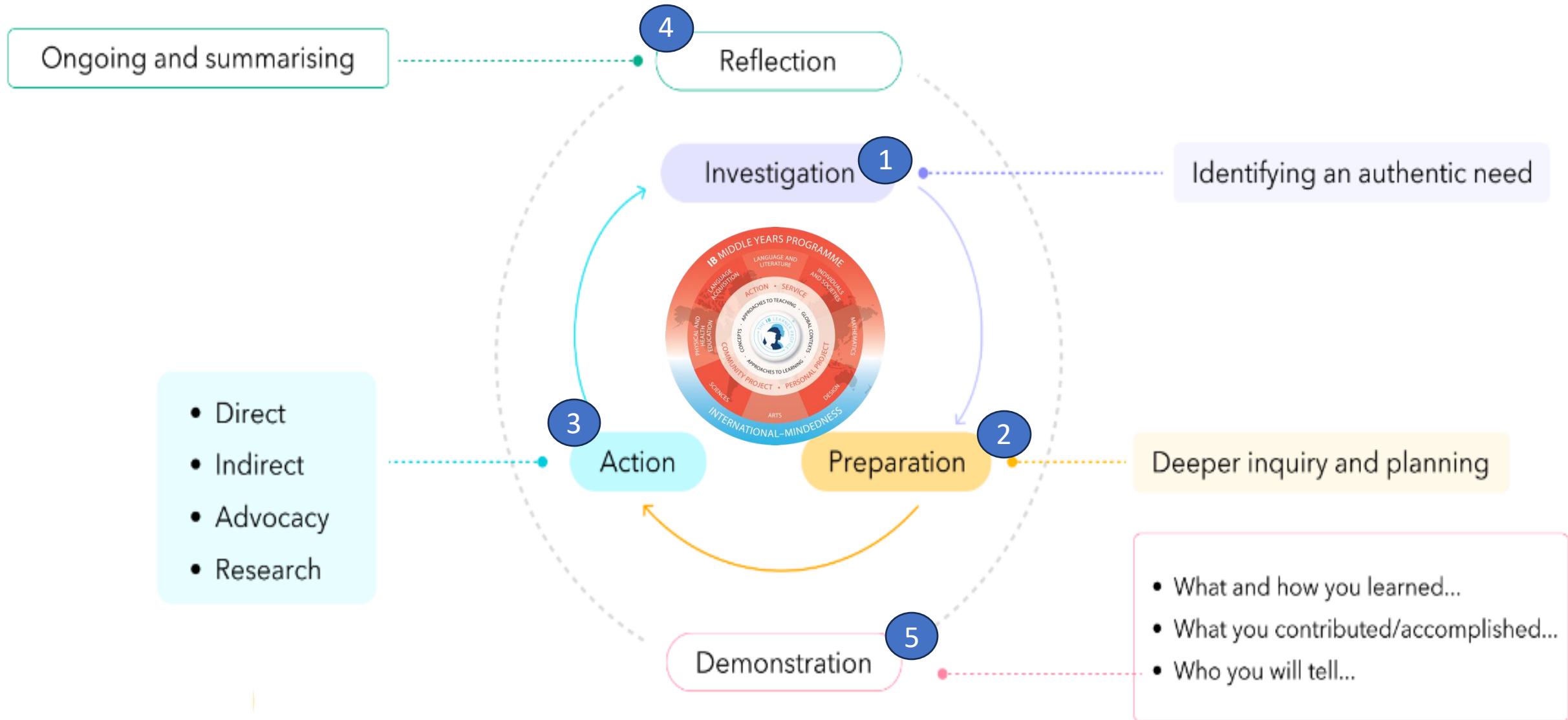
- Skits
- Plays
- Dance
- Spoken word



## Taking photos

- Publish a photo portfolio
- Create a gallery
- Display across the school
- Display in community





# Walker Service Hour Expectations

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- Year 1: Five (5) Hours of Service
  - Year 2: Eight (8) hours of Service
  - Year 3: Ten (10) hours of Service + Community Service Project
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- NJHS Members must complete Ten (10) hours each year



“Whatever you do, do it well. Do it so well that when people see you do it, they will want to come back and see you do it again, and they will want to bring others and show them how well you do what you do.”

— Walt Disney

# Reflection & Demonstration Requirement

- This packet is a RESOURCE for you! Keep it in your binder so you can review it BEFORE, DURING, and AFTER you complete your Service.
- You do NOT turn in this paper.
- The last page can be hung at home - it has QR Code links
- The Reflection in an online Form
  - [Complete the Service As Action Reflection](#)

## Service As Action 2024-25

Service As Action (SA) is doing something to help make the world a better, more peaceful place! Service As Action is part of being a Middle Years Programme (MYP) student. Even more importantly, it is part of being a caring, responsible member of your school, local and global communities. In the MYP, service as action starts in the classroom and extends beyond it, requiring you to take an active part in the communities you are a part of.

At Walker, the expectation is that Year 1 students will complete 5 hours of service; Year 2 students will complete 8 hours of service, and Year 3 students will complete 10 hours of service + the required Community Project.

**Note:** National Junior Honor Society (NJHS) members must complete a minimum of 10 hours of service each year,

### IMPORTANT INFORMATION:

- Read all of the questions **BEFORE** you start planning for service, so you know what you need to accomplish.
- Complete the reflection form **AFTER** you complete your service.
- IF you do NOT know the answers to the questions, DO NOT submit the form until you have an answer for each question.
- **Technology TIP:** Answer the essay questions in a Word Document, then paste them into the Form when you are ready to submit!
- **NEW Creative Documentation Requirement 2024:** The International Baccalaureate Organization (IBO) wants to know "how students are involved with planning, organizing and implementing service activities" and they want to know "what have you learned from your experience"? IBO wants students to be creative in answering this question. Creative options could include, but are not limited to:
  - record a video: news report or interview
  - PowerPoint, Sway, or other digital presentation
  - Poster, flyer
  - Brochure, Infographic, Cartoon
    - **File number limit:** 1
    - **Single file size limit:** 1GB
    - **Allowed file types:** Word, Excel, PPT, PDF, Image, Video, Audio

Enjoy your experience of serving others!

Scan for Service As Action Reflection:



Keep this in your binder!

[Link to planning tool](#)





## Service As Action 2024-2025

**Service As Action** (SA) is doing something to help make the world a better, more peaceful place! SA is part of being a Middle Years Programme (MYP) student. Even more importantly, it is part of being a caring, responsible member of your school, local and global communities. In the MYP, service as action starts in the classroom and extends beyond it, requiring you to take an active part in the communities you are a part of.

At Walker, the expectation is that Year 1 students will complete 5 hours of service; Year 2 students will complete 8 hours of service; and Year 3 students will complete 10 hours of service + the required Community Project.

**NOTE:** Year 2 members of the National Junior Honor Society (NJHS) must complete 10 hours.

### QR Code link to the Service As Action planning tool

*READ all the requirements BEFORE you start each SA*



### QR Code link to the Service As Action Reflection online FORM

*Answer each question and upload your creative response when you are finished with each SA*



Questions? ASK your IB MYP Coordinator, Mrs. Josephine Corder

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Hang this up at home!


[Link to Poster](#)

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# Walker Website – IB MYP Culture of Honor

IB MYP Culture of Honor / Walker Middle Magnet

[Home](#)[About Us](#)[Faculty and Staff](#)[Resources](#)[Athletics](#)[Magnet](#)[Calendar](#)



**Walker Middle Magnet IB  
World School**

A Hillsborough County Public School

IB World School


IB MYP Culture of Honor

HCPS Magnet



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Users ▼

Select a School ▼




Home > Magnet > IB MYP Culture of Honor > Walker Middle Magnet



**IB MYP CULTURE OF  
HONOR**

*Walker Middle Magnet*



**Walker Middle Magnet – IB MYP Culture of Honor**

2024–2025 Year of the P.A.C.K. *Postive Attitudes – Active Engagement – Caring Community – Kindness in Action*

*This positive behavioral interventions and supports (PBIS) plan was developed by a multi-disciplinary committee devoted to encouraging students to actively demonstrate the IB Learner Profile*

[PBIS Plan & Procedures: Establishing an IB culture of honor 2024-25](#)

[Link to IB MYP Culture of Honor  
Page on Walker Website](#)

## SCHOOL NEWS



**Service As Action**



## Walker Middle Magnet IB World School

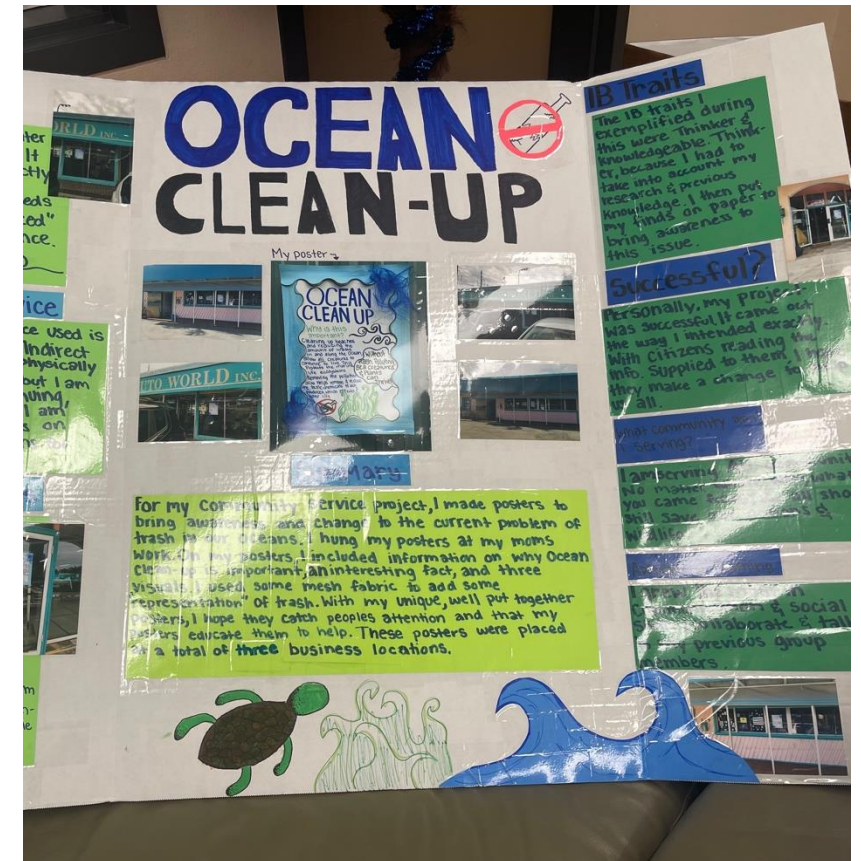
A Hillsborough County Public School

<https://www.hillsboroughschools.org/walker>

# Community Project

Year 3 Design teacher will introduce the project at the beginning of your semester "Critical Thinking" Design Course.

- Students are expected to spend approximately 15 hours on their MYP community project. This time includes: • meeting with supervisors • independent learning through research, planning, development and completion of the project • reporting of the project
- Present projects
  - Semester 1: Advisory & Winterfest
  - Semester 2: Advisory & Welcome to Walker Ice Cream Social







# Golden Wolf Award

# **Given annually to the Year 3 students selected for best exemplifying the following:**

- ✓ The IB Learner Profile
- ✓ Going “above and beyond” in service to Walker and our greater community
- ✓ Academic Excellence and/or Academic Growth
- ✓ Displaying Positive Behaviors

# Rubric

| Criteria  | 1   | 2   | 3   | 4   |
|---|---|---|---|---|
| <b>IB Learner Profile</b>   | Through personal testimony and observable data of faculty as well as peers, <u>student</u> demonstrates <b>1-3</b> of the LP traits in his/her daily living.    | Through personal testimony and observable data of faculty as well as peers, students demonstrate <b>4-6</b> of the LP traits in their daily living.   | Through personal testimony and observable data of faculty as well as peers, students demonstrate <b>7-9</b> of the LP traits in their daily living.   | Through personal testimony and observable data of faculty as well as peers, students demonstrate <b>virtually all</b> of the LP traits in their daily living.   |
| <b>Going "above and beyond" in service to Walker and our greater community.</b> | <u>Student</u> participated in at least <b>1 community/service activity</b> which served Walker or the greater community as well as fit within the scope of IB. | <u>Student</u> participated in <b>a 2-3 community/service activities</b> which served Walker or the greater community as well as fit within the scope of IB.<br><br>The student demonstrated leadership in the planning or implementation of community/service events in which s/he participated. | <u>Student</u> participated in <b>4-5 community/service activities</b> which served Walker or the greater community as well as fit within the scope of IB.<br><br>The student demonstrated leadership in the planning or implementation of community/service events in which s/he participated. | <u>Student</u> participated in <b>more than 5 community/service activities</b> which served Walker or the greater community as well as fit within the scope of IB.<br><br>The student demonstrated leadership in the planning or implementation of community/service events in which s/he participated. |
| <b>Going "above and beyond" in service to Walker and our greater community.</b> | <u>Student</u> participated in at least <b>1 community/service activity</b> which served Walker or the greater community as well as fit within the scope of IB. | <u>Student</u> participated in <b>a 2-3 community/service activities</b> which served Walker or the greater community as well as fit within the scope of IB.<br><br>The student demonstrated leadership in the planning or implementation of community/service events in which s/he participated. | <u>Student</u> participated in <b>4-5 community/service activities</b> which served Walker or the greater community as well as fit within the scope of IB.<br><br>The student demonstrated leadership in the planning or implementation of community/service events in which s/he participated. | <u>Student</u> participated in <b>more than 5 community/service activities</b> which served Walker or the greater community as well as fit within the scope of IB.<br><br>The student demonstrated leadership in the planning or implementation of community/service events in which s/he participated. |
| <b>Displays Positive Behaviors</b>  | Student has had one or more disciplinary referral(s) this school year that has (have) resulted in ISS or OSS.   | Student has had one or more disciplinary referral(s) this school year that has (have) resulted in consequences other than ISS or OSS.   | Student has had one or more disciplinary incidents(s) this school year that has (have) been documented in Behavior Tracker.   | Students have had no disciplinary incidents this school year (discipline referrals/behavior tracker entries).   |

# Presented at Award Ceremony



Golden Wolf awards will be given to students with the TOP 10 average scores on the rubrics



2 additional Golden Wolf Awards are reserved for 8th Grade Access Students





# Why Service Matters

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When we engage in service learning experiences, **our brains respond in ways that make us feel happy and connected** to others. Taking part in service learning increases our wellbeing and activates different parts of the brain.



The social cognition region of the brain **increases activity when we are in reciprocal relationships** with others. This dynamic enhances emotional empathy and understanding others' perspectives.



When we participate in selfless acts, stand up for causes, or take action to bring about positive change, **our brain's fear and stress centre becomes less active.**



Our brain's decision-making area, the prefrontal cortex, becomes more active **when we engage in service by evaluating the positive impact of our actions** which fosters intrinsic motivation.



**Acts of service release oxytocin**, also known as the 'love hormone.' Oxytocin enhances feelings of connection, reinforce positive social interactions, social bonding and trust.

