



**GENESIS GLOBAL SCHOOL**  
**A-12, SECTOR-132, EXPRESSWAY, NOIDA-**  
**201304, INDIA**

**MYP SERVICE as ACTION**  
**HANDBOOK**  
*for Students, Parents and Teachers*



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## **IB Mission Statement**

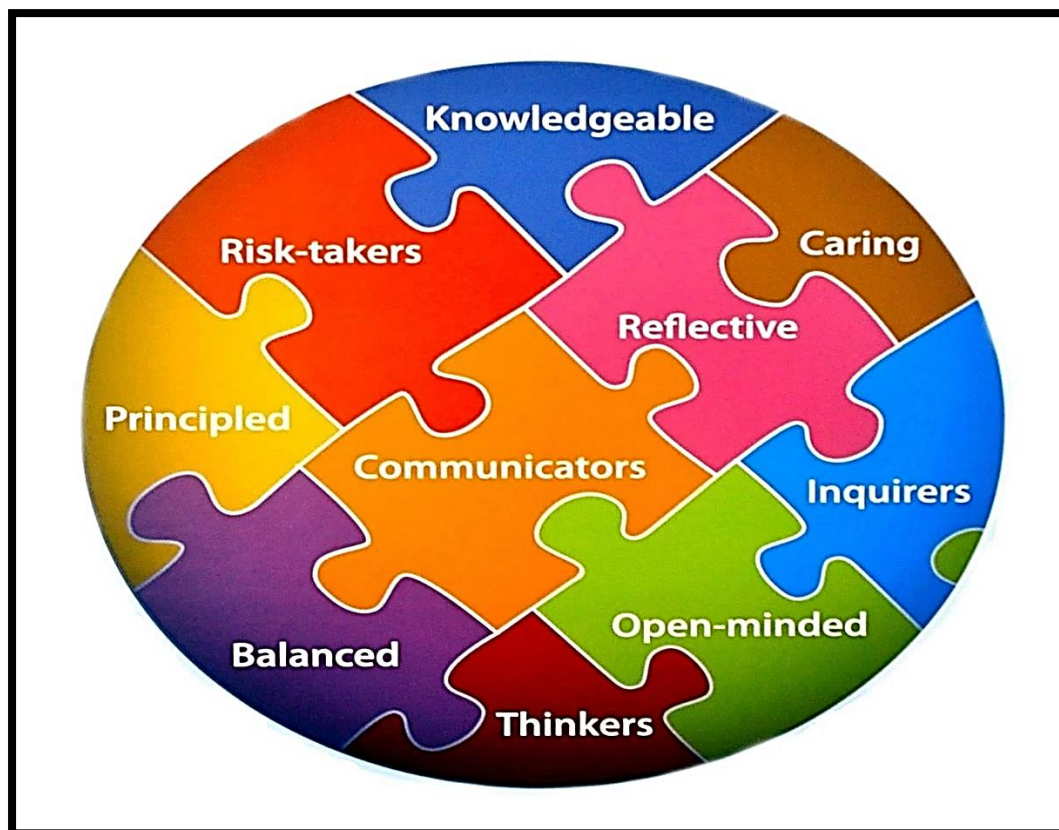
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **Genesis Global School Mission Statement**

GGS graduates will be responsible global citizens empowered to contribute to society in various capacities by providing them the freedom to be, to act, to impress and to dream. GGS incorporates an inquiry-based curriculum and extensive co-curricular experiences, acknowledging the role of community voice and student agency.

## **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. IB learners strive to be:



**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

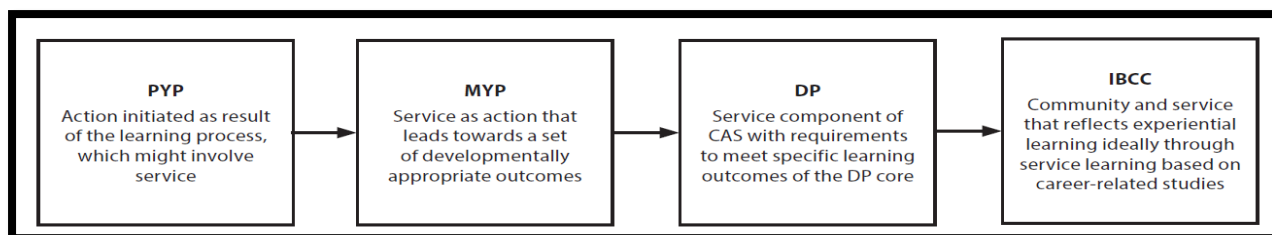
**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

*(Taken from MYP: Principles into Practice 2015)*

### **What is Service as Action (SA)?**

Service as Action is learning by doing and experiencing which results in the benefit of others. As students, you are able to build authentic connections between what you have learnt in the classroom and what you encounter in the community. You explore the community in its complexity as you gain personal insight and become more confident and responsible. Through service as action you become “actors” in the “real world”.



*The service as action continuum could be summarized by the diagram above.*

## **MYP Learning Outcomes for Service**

Below are learning outcomes from the IB organization. You are expected to meet minimum 4 learning outcomes out of 7. Ideally, ***each activity should have one learning outcome while projects should have at least two.*** When you reflect on your service activity, you should address the learning outcome(s) that you have met. With appropriate guidance and support, you should, through your engagement with service as action demonstrate:

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

### **1. LO1- Awareness**

An activity with this learning outcome will help you come to know about yourself better, as a person with skills and attitudes that are your strengths and certain skills and attitudes that need to be developed further in order to be an effective contributor to your community.

- Describe how your SA activity/project has helped you know yourself better.
- What areas of strength did you notice and demonstrate? What growth areas did you notice?

Learner profile attributes: **reflective, principled.**

### **2. LO2- New skills**

The activity may be unfamiliar to you and will require you to take part in situations that you have never been in before, or that are more challenging than a situation you have been in before. It will also require you to acquire skills and/or understanding that you did not have before, or to increase your expertise in a previously learned skill or understanding

- In what ways has your SA activity/project stretched you beyond your comfort zone?
- What risks have you taken in order to grow as a person?
- What new skill(s) (either increased expertise or new personal skill) have you developed by planning and/or implementing your SA activity/project?
- What new understanding(s) have you gained through participation in this activity?

Learner profile attributes: **knowledgeable, risk-takers.**

### **3. LO3- Initiative**

An activity with this learning outcome will require you to take on a leadership role in creation, planning and evaluation of the activity. You may be leading a school sponsored activity or coming up with your own project in order to positively impact a specific community.

- Describe the discussion, planning and evaluation process you underwent for your SA activity.
- What successes/challenges did you experience?

Learner profile attributes: **inquirers, thinkers.**

### **4. LO4- Commitment**

At a minimum, the activity will require that you participate regularly and that you accept a part of the responsibility for dealing with challenges/problems that arise over the course of participating.

- Why was it important to you to repeatedly do this SA activity/project? How many times did you do the activity? For how long each time?
- How did you deal with any problems that came up during activities/project? Did you come up with any new ways to address these challenges?
- How did your feelings about the activity change over time?

Learner profile attributes: **caring, principled.**

### **5. LO5- Collaboration**

An activity with this learning outcome will require you to work with others to help others or the environment. You will need to reflect on the role(s) you took and reflect upon your personal strengths and challenges in working collaboratively with others

- In what ways did you collaborate with others to plan and/or implement your SA activity/project?
- What role did you take in the collaboration?
- What collaborative strengths did you demonstrate? What challenges did you experience?

Learner profile attributes: **balanced, communicators.**

### **6. LO6- Global Value**

An activity with this learning outcome will involve an issue that interacts with and impacts the international community. It could be a project based in another country or it may be a global issue that can be acted upon locally here in Delhi and/or nationally (i.e. environmental concerns, caring for the elderly).

- In what ways did your SA activity address issues important to the extended global community?

Learner profile attributes: **caring, communicators.**

### **7. LO7- Ethics**

During the activity, you may be faced with an ethical dilemma or you may need to think about the possible impact or consequences of the action you take.

- Did you have to face any ethical dilemmas during your SA activity? If so, please describe what happened.

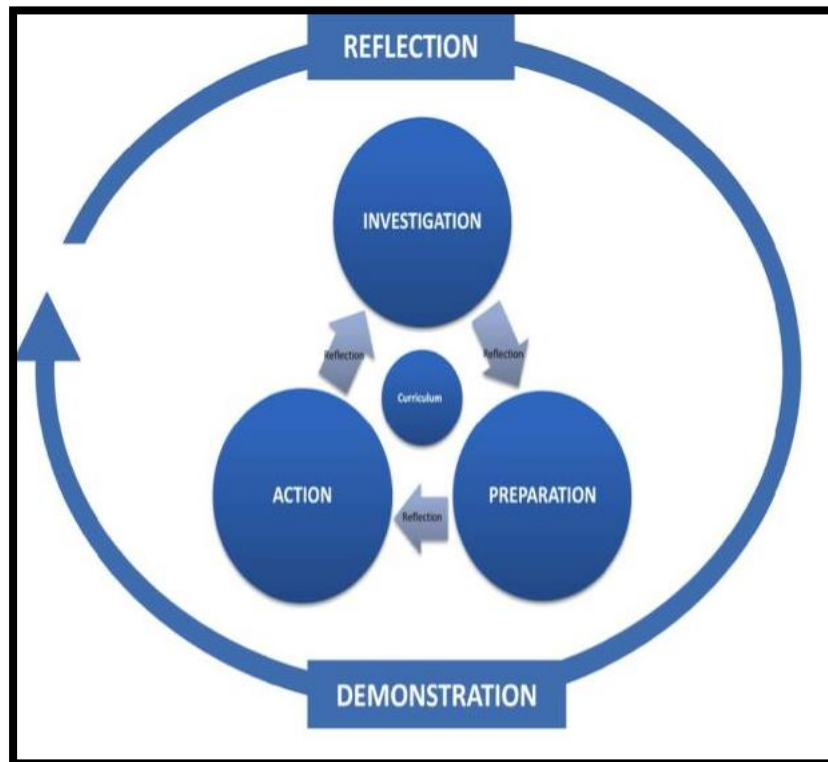


- Did you experience any situations that confused you, or made you think about possible consequences of your actions that you had not previously imagined? If so, please describe the situations.

Learner profile attributes: **caring, principled.**

## **THE FIVE STAGES OF SERVICE LEARNING**

These five stages of the cycle need to be followed while investigating, planning and implementing the plan. Every step should be followed by reflection.



*The cycle is taken from Cathryn Berger-Kaye's "The Complete Guide to Service Learning"*

### **1. Investigation: Detect the problem**

Find the problem or the situation where you could help your local community and talk about it with your Service as Action advisor/ SA coordinator or parents.

### **2. Preparation: Plan your initiative**

Collect the information you need. Make a precise plan of your actions. With the help of your Service as Action advisor and SA coordinator, prepare yourself and find a personal strength to act. You should decide whether it would be better to do it individually or in a group.

### **3. Action**

It's going to take a lot of effort to really make a difference inside a community. You should use all your talents as well as techniques developed at school to fulfil your expectations. It could take some time but do not give up! You'll be rewarded with a sense of satisfaction and self – esteem.

#### 4. Reflection

During reflection, you can use different methods such as role play, discussion, journal writing and many others. You can consider the following prompts and steps while reflecting:

- Describe what happened.
- Examine the difference made.
- Discuss thoughts and feelings and the skills learnt.
- Place experience in a larger context- how can this idea be used for your community/country.
- Consider project improvements.
- Generate ideas.
- Identify questions.
- Encourage comments from partners and friends.
- Receive feedback

#### 5. Demonstration

You should showcase what and how you have learned, along with demonstrating skills, insights, and outcomes of service provided to an outside group. You can

- Report to peers, faculty, parents, and/or community members.
- Write articles or letters to local newspapers regarding issues of public concern.
- Create a publication or Web site or blogs or vlogs or podcasts or the SA portfolio that helps others learn from your experiences.
- Make presentations and performances.
- Create displays of public art with murals or photography

### **MYP SERVICE AS ACTION REQUIREMENTS IN GENESIS GLOBAL SCHOOL**

Time Duration: **1 Academic Year (July 2020- April 2021)**

<b>GRADE</b>	<b>PROJECTS</b>	<b>INDIVIDUAL ACTIVITIES</b>
<b>MYP 1</b>	<b>2</b> long term school based projects	<b>5</b> different activities for each student <b>(student initiatives)</b>
<b>MYP 2</b>	<b>3</b> long term school based projects	<b>7</b> different activities for each student <b>(student initiatives)</b>
<b>MYP 3</b>	<p>➤ <b>1 Group Project</b> (3-5 students only). <i>Topic to be suggested by student themselves- student-led initiative.</i></p> <p>➤ <b>2 individual/ school based projects</b> ( students form their own groups)</p>	<b>7</b> different activities for each student <b>(student initiatives)</b>



**\*\*NOTE:**

- *The projects should have **at least of 2 months duration**.*
- *The activities should be done outside the curricular time.*
- *Please note the external supervisor for activities (carried outside school) cannot be a family member and should be above the age of 18 years. The activities need to be under an adult supervision.*
- *All the activities should also be accompanied by reflection like the long-term projects.*

**DIFFERENCE BETWEEN SA ACTIVITIES & SA PROJECTS**

A **SA activity** is a **specific event** in which you engage with the goal to meet one or more of the learning outcomes for service. It can be a **single event or an extended series of events**.



E.g. Volunteering in old age home.

However, a **SA project** is a **collaborative effort (you do it together with your teammates) and performed in a sequence of steps (refer the cycle) lasting for at least two months. A SA project involves collaboration between a group of students or with members of the wider community like your neighbourhood.** E.g. A whole grade project to produce home-made cloth masks.

**EXAMPLES OF SA ACTIVITIES:**

<b>In school</b>	<b>Local</b>	<b>National/ International</b>
School improvement projects	Volunteer at local community kitchen	Fund raising for/or participate in international organizations like Action aid, Wings of Hope etc
Start an environment initiative in school	Volunteer at local old age home-becoming a pen pal to a senior citizen.	Create a global campaign
Anti-bullying campaign	Volunteer at animal shelter	November fund raising to support male health.
Organize health and hygiene campaign	Conduct a food /cloth drive for homeless	Organize river/beach clean-up drive

**EXAMPLES OF SA PROJECTS:**

-  A whole grade-based project to make different types of candles/ recycled paper bags to raise fund for a charity contributing to the welfare of senior citizens.
-  A whole-grade based project to produce cheap bio-degradable sanitary napkins for the poor section of the society to make them aware about importance of hygiene.

## **STEPS TO COMPLETE MYP SERVICE as ACTION PROGRAMME SUCCESSFULLY IN GGS**

**You are expected to:**

- Approach SA with a proactive attitude
- Develop a clear understanding of SA expectations and the purpose of SA
- Explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- Determine personal goals
- Discuss plans for SA experiences with the SA coordinator and/or SA adviser
- Understand and apply the steps of 5-stage cycle of service learning where appropriate
- Take part in a variety of experiences and SA projects, some of which are self-initiated
- Become more aware of personal interests, skills and talents and observe how these evolve throughout the SA programme
- Maintain and keep records of SA experiences and projects including evidence of achievement of the SA learning outcomes
- Understand the reflection process and identify suitable opportunities to reflect on SA experiences
- Communicate with the SA coordinator and/or SA supervisor in formal and informal meetings
- Behave appropriately and ethically in your choices and behaviours

### **STEP 1 - Pre-planning & Understanding Service as action**

You must self-review at the beginning of your SA experience and set personal goals for what you hope to achieve through your SA programme. This will involve identifying your interests, strengths, weaknesses, and resources. Fill the self-review form [SWOT Analysis, Appendix A] for better understanding. Read the SA handbook and consult with the SA advisor and SA coordinator.

Familiarize yourself with the documentation which needs to be completed during this one year and how to use Managebac for SA activities.

### **STEP 2 - Creating and Developing a plan for completion of your SA requirements**

During the first and second months of the term you must develop a plan where you outline how you are going to achieve the SA requirements. **MYP 1& 2** will present their plan of *first 3 activities* to the SA coordinator after getting approved from the SA advisor latest by **end of August**. *By the end of November, the complete plan for all the remaining activities* should be completed. *The plan should outline all the activities that you will do over the next 8 months, have a loose timeline for when you will complete these activities, and identify the learning outcomes that each activity will address.*

**MYP 3** will present the plan of *the 3 activities* to the SA coordinator, after getting approved by the SA advisor latest by **end of August** as well as share their *ideas for their first project (group project / individual projects) by first week of September. By the end of November*, the complete plan for *all the remaining activities* should be **completed**. The plan should outline all the activities that you will do over the next 8 months, have a loose timeline for when you will complete these activities and identify the learning outcomes that each activity will address.

*For project ideas the suggestions should include the starting points and the benchmarks, the need and the underlying problem which requires solution. By December*, the *other two project* ideas and plans should be approved. Make sure that each of your proposed activities/projects meets all 4 requirements:

- 1. real, purposeful activities, with significant outcomes*
- 2. personal challenge – tasks must extend you and be achievable in scope*
- 3. thoughtful consideration, such as planning, reviewing progress, reporting*
- 4. reflection on outcomes and personal learning.*

- ✓ You are expected to take part in activities that involve you in the school community, national and the international community.
- ✓ **Remember that all the activities and projects must be pre-approved by the SA Coordinator before you start an activity.**

### **STEP 3 – Implementation of the plan & maintaining evidences**

You need to reflect on your SA experiences and gather evidence of involvement/implementation of SA activities and projects (for example: photographs, visual and audio recordings, documents) that demonstrate participation in SA activities and the achievement of the SA learning outcomes. *All the evidences need to be posted on Managebac along with supervisor review form in case of outside school activity. Please note the external supervisor cannot be a family member and should be above the age of 18 years.*

### **STEP 4 - Reflection**

You must reflect on your SA experiences, as reflection is the foundation to building a deep and rich experience in Service learning. Experiential learning is at the heart of SA and it involves much more than just planning and carrying out the activity itself. It includes personal observations and reflection of your feelings, interactions and analysis of your perceptions which

in turn improves your problem- solving skills. It enables you to understand yourself better and explore your strengths, limitations and influence future possibilities.

Please note you need to submit reflections at the following stages-

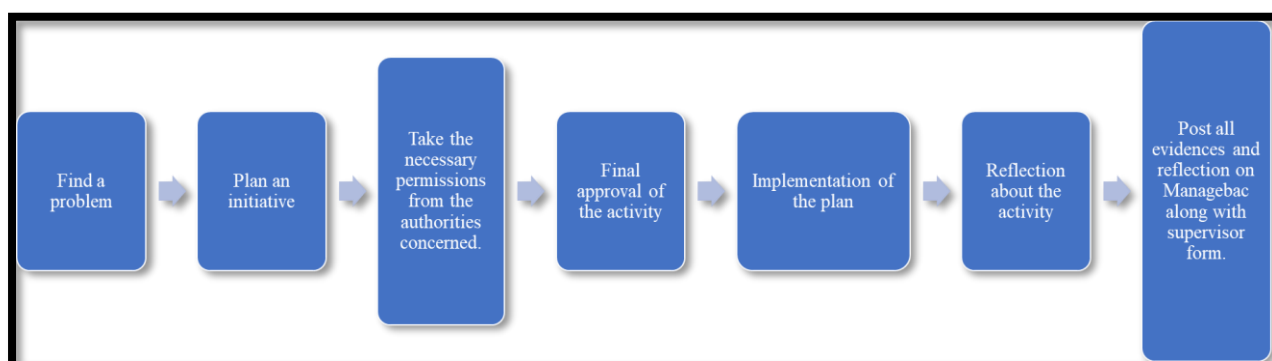
**1. At the beginning of the term** – Fill the self-review form and reflect on your strengths, weaknesses, resources and challenges. This should be done before you start planning.

**2. At the end of every activity. Within one week of completion of the activity the reflection needs to be uploaded in Managebac.**

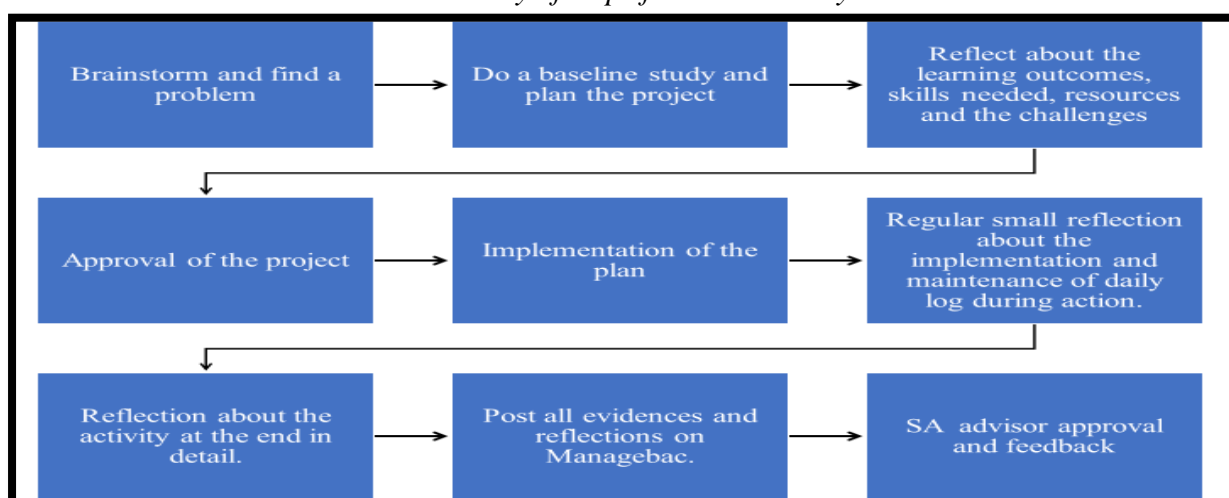
**3. In each project, reflections need to be done at the following stages-**

- a. After planning stage – can be done inform of an interview with your SA advisor.
- b. During implementation – week wise short reflections (in form of journal) will can also act as log sheets
- c. After implementation – should be a written /audio evidence along with photos.

- ✓ *Please note reflection can be done in form of journal, videos, audios, website, blogs, documents, art, music, a brief narrative, conversations, photographs, or other methods that engage creative thinking*
- ✓ *All reflections need to be uploaded on the Managebac and approved by your advisors.*



*Summary of steps for each activity*



*Summary of steps for each project for MYP 3. MYP 1 & 2 will also follow the same from step 3.*

## **WHAT IS REFLECTION?**

Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the reflective process. The first two elements form the foundation of reflection. The last two elements add greater depth and expand perspectives.

### **Four elements of reflection-**

- ***Describing what happened:*** You retell your memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- ***Expressing feelings:*** You articulate emotional responses to your experiences.
- ***Generating ideas:*** Rethinking or re-examining choices and actions increases awareness about self and situations.
- ***Asking questions:*** Questions about people, processes or issues suggest further thinking and ongoing inquiry.

## **Guiding questions for Reflections:**

### **✿ *At the end of planning stage of a project***

- 1. What are the learning outcomes for the project and which IB learner profile I will be demonstrating?*
- 2. Is there been any new responsibilities/skill development possibility for me?*
- 3. What are the possible challenges?*
- 4. What is my plan B in case Plan A fails?*
- 5. Are all my choices ethical?*

### **✿ *During implementation stage of a project- week wise short reflection- can be done in form of journal***

- 1. What did I do? What did this activity involve?*
- 2. Have there been any new responsibilities/ new skill development for me?*
- 3. What have I learnt about myself and others (in case of group project) this week through this activity?*
- 4. Did I meet the goal or there were any challenges?*
- 5. How will I overcome it in the coming weeks?*

### **✿ *At the end of each activity and project***

- 1. What did I do? What did this activity involve?*
- 2. Have there been any new responsibilities/ new skill development for me?*

3. *What have I learnt about myself and others (in case of group project) through this activity? How can I apply what I have learnt to other life situations?*

4. *How did this activity help and benefit others?*

5. *What aspect of this project/activity suited my personality/strengths?*

6. *What difficulties did I encounter? What did I find challenging from this activity? Who helped/supported me with overcoming challenges?*

7. *Did I try my best? What did I do well? How successful have I been in achieving my goals? What abilities and values have I developed so far?*

8. *What could I do next time to improve?*

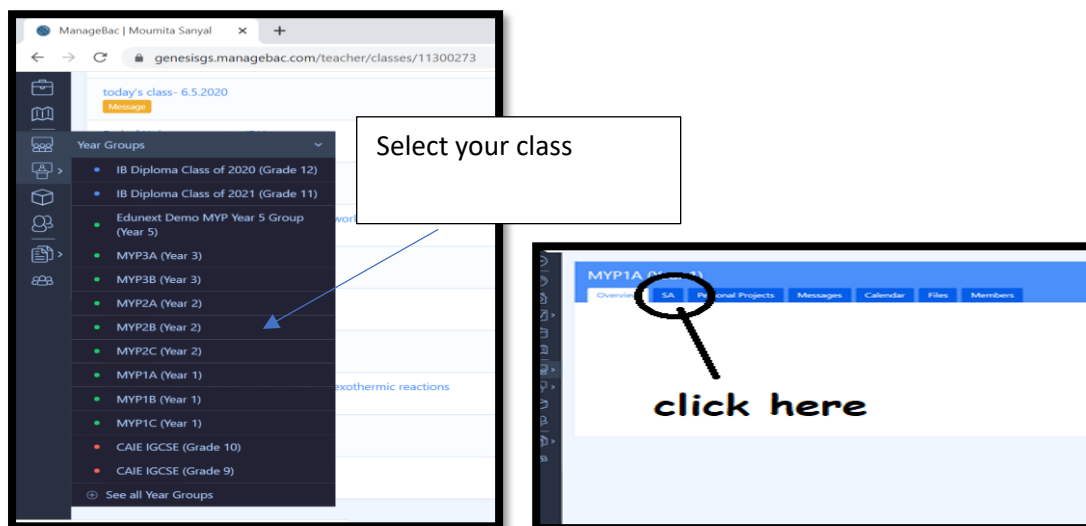
Reflection is:	Reflection is not:
Honest Personal Done in many ways sometimes Usually difficult sometimes easy Sometimes Creative Building Self-Awareness Necessary for Learning What I Did, combined with How I Felt Helpful for Planning Done alone or with others About thoughts, feelings, and ideas - adding perspective.	Forced Right or Wrong Good or Bad Marked or Graded Copying what someone else said Predictable To be judged by others Only a summary of what happened done to please someone else A waste of time Discussion Only in written format. Only led by teachers.

## HOW TO USE MANAGE BAC FOR SA?

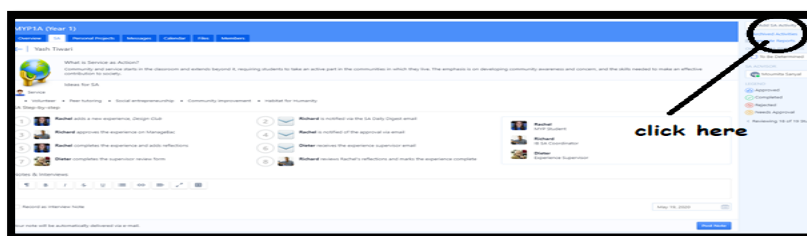
### How to log Service projects and activities-

Below are the instructions to log your project onto Managebac for the first time.

1. Log into Managebac.
2. Go to **'IB Groups'** and select **SA** from the menu. (SA stands for Service as Action)



3. Select **'Add SA activity'** using the button in the upper right corner of the screen.



4. If your service activity is linked with your service project your advisor may have set up the information for you already. Look for **'select activity from group'** option to see if your project is already listed there. If it isn't continue following the instructions below.
5. Type **your activity name with 'SA project Number' in the front**. E.g. SA project 1- developing anti-bullying platform. **For activities-** E.g. SA Activity1 – fundraising for old age home.
6. Location: In school / outside school depending on the projects and activities.
7. **Tick the box that says 'Service as Action'**



**8. Start and end dates:** Add as your start date the date your group started thinking and planning about the project. Add end date the date when you presented or completed the project.

*For activities the start and end date can be same.*

**9. Learning outcomes:** Choose the learning outcomes from the options given based on your project / activity. *If you are confused refer to the learning outcome section of the handbook.*

**10. Supervisor:** Put in your advisory teacher's name, their title (service advisor teacher), their email address and the phone number (optional).

**11. Description and Goals:** You need to have detailed description of goals otherwise the activities or goals will not be approved.

**12. Organisation:** If your activity / project is linked to an outside organisation (E.g. the red cross, wings of hope, action aid) then add that organization here.

**13. Activity aim:** In this place, you should describe how your project is intended to benefit other people, environment or community.

**14. Click 'Add activity'** and your activity will be posted on Managebac.

The screenshot shows the 'Add Activity' form in the Managebac system. The form is titled 'Add Activity' and is for 'Genesis Global School'. It includes the following fields and options:

- Activity Name:** A text input field with the value 'SA\_ACTIVITY 1'.
- Location:** A dropdown menu with 'SA\_ACTIVITY 1' selected.
- In-School / Out-of-School:** Two radio buttons. 'In-School' is selected.
- Service as Action:** A checkbox that is checked.
- Start date:** A date picker showing 'July 15, 2020'.
- End date:** A date picker showing 'July 15, 2020'.
- Supervisor Name:** A text input field.
- Supervisor Title:** A text input field.
- Supervisor E-mail:** A text input field.
- Supervisor contact number:** A text input field.
- Description and Goals:** A large text area for describing the activity.
- Please select your target learning outcomes:** A section with two columns of checkboxes. The first column includes 'Awareness' (checked), 'Global Value', 'Perseverance', and 'Collaboration'. The second column includes 'Ethics', 'Initiative' (checked), and 'Challenge & New Skills'.
- Organisation:** A text input field.
- Activity Aim:** A text input field.

At the bottom right of the form, there are two buttons: 'Add SA Activity' and 'Cancel'. The Windows taskbar is visible at the bottom of the screen.

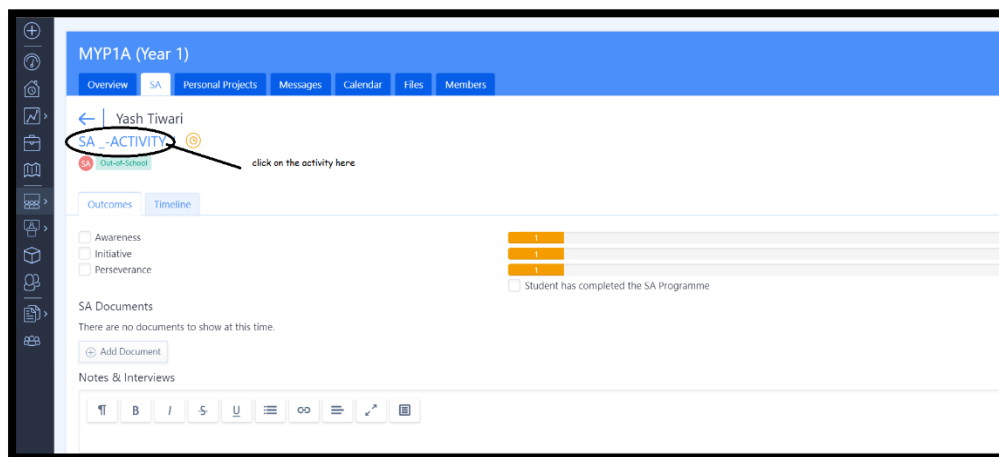
## **Reflection & Evidences:**

Once you have added your activity, you can upload the ‘evidence’ that you have of your work and write reflections on your experiences.

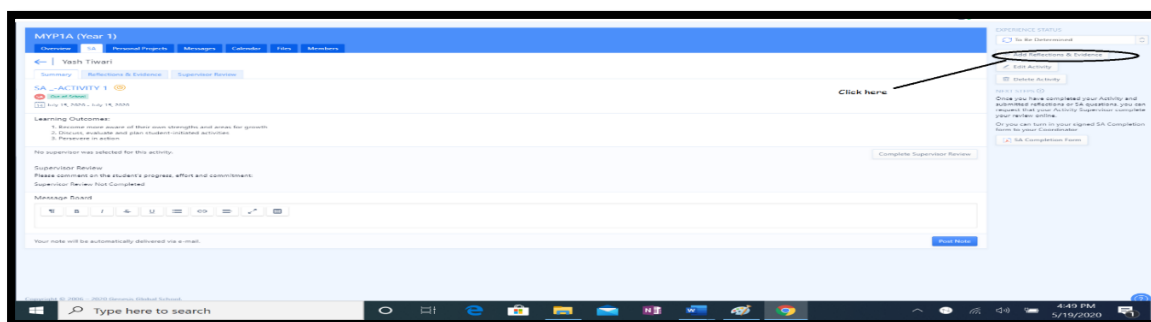
As you work on your project you can upload pictures, videos, the proposal forms etc.

To upload the evidence, follow these steps-

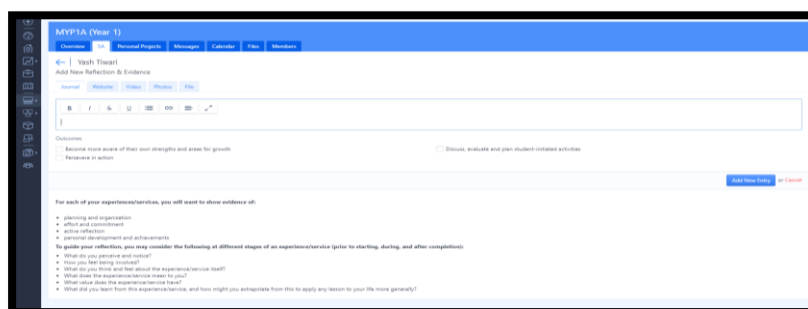
1. Log onto Managebac.
2. Select SA tab
3. Select your project/activity, which should bring you to a different page.



4. Click on the “Add reflections and Evidence” button in the upper righthand corner of the screen.



5. Here, you can write a reflection (in the ‘journal’ tab), add a link to a website, upload photos, videos or files.



## **DOCUMENTS/EVIDENCE TO BE FILLED & UPLOADED IN MANAGEBAC:**

Snapshots of the documents to be filled by you during your SA experiences are given in detail in Appendix A, B and C. Below is the list of documents to be filled.

1. **SWOT Analysis sheet** to be filled in the beginning of the term to understand your strengths, weakness and threats (challenges) and opportunities (resources). The last two factors are external while the first two are internal. [Appendix A]
2. **Planning evaluation sheet for all activities** for MYP (1-3) and **Planning sheet for project** (only for MYP 3). [Appendix B]
3. **Supervisor form** for activities in case the supervisor is someone except your SA advisor. This form needs to be approved by the SA coordinator. [Appendix C]
4. **Reflections: One reflection for each activity and 2 detailed reflections** (at the beginning after planning and one at the end) and **weekly reflections for each project**. You can choose any format for reflection – however must mention the name and number of activity or name of the project and stage for which the reflection is done-after planning/during implementation/end of the activity. Refer to the guiding questions of the reflection section for better understanding.

## **WHAT ARE COUNTED AS EVIDENCES?**

It is highly recommended that you show evidence of the three educational experience domains: **inquiry, action and reflection.**

**Examples of Evidence of Inquiry:** Internet research, interviews, activity planning, conferences, readings, visits, meetings, rehearsals, etc.

**Examples of Evidence of reflection:** written or oral or creative reflection about the entire SA activity process. These reflections should include how you worked on the SA learning outcomes; how subject knowledge was applied; how ATL skills were developed; your feelings throughout the process; problem solving; ways of improving your work in the future, etc. How to write reflections has been explained in detail in reflection section.

**Examples of Evidence of Action:** photos, videos, posters, etc. showing your action during the service.

## **TIPS FOR PARENTS**

Parental encouragement and support are often a vital part of helping students complete the IB MYP SA requirements as it is a mandatory requirement for the completion of the course. Here are some ideas of how you as a parent can encourage your child:

- Familiarise yourself with the SA requirements
- Discuss the requirements/opportunities with your child
- Share your own volunteer experiences with your child and reflect on what you have given and gained through volunteering

- Explore your child's interests and look through the listing of possible volunteer activities together
- Encourage your child to build on previous successful volunteer experiences

### **ROLE & RESPONSIBILITIES OF SA ADVISORS:**

1. To help the Service Coordinator run the SA program smoothly by sending him/her fortnight updates about the progress of the different activities and projects along with reporting concerns timely.
2. To guide students with their reflection especially those in MYP 1. Kindly refer to the reflection section for guidance.
3. To make sure that the students have uploaded their reflection within one week of completion of their activity. Timely reminders should be sent to students so that work is not piled up towards the end of the term.
4. To give feedback to your students on their reflections for activities as well as stage wise project reflections is mandatory.
5. To collect few samples of evidence from each activity and project of your students to be shared with SA Coordinator for webpage and other documents and to be shared with fortnight updates.
6. To approve all the activities and projects in Managebac is mandatory.
7. To make sure your students have uploaded the supervisor report, or the comment of supervisor is completed timely.
8. All the activities and projects need to be approved by the SA coordinator before you approve them in Managebac. So, the advisors need to collate and send the complied activity list (MYP 1-3) and project ideas of (MYP3) students to the SA coordinator for verification by the calendar deadline.
9. To give term progress level as well as overall progress level at the end of the year along with comments based on the performance on all activities and projects. [Overall progress can be given by clicking on the individual name of your student and then the individual page opens and on the righthand side overall progress is mentioned. Click that and give the suitable level]. Term 1 needs only term progress level and comments.
10. To go through the SA requirements of your grade for this year and to familiarize yourself with the needs of SA and why it is important, in order to guide your students and parents effectively. Any doubts or challenge please feel free to reach out to the SA coordinator.
11. To advise and guide students only during the SA sessions. Other than that time, you are not supposed to meet or work with students. The same time is to be used for any SA work that needs to be done on Managebac.

## SERVICE as ACTION CALENDAR WITH DEADLINES-

	MYP 1	MYP 2	MYP 3
<b>July</b>	<ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> week</b> - Orientation about SA and requirements for SA. Orientation about usage of Managebac for SA and Handbook will be discussed.</li> <li>• <b>SWOT analysis</b> to be completed and uploaded on Managebac.</li> <li>• <b>3<sup>rd</sup> week</b> – Webinar by NGO/SA coordinator to help students get a direction for activities</li> <li>• Completion of Interest questionnaire in google forms.</li> <li>• Planning ideas</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> week</b> - Orientation about SA and requirements for SA. Orientation about usage of Managebac for SA and Handbook will be discussed.</li> <li>• <b>SWOT analysis</b> to be completed and uploaded on Managebac.</li> <li>• <b>3<sup>rd</sup> week</b> – Webinar by NGO/SA coordinator to help students get a direction for activities</li> <li>• Completion of Interest questionnaire in google forms.</li> <li>• Planning ideas</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> week</b> - Orientation about SA and requirements for SA. Orientation about usage of Managebac for SA and Handbook will be discussed.</li> <li>• <b>SWOT analysis</b> to be completed and uploaded on Managebac.</li> <li>• <b>3<sup>rd</sup> week</b> – Webinar by NGO/SA coordinator to help students get a direction for activities</li> <li>• Completion of Interest questionnaire in google forms.</li> <li>• Planning ideas</li> </ul>
<b>August</b>	<ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> week</b> – based on you interest webinar by NGO students brainstorm and finetune ideas.</li> <li>• <b>4<sup>th</sup> week</b> – first 3 activities to be finalized. Planning sheets completed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> week</b> – based on you interest webinar by NGO students brainstorm and finetune ideas.</li> <li>• <b>4<sup>th</sup> week</b> – first 3 activities to be finalized. Planning sheets completed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> week</b> – based on you interest webinar by NGO students brainstorm and finetune ideas.</li> <li>• <b>4<sup>th</sup> week</b> – first 3 activities to be finalized. Planning sheets completed.</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> week</b> -First 3 activities verified by SA coordinator.</li> <li>• <b>2<sup>nd</sup> week</b>– all activities approved by SA advisors in Managebac.</li> <li>• Students work on activities and school assigned projects after filling documentation and reflection along the way.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> week</b> -First 3 activities verified by SA coordinator.</li> <li>• <b>2<sup>nd</sup> week</b>– all activities approved by SA advisors in Managebac.</li> <li>• Students work on activities and school assigned projects after filling documentation and reflection along the way.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> week</b> – Student submit ideas for their first project (group/individual).</li> <li>• <b>2<sup>nd</sup> week</b>- Ideas for group project collated by SA advisors and sent for approval.</li> <li>• <b>3<sup>rd</sup> week</b>- All projects are approved by SA advisors on Managebac after approval from SA coordinator.</li> <li>• Students work on activities and school assigned projects after filling documentation and reflection along the way.</li> </ul>
<b>October</b>	Students work on activities and school assigned projects after filling documentation and reflection along the way.	Students work on activities and school assigned projects after filling documentation and reflection along the way.	Students work on activities and school assigned projects after filling documentation and reflection along the way.
<b>November</b>	<ul style="list-style-type: none"> <li>• Students work on activities and school assigned projects after filling documentation and reflection along the way.</li> <li>• <b>November 3<sup>rd</sup> week</b> – Remaining activity ideas and planning sheet to be shared.</li> <li>• <b>November 4<sup>th</sup> week</b>- All activity ideas to be collated</li> </ul>	<ul style="list-style-type: none"> <li>• Students work on activities and school assigned projects after filling documentation and reflection along the way.</li> <li>• <b>November 3<sup>rd</sup> week</b> – Remaining activity ideas and planning sheet to be shared.</li> <li>• <b>November 4<sup>th</sup> week</b>- All activity ideas to be</li> </ul>	<ul style="list-style-type: none"> <li>• Students work on activities and assigned projects after filling documentation and reflection along the way.</li> <li>• <b>November 3<sup>rd</sup> week</b> - Remaining activity ideas and planning sheet to be shared.</li> <li>• <b>November 4<sup>th</sup> week</b> – All activity ideas to be collated by SA advisors and should be</li> </ul>

	by SA advisors and should be submitted for approval by SA coordinator.	collated by SA advisors and should be submitted for approval by SA coordinator.	submitted for approval by SA coordinator. • <b><i>Students share remaining two individual project plans.</i></b>
<b>December</b>	<b><i>1<sup>st</sup> Project</i></b> and <b><i>at least 3 activities</i></b> to be completed and reflection feedback to be completed on Managebac with evidences.	<b><i>1<sup>st</sup> Project</i></b> and <b><i>at least 4 activities</i></b> to be completed and reflection feedback to be completed on Managebac with evidences.	<b><i>1<sup>st</sup> Project</i></b> and <b><i>at least 4 activities</i></b> to be completed and reflection feedback to be completed on Managebac with evidences.
<b>January</b>	Students work on activities and school assigned projects after filling documentation and reflection along the way.	Students work on activities and school assigned projects after filling documentation and reflection along the way.	Students work on activities and school assigned projects after filling documentation and reflection along the way.
<b>February</b>	Students work on activities and school assigned projects after filling documentation and reflection along the way.	Students work on activities and school assigned projects after filling documentation and reflection along the way.	• Students work on activities and school assigned projects after filling documentation and reflection along the way. • <b><i>2<sup>nd</sup> project to be completed.</i></b>
<b>March</b>	Students work on activities and school assigned projects after filling documentation and reflection along the way.	Students work on activities and school assigned projects after filling documentation and reflection along the way.	• <b><i>1<sup>st</sup> week</i></b> -All reflections of the 2 <sup>nd</sup> project to be uploaded with evidences. • <b><i>3<sup>rd</sup> week</i></b> - All feedback should be completed by SA advisors. • Students work on activities and school assigned projects after filling documentation and reflection along the way.
<b>April</b>	• Students work on activities and school assigned projects after filling documentation and reflection along the way. • <b><i>Second project to be completed.</i></b>	• Students work on activities and school assigned projects after filling documentation and reflection along the way. • <b><i>Second project to be completed.</i></b>	• Students work on activities and school assigned projects after filling documentation and reflection along the way. • <b><i>3<sup>rd</sup> project to be completed.</i></b>
<b>May</b>	• <b><i>1<sup>st</sup> week</i></b> - All remaining 2 activities completed, and project reflections should be completed and uploaded on Managebac with evidences. • <b><i>3<sup>rd</sup> week</i></b> – All feedback should be completed by SA advisors.	• <b><i>1<sup>st</sup> week</i></b> - All remaining 3 activities completed, and project reflections should be completed and uploaded on Managebac with evidences. • <b><i>3<sup>rd</sup> week</i></b> – All feedback should be completed by SA advisors.	• <b><i>1<sup>st</sup> week</i></b> - All remaining 3 activities completed, and project reflections should be completed and uploaded on Managebac with evidences. • <b><i>3<sup>rd</sup> week</i></b> – All feedback should be completed by SA advisors.

***\*please note this is a tentative calendar and is subjected to change.***

## **FREQUENTLY ASKED QUESTIONS!!**

### **1. Is SA formally graded?**

SA activities are not formally assessed with a grade however, the supervisor will need to confirm that you have completed the school's SA expectations. An "Overall Progress" will be granted by the supervisor. It is mandatory for a student to meet the SA expectations to complete the course and get promoted.

### **2. How many hours of SA must be completed by MYP students each year?**

There is no time requirement for SA. The MYP simply requires that you meet the school's yearly expectations for SA. These need to be expressed qualitatively, not quantitatively.

### **3. Who is responsible for recording work on Managebac?**

You are. Each student is responsible for recording his/her Service as Action activities and provide all the necessary evidence of their work. Students will have a designated SA advisor, who will guide them throughout the entire process.

### **4. Who is responsible for clearing doubts about SA projects and activities?**

Your parents and you can directly reach out to the SA coordinator or go through the SA advisors.

**Contact Information:** *Moumita Sanyal, MYP Service Coordinator.*

*Phone number: 9886581057, email: moumitas@genesisgs.edu.in*

## **Bibliography:**

- MYP, IB. "From principles into practice." UK, Cardiff: *International Baccalaureate* (2015).
- Berger Kaye, Cathryn. "The complete guide to service learning." (2004).
- [www.occ.ibo.org](http://www.occ.ibo.org) /MyIB
- CAS guide
- Cover page pictures taken from GGS CAS program and SA ideas, pin interest.



## **APPENDIX A**

**SWOT Analysis sheet** to be filled in the beginning of the term to understand your strengths, weakness and threats (challenges) and opportunities (resources). The last two factors are external while the first two are internal.

**SWOT ANALYSIS-** Read the questions given below and answer them thoughtfully. This exercise will help you to understand yourself better and help you to plan your projects more efficiently.

<b>INTERNAL</b>	<b>STRENGTH</b> What are the skills you already have which will help me in my project planning and implementation? What do you do better than others? What unique capabilities and resources do you possess? What do others perceive as your strengths?	<b>WEAKNESS</b> What are your weaknesses? What can you improve given the current situation? What do others perceive as your weakness?	<b>INTERNAL</b>
<b>EXTERNAL</b>	<b>OPPORTUNITIES</b> What trends or condition may positively impact you? What opportunities are available to you?	<b>THREATS</b> What trends or condition may negatively impact you? What impact do your weakness have on the threats to you?	<b>EXTERNAL</b>

## **APPENDIX B**

### **Planning evaluation sheet for all activities for MYP (1-3)-**

#### **PLANNING SHEET FOR ACTIVITIES-**

*Please note the external supervisor for activities (carried outside school) cannot be a family member and should be above the age of 18 years.*

NAME:

GRADE:

Activity No.	Name of the Activity	Start date (tentative)	Goals for the activity [Refer to the learning outcomes for deciding the goals]	Name of the supervisor & contact details.
#1.				

Signature of the Student:

Signature of the Parent/Pastoral in-charge:

Signature of the SA advisor:

#### **PLANNING SHEET FOR MYP 3 PROJECTS-**

NAME:

GRADE:

Project No.	Name of the Project	Start date (tentative) & Tentative Timeline	Goals for the Project [Refer to the learning outcomes for deciding the goals]	Name of the team members.	Summary of baseline study – Why have you chosen this project. Mention data and facts.
#1.					

Signature of the Student:

Signature of the SA advisor:

Signature of SA Coordinator:

## **APPENDIX C**

**Supervisor form for activities in case the supervisor is someone except your SA advisor.** This form needs to be approved by the SA coordinator.

### **Service Supervisor/Advisor evaluation form**

Dear activity/project supervisor,

You listed below is progressing toward the ambitious goal of completing his/her study programme of Service.

To earn credits for the same, student must engage in a series of activities that involve service to the community and experiential learning, each designed to involve you in both academic and physical pursuits in the process of service provision. Please take a moment to comment about this student's performance with your activity by completing the information below. If you have already assembled some sort of evaluation, letter, or completion certificate we can take that instead. Whatever the case, please ensure a signature is included with your document. Your time in giving a considered response is greatly appreciated!

**Student name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Activity name / Description:**

\_\_\_\_\_

To be completed by the activity supervisor/or contact person

Name	
Contact information	

Please comment on you's progress, effort and commitment Please rate this student out of 5 (5 being the best)

Punctuality	1	2	3	4	5
Attendance	1	2	3	4	5
Effort	1	2	3	4	5
Commitment	1	2	3	4	5
Numbers of hours engaged in this activity					

Supervisor/contact person's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Service Coordinator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_