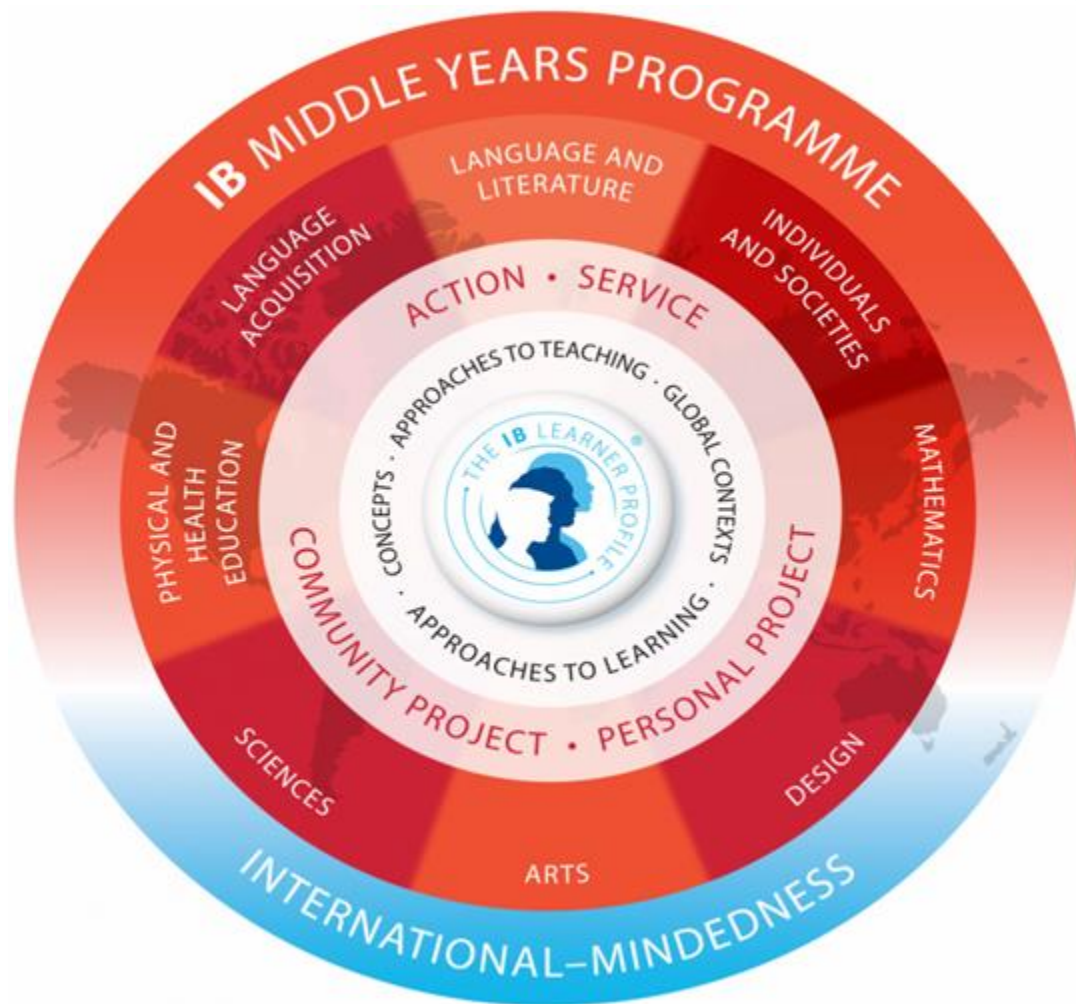




SAA Service as Action IAA



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.

Starter- How does the IB mission statement make implicit references to service?

What is service in the IB?

- ↓ A learning **strategy** and a learning **outcome**
- ↓ Learning by **doing**
- ↓ Enhancing learning about **self and others**
- ↓ Making responsible **choices**, and **reflecting** on them
- ↓ Sometimes including **decisions not to act**
- ↓ Encouraging all learners to take **action** and **engage** in service

****An **authentic** activity that stems from the curriculum****

***It is not assessed**

"Education is a process of living and not a preparation for future living." -John Dewey

School Life → Real Life



If school life is not empowering students with the tools they need to "change the(ir) world" then we're not doing our jobs and that needs to change.

-Lisa Nielsen, The Innovative Educator

MYP Requirements

- ↴ “Students have to meet the school’s SAA requirements in order to obtain their MYP Certificate
- ↴ Student reflections must indicate that these requirements have been met
- ↴ The classroom teacher (carrying out the SAA activity) and the SAA Coordinator will monitor the student’s progress.

Types of Service

<u>Direct</u>	Students interact with recipients
<u>Indirect</u>	Students do not see the recipients but offer them a service remotely
<u>Research Based</u>	Collect information/data to influence or change a policy
<u>Advocacy</u>	Speak on behalf of a cause or concern to promote action: raising awareness/ produce a play/ create a video

When and how do we do it?

1. SAA is not assessed
2. Are not linked to CAS
3. Some of our service is done in classes as part of IDU or certain units, but the actual activity is during breaks, after school, or weekends
4. Are documented through Google Drive and Google Classroom
5. Are planned according to the SAA inquiry cycle



SAA Activities at IAA

	Subject	Activity	Description
Grade 6	PSHE	Composting	Students learn about composting and collect certain food waste for composting purposes.
Grade 7	Individuals and societies	Kursi wa Kitab	A team building evening takes place at IAA where students meet Jordanians with disabilities, learn their stories and then mirror their understanding while exploring the UN Human rights
Grade 8	IDU: English, IAS (and science but informally)	End Polio now campaign	Students learn about Polio and their role in eradicating it through a fundraiser whose proceeds are donated to the Melinda and Bill Gates Foundation
Grade 9	IDU: English and IAS	The Jordan Narrative project Students investigate migrants, immigrants and locals who constitute the Jordanian society and learn how to tell the narrative of the people who together weave the Jordanian fabric	Students learn about immigration and migration through a visit to AL Mufti Camp and the role of research in keeping personal histories alive.

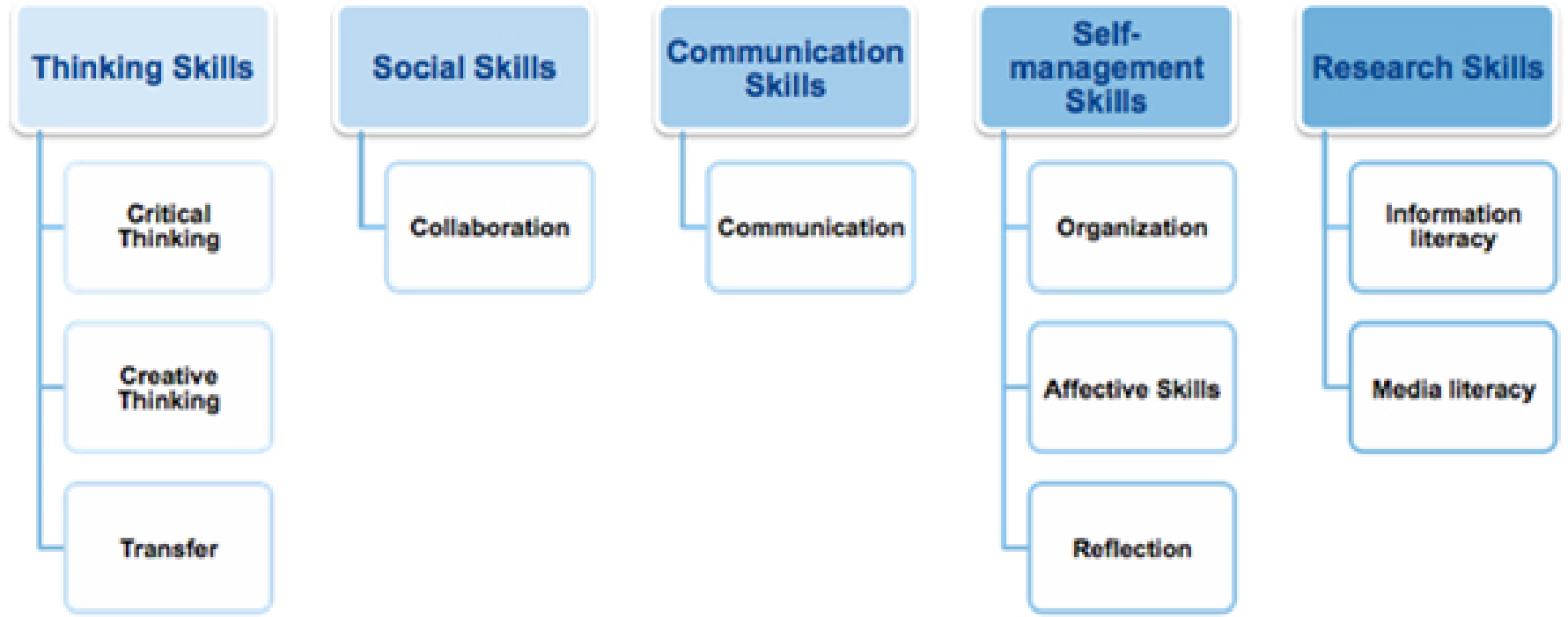
	Subject	Activity	Description
Grade 10	English	Civil society research: campaign on socio-economic issues	<p>Students explore the importance of research in creating social change in our communities addressing the following:</p> <ul style="list-style-type: none">• mental health/illness• female empowerment• Homelessness• child labor• social security• climate change• education

MYP outcome of SAA

What do students
acquire?

1. Become more aware of their own strengths and areas of growth
2. Undertake challenges that develop new skills
3. Discuss, evaluate and plan students initiated activities
4. Preserve 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

ATL Skills



IB Learner Profile

principled	caring
open-minded	knowledgeable
thinker	communicator
risk-taker	balanced
reflective	inquirer

Our aim is:

- ↓ To create more **meaningful** experience for our students
- ↓ Create a **school-wide** community that encourages SAA
- ↓ Create **long-lasting events** (linked to NGO's)
- ↓ **Differentiated** activities to suit ALL learners

Questions?