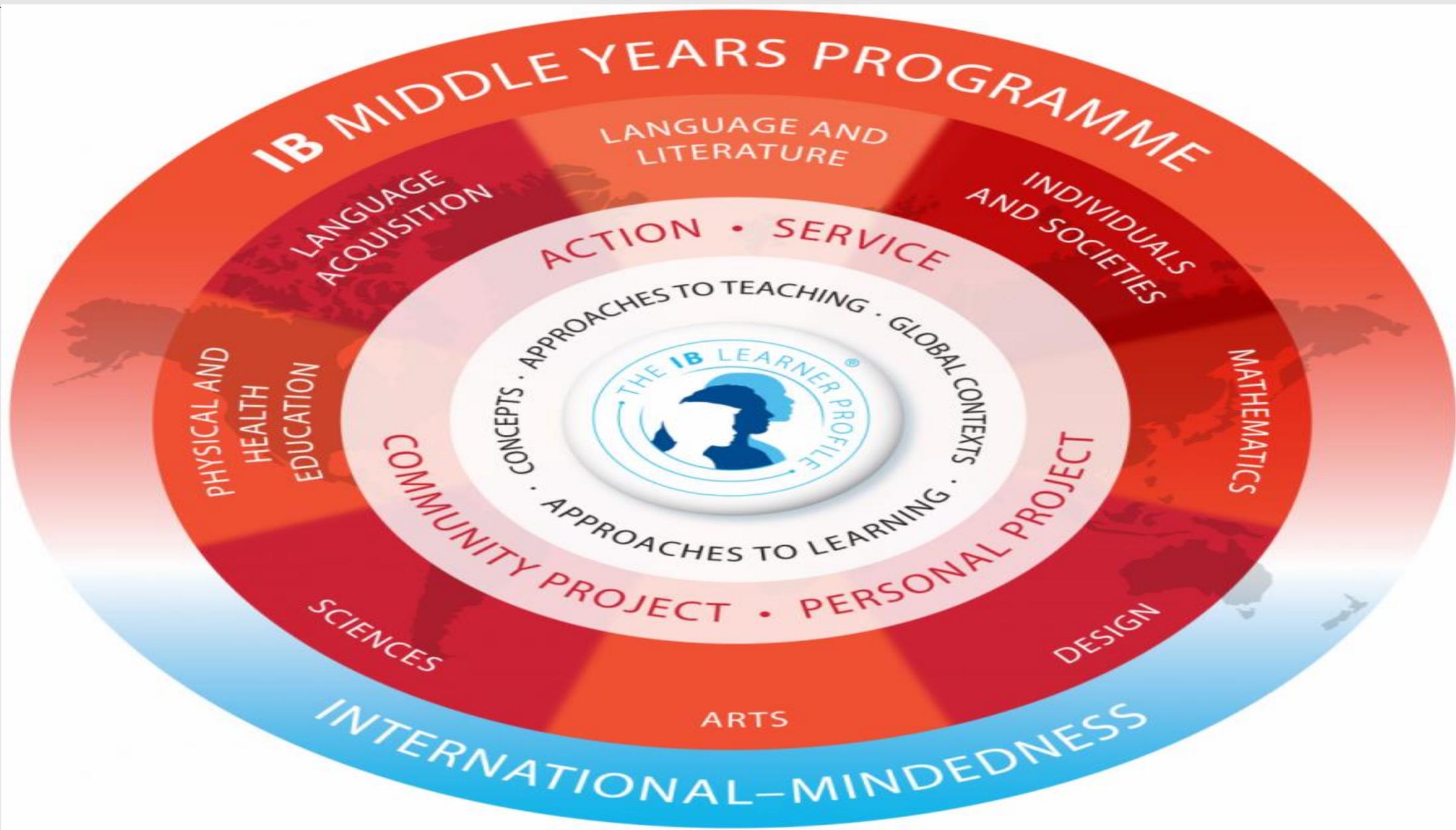




# SERVICE AS ACTION AT IAA

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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.

# Connecting school world to our world

"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**

# Types of Service

## Direct

Students interact with recipients

## Indirect

Students do not interact directly with the recipients but offer a service remotely

## Research Based

Collect information/data to influence a policy or to inform a wider audience

## Advocacy

Speak on behalf of a cause or concern to promote action: raising awareness/ produce a play/ create a video

# **MYP outcomes of SAA**

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

# When and how do we do it?

- 1 Service Learning Unit per grade level
- The Service component is embedded in a Disciplinary unit of study (could be an Interdisciplinary Unit-IDU)
- In grade 6, the Service is related to their PSHE classes
- Units are planned according to the SAA inquiry cycle (**IPARD** Cycle)
- There are 5 stages: **I**nvestigating, **P**lanning, Taking **A**ction, **R**eflecting and **D**emonstrating (**IPARD** cycle)
- **I**nvestigating, **P**lanning and **R**eflecting are mostly completed in class
- The **A**ction and **D**emonstrating stages usually take place outside of class (breaks, weekends, afterschool, etc.)
- The Service component in the unit is **not** assessed
- Student work is documented on Google Drive and Google Classroom



	Subject Area Where SAA is embedded	Service Component
Grade 6	PSHE	<b>Composting:</b> Students learn about their role in preserving the environment and how they can affect change by learning how to compost
Grade 7	Individual and Societies (Eng.)	<b>Exploring Human Rights</b> Students learn about human rights and the role of the UN; they then work on different projects to express their views on these issues and perhaps offer solutions
Grade 8	<b>IDU:</b> Individuals and Societies (Eng.)+ English Language & Literature + Science	<b>Polio or COVID 19 Eradication Campaigns</b> Students use language to affect change by creating campaigns and initiatives that support patients
Grade 9	<b>IDU:</b> Individuals and Societies (Eng.) + English Language & Literature	<b>The Jordan Narrative project</b> Students investigate the journey of migrants, immigrants and locals who constitute the Jordanian society and learn how to tell their narratives
Grade 10	English Language & Literature	<b>Civil Society Research:</b> Students learn about global social issues and relate them to local issues.

# COVID 19 and Service Learning

# Questions

Thank you