



**THE CODRINGTON SCHOOL**  
THE INTERNATIONAL SCHOOL OF BARBADOS

***SERVICE AND ACTION***  
***CAS JUNIOR***

## 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.

## 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.

## **A. What is the Nature of Service and Action?**

The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community.

Meaningful service requires understanding of an underlying issue such as poverty, literacy or pollution, and authenticating the need for this service. Meaningful service includes interaction, such as building links with individuals or groups in the community.

Service activities should be appropriately adapted to local circumstances, and they should take into account students' development, aptitudes and preferences. If students are planning a service experience with global emphasis, it is highly recommended they consider ways to include and integrate local action.

### **MYP Learning Outcomes for Service**

With appropriate guidance and support, MYP students should, through their engagement with service as action:

- Become more aware of their 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 their actions

## **B. Responsibilities of the Student**

**MYP1-3** will be expected to complete 30 hours over the year but completing at least 10 hours per term

**MYP4 & 5** will need to complete a variety of projects of their choice that align themselves with the MYP Service and Action outcomes. Students will be asked to create either a blog, website or google doc with evidence that should be regularly updated.

As a result of their Service and Action experience as a whole, including reflections, there should be evidence that students have:

- **increased their awareness of their own strengths and areas for growth**

They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

- **undertaken new challenges**

A new challenge may be an unfamiliar activity, or an extension to an existing one.

- **planned and initiated activities**

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

- **worked collaboratively with others**

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

- **shown perseverance and commitment in their activities**

At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

- **engaged with issues of global importance**

Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).

- **considered the ethical implications of their actions**

Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

- **developed new skills**

As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

## **C. Choosing an Activity - What are the criteria for a Service and Action activity?**

The criteria for a Service and Action activities are that they:

- Are real, purposeful activities, with significant outcomes.
- Create a personal challenge - tasks must extend the student and be achievable in scope.
- Evoke thoughtful consideration, such as planning, reviewing progress and reporting.
- Bring about reflection on outcomes and personal learning.

If students are planning a service experience with global emphasis, it is highly recommended that they consider ways to include and integrate local action.

These are past approved activities:

- Being fully involved in the schools community time activities: Interact Club, gardening club, yearbook club, recycling, reading to PYP students and teaching Spanish to local school students
- Helping out at organisations for animal welfare such as: Hope Sanctuary, The Arc, RSPCA.
- Taking part in sponsored activities for charities.

## **D. When should activities not be considered Service and Action?**

All activities should meet the criteria as stated. Furthermore, a Service and Action activity should not:

- Be unsafe.
- Cause, or worsen social divisions.
- Be trivial, mundane or repetitive.

The following are not acceptable Service and Action activities:

- An activity for which a student is personally rewarded either financially or with some other benefit (unless this benefit is passed on in full to a worthy cause).
- Doing simple, tedious and repetitive work, like returning school library books to the shelves.
- A passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged.
- All forms of duty within the family.
- Work experience which only benefits the student.
- Fund-raising with no clearly defined end in sight.
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.

## **E. REFLECTION**

Reflection is the key to getting meaning from your experiences. Reflection is a process by which learners think critically about their experiences. Learning happens through a mix of theory and practice, thought and action, observation and interaction. It allows students to learn from themselves.

Ask yourself:

- What did I plan to do?
- What did I do?
- What were the outcomes for me, the team with whom I was working, and others?
- Did I meet my goals? Why or why not?

**For MYP4-5:**

**Extended reflection:**

- What did I do? could become:  
Why did I make this particular choice?  
How did this experience reflect my personal ideas and values?  
In what ways am I being challenged to think differently about myself and others?
- How did I feel? could become:  
How did I feel about the challenges?  
What happened that prompted particular feelings?  
What choices might have resulted in different feelings and outcomes?

It is recommended that MYP4/5 students regularly update their e-portfolios with Service and Action progression and they can include photos and videos.

If you chose something you love to do about something you care about, your experience of Service and Action or CAS jr will be a rewarding and gratifying experience. You are not in this alone; ask you Service and Community coordinator for any help or any questions you might have.

Don't forget: **"if you want to go fast, go alone, if you want to go far, go together"**

Nadia Rguibi

Community and Service coordinator October 2016