



Deledda International School MYP Service Handbook for students and families

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Service as Action:

Making a Difference:



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School Service Philosophy

“IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.”

Much of the content of this handbook is taken from “MYP Principles to Practice”, which is coloured in **dark blue**. The rest reflects the local conditions, aims and objectives here at **Deledda International School (DIS)**, a school which has had **Service** at its heart for around 25 years.

“In the IB continuum, this continues with the service component of the DP’s creativity, activity, service (CAS) requirements, in which students continue to increase their awareness of their own strengths and areas for growth, undertake new challenges, plan and initiate activities, work collaboratively with others, show perseverance and commitment, engage with locally and globally significant challenges and consider the ethical implications of their actions.”

At DIS, Service is an integral part of the CAS programme in the **DP** but is equally important in the **MYP** and even PYP, where we often involve students in Service-based activities too.

Naturally, the type of Action by students for Service is different for each age-group and teachers at DIS are responsible for planning activities that are age-relevant, stimulating but safe. Many of these activities are repeated annually and can be seen in the school Units Linked to Service document, while others arise spontaneously following events, ideas or initiatives. Students themselves often come up with their own proposals, plans and projects, which ensure that our service programme is a mix of large-scale, school-organised activities linked, but not always, to Units of Work and other smaller, more organic actions that reflect our changing world. The students themselves are involved in reflecting on work done so as to prepare better for new activities.

MYP School-organised Service Activities Linked to Units

“Service requires that students are able to build authentic connections between what they learn in the classroom and what they encounter in the community. When connected to classroom learning, the experience of service offers opportunities to apply concepts, skills and knowledge.”

Throughout the MYP there are ample opportunities to connect what we learn in the classroom with what we do in real life to improve the lives of people in our community and beyond. Starting in **MYP1**, for example, students learn how to communicate in English using modal verbs. We talk about what we “have to do”, what we “ought to do” and what we “should have done”, when reflecting. This language is then put to use in organising environmental work in teams, helping to clean-up local areas for the benefit of Genoese citizens and the wider, global environment. The language directs the action. Meanwhile, in Art classes, students learn that paint is not only a colour, but a layer of protection for objects in the sun, wind and rain. We combine these features in an **MYP Inter-disciplinary Unit of Work** called **“Do the Right Thing”** in which students learn what they should and shouldn’t do in order to complete a long-lasting, external, paint-job on park benches, what they must and mustn’t do in order to stay safe, and what we ought to do, but don’t have to, to be good citizens; combining our classroom learning with Service as Action in this one unit. By “doing the right thing”, our students experience a unit of work that builds **authentic connections between classroom and community**.

As the students progress through the MYP, they work on many more units in diverse subjects, several of which are linked to Service. Another well-established school-organised Service activity, increasing students’ **international mindedness** in the area of environmental work, is in **MYP4/5** when students clean every beach from Piazza Kennedy to Vernazzola, every June, for the annual **“Beach Sweep”**. This is linked to their work in Biology classes on how material bio-degrades. The Sciences are involved again in **MYP 4** when they study leprosy as an example of infectious diseases affecting people in developing countries in a unit called **“The Basis of Life”** - Animal, plant and bacterial cells, their structure and functions, are analysed with students focussing in particular on what infectious agent causes the disease, its main symptoms and risk factors and mode of transmission.

Then, they volunteer, every January, to go to Via XX Settembre and collect funds for CALAM, a charity which helps leprosy sufferers. This is an example of how Service projects get progressively more challenging to match the students’ age. Collecting money from the public is not always easy, with various challenges to be overcome, allowing students to **“become more aware of their own strengths and areas for growth”**. The titles in blue are the 7 Learning Outcomes that our Service programme covers over the 5 years.

The money collected is then brought to school and counted by **MYP2** students, ensuring that the project is shared among year-groups, helping it to succeed year after year. Leprosy sufferers around the world have received over 10,000 euros via DIS service work in the last 15 years, meaning our students can really make a change.

The above examples demonstrate how and why some of the MYP Service work is school-based and annual in nature, involving detailed planning, local-council permits and participation by staff and large numbers of students. They also highlight how different work

means student engagement in various of the 7 **MYP Learning Outcomes for Service**, of which more will be explained later.

Photo Gallery Demonstrating MYP 1 Unit linked to Service “Do the Right Thing”

MYP1 Students painting park benches in Villa Croce



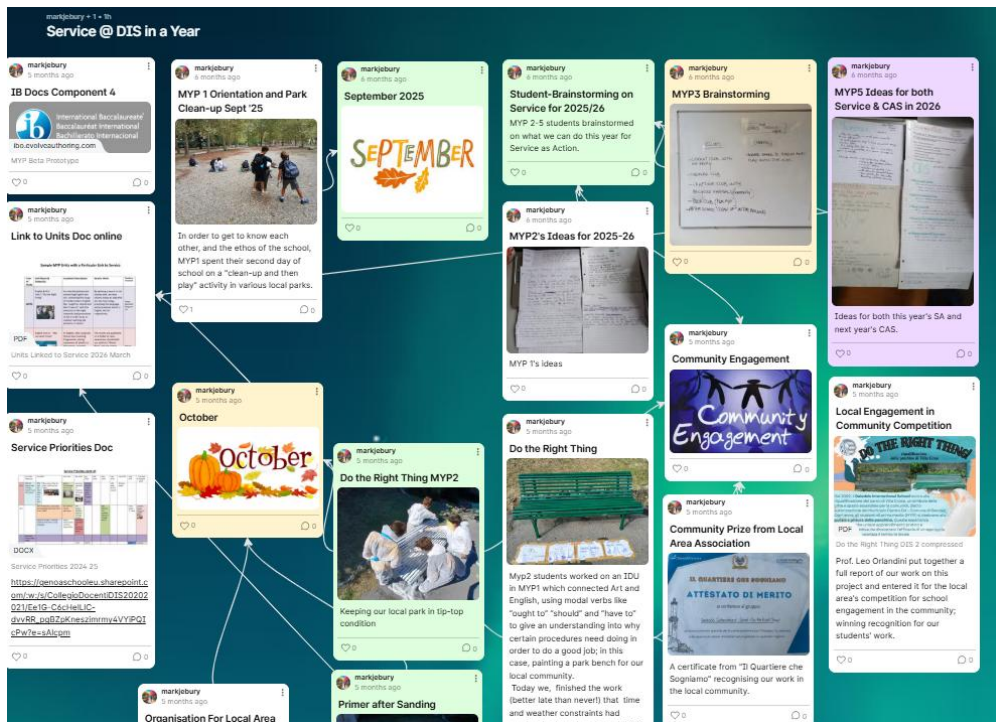
Photos of the annual **MYP 5 Beach Sweep** showing our school's perseverance in environmental work; engaging in global issues.





CALAM Day Collecting (MYP4 &5)




There are many more units and activities linked to Service organised for different year groups, covering different subjects and many of them are detailed on our new Beta-Trial Service Padlet (click on the image below) <https://padlet.com/markjebury/service-at-dis-in-a-year-ykkpr0do5lg6a572>



Sample MYP Units with a Particular Link to Service

Year of Study	Unit Name & Subject(s)	Academic Description	Service Work	Teachers Involved
MYP1	<p>English & Art: Unit 3 “Do the Right Thing”</p> 	<p>An Interdisciplinary unit connecting English and Art, combining the study of modal verbs in English like “ought to, should and don’t have to” with the selection of the right materials and procedures in Art in order to do an outdoor painting job properly, in teams.</p>	<p>By painting a bench in our nearby park, we help citizens enjoy an area that we also love using, practising the language and procedures learnt in English and Art respectively.</p>	Ebury Stansfeld Sangiiovanni
MYP2	<p>English Unit 2: “We can work it out”</p> 	<p>In English, after using the Ocean Race Learning Programme, raising awareness of plastics in the oceans, students create a digital booklet, presentation and/or</p>	<p>The results are published on a Padlet to raise awareness, shared with our partners “Ocean Race” and the school community.</p>	Ebury

		video to promote the Rights of the Oceans, but using phrasal verbs on every page.		
MYP3	<p>PE Unit 3: DIS Olympics (Connected to “Run the DIStance”)</p> 	<p>Students learn various sports and put them all together in the annual summer DIS Olympics. Linking Charity to Sport: When a sporting event is linked to a charitable scope, there are no winners and losers, only winners. Participation becomes the key, not competition. The goals change from sporting to social, but the sport element attracts the interest of spectators and competitors in a way that the charity itself might not be able to</p>	<p>By learning about the values of various sports, students appreciate the value of health in our lives and how sport can be a vehicle for fund-raising. By allowing the students to decide the nature of the final event, year by year, they can discuss and debate the various methods: collecting sponsors from friends and family, on a lap time or final position or event straight donation. Deciding which charity to donate to: Some years the group decides to let the winning team make this decision, adding more back to the competitive element.</p>	Taddei
MYP4	  <p>English “Prejudice and</p>	<p>Students look at how it feels to be discriminated against and why prejudices exist. They see this in first person while collecting money for a cause which has been the focus of prejudice and discrimination for centuries; Leprosy</p>	<p>The MYP4/5 fund-raising collection for Leprosy Charity CALAM; a fund-raising collection for Leprosy Charity.</p> <p>Through this activity students demonstrate engagement with issues of global significance.</p> <p>The fund-raiser helps the very sufferers of the diseases studied in class.</p>	Artom

	Discrimination”			
MYP5	 	<p>Collaborating with AISM, Associazione Italiana Sclerosi Multipla, whose headquarter is in Genoa, in order to raise awareness about Multiple Sclerosis and to explore it through a poetic dimension. Students first take part in a guided tour at the Museo di Palazzo Reale, aimed at identifying, within the exhibited works such as frescoes, paintings, and sculptures, traces of the three guiding themes connected to the disease's invisible symptoms: self-determination, unpredictability and invisibility.</p>	<p>Afterwards, the students take part in an experiential workshop with some volunteers from the association, in order to directly experience these symptoms. To conclude, they create an original poem that offered a young and personal perspective on the disease, drawing inspiration from the invisible symptoms and the emotional and inner dimensions, that are often unseen but deeply affect people's lives.</p>	Gagliardi

MYP Learning Outcomes for Service

As students get older they can get more involved in the planning and organisation of events. The MYP 4 fund-raisers need a shift rota ensuring that our collection points are manned all day by an equal number of students. This role is often carried out by the students themselves, while the more difficult tasks, like obtaining a permit from the Police, is work for the Service Coordinator. Different activities, in different year groups, should allow students to encounter all of the 7 MYP Learning Outcomes over the 5 year programme.

“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”

Attempting to collect funds on a cold January day from a public increasingly less willing to believe that Leprosy still exists gives students an insight into how confident they are, comparing themselves to others around them doing the same job. The activity can be fun, it can cause anxiety, but it always provides a lens into Outcome 1: **becoming more aware of their own strengths and areas for growth.**

Painting park benches using primer, undercoat and gloss in MYP1 is a **new skill**. Environmental clean-ups increase student awareness of how pollution is a global problem and needs international-minded thinkers **engaging globally** to find solutions to world-wide problems. Collecting the very rubbish that a student may have dropped during recreation stimulates students to consider the **ethical implications of their actions**, while collecting it enables students to **work collaboratively** to make a bigger difference.

By working towards these outcomes, our Service Programme helps students take on more aspects of the IB Learner Profile attributes. As individuals, they grow, as a group, they make concrete contributions to the community.

As a result, many of our students take this further, and this leads us into the realm of student-initiated activities. This Padlet associates Service activities with learning outcomes.

<https://padlet.com/ebury3/myp-service-as-action-at-dis-the-7-learning-outcomes-ml3qzd4w3cro3w3v>

1 • become more aware of their own strengths and areas for growth

2* undertake challenges that develop new skills



Myp 1 work together every year in teams to learn how to paint using primer, undercoat and gloss, making our park a better place.

Service Calendar
PDF
DIS Service calendar
Latest Version Eng

Units linked to Service

6 • develop international-mindedness through global engagement, multilingualism and intercultural understanding

5 ° work collaboratively with others



By planning a route and dividing our MYP4 and 5 classes, we cover every beach in Genova for the annual Beach Sweep

The 7 Service as Action Learning Outcomes:
7
To cover in 5 years of the MYP

Student Reflection:
7 Consider the ethical implications of their actions:
Greta P: Although it should be almost a duty in a relatively rich country as ours to help poorer countries, few were willing to help. It

CALAM Day 2020

3 • discuss, evaluate and plan student-initiated activities



Clara Rena, for 3 years, has set up her own appeal for funds to help adoption charity CIAI.

2: Undertake new challenges that require new skills:
Francesco T: In this activity we improved our communication skills, because we

4 • persevere in action



MYP 4 collecting in the cold...smiling despite the January chills.

7 consider the ethical implications of their actions



When Ponte Morandi fell, killing 42 people and destroying many more lives, DIS students thought about how they could help out by joining the run to raise funds and ease the suffering.

5 ° work collaboratively with others

Student-based Initiatives

The role of teachers is to inspire and educate, hoping that the students will then move on and apply their teaching and transform it into action, as life-long learners. In the IB continuum, Service continues into the DP and all students are expected to initiate some of their own projects and activities, without a teacher guiding them. Many students, however, don't want to wait and begin on this journey in the MYP, though always checking with parents and teachers with regards to safety.

“This action will be different from student to student and from context to context. The action may involve students in:

- feeling empathy towards others
- making small-scale changes to their behaviour
- undertaking larger and more significant projects
- acting on their own
- acting collaboratively
- taking physical action
- suggesting modifications to an existing system to the benefit of all involved
- lobbying people in more influential positions to act.”

Sample Project: CIAI: Clara Rena MYP2.... then MYP3...then MYP 4....

Clara Rena's family adopted a lovely girl called Shivani years ago and Clara decided that she would help out the organisation that had given her a new sister, and her family such a fantastic opportunity. Clara created a poster and posted it online asking if people wanted to donate in return for some gifts. She then compiled the orders, went with her family to pick-up the gifts and distributed them at DIS, raising nearly 500 euros. Every Christmas since, she repeated the activity, helped by a group of other MYP2 students, showing perseverance in her Service, one of the MYP Learning Outcomes for Service. Her sister, Arianna, now in MYP5, has continued with the work, creating a family-initiated Service activity that has really changed lives through the funds generated.



Gentile Prof Ebury,

la ringrazio di cuore per aver concesso a CIAI, attraverso Clara Rena, di entrare nella vostra scuola e di poter sostenere in questo modo il lavoro che svolgiamo per tanti bambini nel mondo.

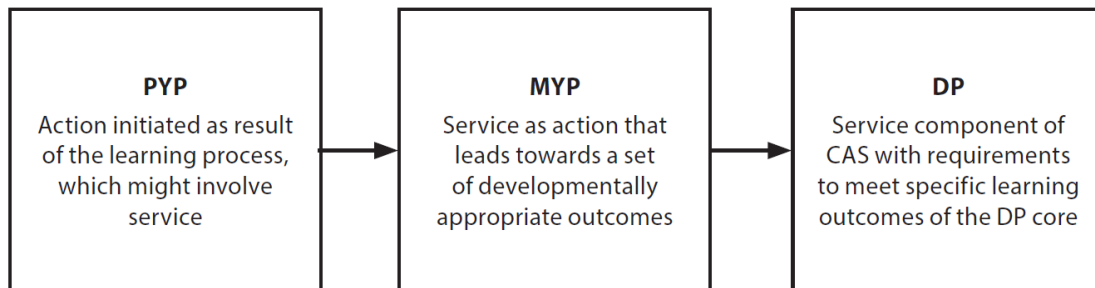
Quest'anno, in particolare, abbiamo voluto rivolgere la nostra campagna natalizia alle bambine coraggiose, bambine che nei paesi in cui operiamo come Afghanistan, Cambogia e tanti altri lottano per una prospettiva di vita diversa, migliore.

Qui un piccolo ringraziamento in allegato per tutti gli studenti per la sensibilità dimostrata. A lei, a i colleghi, e a tutti gli studenti auguri di Buon Natale.

PYP-MYP-DP Continuum

Now that the school also has all 5 years of the PYP, we can see Service as part of the Continuum.

The service as action continuum could be summarized by the following diagram



For example, a large-scale activity which gives PYP students a chance to make a real difference to people's lives is the fund-raising work for the *Banca degli Occhi*, an association which allows the blind to have eye transplants. Primary students and MYP1, after receiving guidance from the Service Coordinator on how to politely ask neighbours and family friends to buy lottery tickets. It is a source of fun for the students as they attempt to sell more tickets than their class-mates. The students learn about the self-confidence required to approach people with requests, while the recipients of the funds receive life-changing treatment. This activity has gone on for more than 10 years. Long may it continue.



The PYP also organises an exhibition project in PYP, and a great number of projects are influenced by or aimed at Service.

How to record your Service Action on Managebac

If you work on some nice Service activities, you should be proud of them and keep a record of them on MBAC. One day you will be able to look back on your portfolio with pride, demonstrating all of your hard work (see the example below).

After a Service activity, click on “Year Groups” , then you can go to the SA (Service as Action) page on your MBAC profile and click on “Add SA Activity”.

Add some concise information to all the relevant areas, adding brief details of how long the project lasted, who or what charity you worked with, what was your aim etc., remembering to be brief and concise on this page. Add which one or two of the 7 Service learning outcomes you achieved.

If you want to add a longer reflection, where you can describe what you learnt, how you felt and what you might do next, then go to the “Add Reflections and Evidence” and choose “journal” as the right place to add your thoughts in more detail. Alternatively, you could add a photo (since “a picture speaks a thousand words”), a website link or some other file, like audio or video.

When the project is finished, you can click on “complete”, which locks the experience, stopping you or your teachers from editing it further.

If you record all of your projects like this, we hope you will create a dossier of work that you, and we, will be proud of.

Thanks for reading.

Mr. Ebury

CAS & Service Coordinator

Sample Service Portfolio from MYP5

ManageBac | SA Worksheet


disgenoa.managebac.com/teacher/year-groups/10470780/activity/users/11407684/sa

Menu Deledda International School Search Mark Ebury 18 Legacy PYP Help & Support


Class of 2022 (MYP 5)

Overview SA Personal Projects Community Projects Messages Calendar Files Members




Marta (CHI) Carrara

Christmas Tombola  3 hours




We raised money by buying lottery cards and playing tombola. The money went to St. Egidio for the Christmas lunch.

Collaboration with "Banca degli Occhi"  No hours submitted yet


We sold tickets for the lottery of "Banca degli Occhi"

Collect money for victims of Leprosy   1 reflection  2 hours



Collection of money in Via XX to help people affected by leprosy

Collecting Money for Victims of Leprosy   2 reflections  2 hours 1


The classes Myp4 and Myp5 went to Via XX, next to Ponte Monumentale, to collect money for the victims of Leprosy. We were divided into shifts of 20 students and each one of us worked for 1h 30min.

games with water  2 hours

We divided each myp1 in two groups and we led them throw various activities with water to make them understand how life in Africa is.

Punta Vagno beach clean up   1 hour

Marta Seronello, Valentina Rota and me went to Punta Vagno beach and cleaned up from the trash

Recycling in school  2 hours

We collected the rubbish and we brought it outside. I liked it a lot because even if it was in scholastic time it was like an hour of fun.

OVERALL SA PROGRESS

To Be Determined

SA ADVISOR

Alessandro Andreani

LEGEND

- Approved
- Completed
- Rejected
- Needs Approval

Reviewing 5 of 38 Students

TOTALS

Approved: 3/3

Completed: 3/3

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