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*as*  
ACTION

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## **OUR VISION**

*A world-class community of proud and outstanding achievers.*

## **OUR MISSION**

*At BINUS SCHOOL Simprug, we inspire one another to achieve our personal best. We nurture lifelong learners who are creative, self-confident and principled. In association with national and international strategic partners, we develop global citizens who are ready to make important contributions to the world around them.*

## **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.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## SERVICE AS ACTION AT BINUS SCHOOL SIMPRUG

### What is Service as Action?

Here are some key definitions from the IB:

**Action:** learning by doing and experiencing.

+

**Service:** as a subset or particular kind of action. In doing this, you 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 (CARING).

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**Service as action:** you, through doing service as a form of action, working toward meeting the learning outcomes to develop the skills and attributes of an IB learner. At BINUS, we call this Service as Action.

**Service as Action** is at the heart of the MYP curriculum, and will play an important part in helping all of us become **Ready, Respectful** and **Resilient** Binusians. If you look back to the mission statements of both the IB and BINUS School Simprug, you'll see that they have some overlap: to develop and encourage **you** to become active, global citizens. From grade 6-10, each year you will undertake Service as Action activities and projects (this is discussed more below). There are endless possibilities for how you can do this! You can collaborate with teachers, friends, and other communities for Service as Action. Whether you realize it or not, you are a member of a variety of communities: from your immediate family and school to the world at large! Service as Action is your opportunity to discover your place and role in these communities, and to contribute to making the world a better place. In the words of Anne Frank, *"How wonderful it is that nobody need wait a single moment before starting to improve the world."*

### KEY POINTS ABOUT SERVICE AS ACTION:

- Service as Action activities and projects can be done individually or as a group
- Paid activities and normal family responsibilities do not count as Service as Action
- Service as Action activities and projects must be approved by your advisor (MYP teacher) BEFORE being started
- You'll be able to investigate, plan, and reflect for Service as Action during certain MYP assembly times throughout the year
- Your Service as Action progress will be monitored and checked via the Service as Action page on Student Desk
- Service as Action will appear on your report card (simply whether the requirement for the year has been met or not)
- There are no 'hours' to track Service as Action -think quality over quantity
- You CAN do more than the requirement for your grade level
- Certain club activities DO count as Service as Action (think HOPE, GIN, etc.)
- Service as Action helps you prepare for CAS in the DP
- The goal of Service as Action is to meet the 7 Service as Action learning outcomes:
  1. **Increase awareness of your own strengths and areas for growth:** You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.
  2. **Undertake challenges that develop new skills:** Challenges and new skills may be those not previously undertaken or acquired, or those that extend your existing expertise.

3. **Discuss, evaluate and plan student--initiated activities:** The planning and initiation of an activity should involve a discussion and evaluation of objectives, responsibilities and expectations. These steps are often completed in collaboration with others, and are shown best through Service as Action projects (see page 3).
4. **Work collaboratively with others:** Collaboration can be shown in many different activities, including working with coaches, adults and other students.
5. **Persevere in action:** At a minimum, this implies showing determination and commitment by attending activities regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
6. **Develop international--mindedness through global engagement, multilingualism and intercultural understanding:** This can mean being involved in international projects, but there are many global issues that can be acted upon locally or nationally (e.g. environmental concerns, caring for the elderly).
7. **Consider the ethical implications of your actions:** Ethical decisions arise in almost any Service as Action activity (e.g. by considering who will and who will not benefit from your actions).

### SERVICE AS ACTION REQUIREMENTS: ACTIVITIES & PROJECTS

Service as Action activities and projects: These are unpaid and voluntary exchanges that support the local, national or global community and have learning benefits for you.

ACTIVITIES & PROJECTS	
<i>by grade level</i>	
6	AT LEAST 1 ACTIVITY
7	AT LEAST 2 ACTIVITIES
8	AT LEAST 1 ACTIVITY, AT LEAST 1 PROJECT*
9	AT LEAST 1 ACTIVITY, AT LEAST 1 PROJECT*
10	AT LEAST 2 ACTIVITIES OR AT LEAST 1 PROJECT

*Notes:*

**\*Project can be done in grade 8 OR 9**

- *You need to document your activities on My Classroom and show good evidence of having done the activities/projects..*
- *If you join the school in year 10, you will only have to show evidence of having met 5 of the learning outcomes.*
- *Of course you can do more than the requirement if you like!*

## WHAT IS THE DIFFERENCE BETWEEN ACTIVITIES & PROJECTS?

**Projects** involve commitment over a longer period of time and tend to be conducted on a larger scale than Activities. An Service as Action **project** must be completed in a group (at least 2 people). Service as Action projects require more planning and commitment than Service as Action activities and therefore provide more scope to meet all the learning outcomes. The following table highlights the difference between Service as Action activities and Service as Action projects.

	Service as Action activity	Service as Action project
<b>Organization and planning</b>	Often by a teacher or other adult	Fully initiated and organised by the student(s)
<b>Participation</b>	Passive participation.	Active participation.
<b>Commitment</b>	Could be short-term.	Requires long-term commitment.
<b>Acquisition of skills</b>	Few new skills acquired.	Student acquires and develops new skills.
<b>Challenge</b>	Attendance required.	Pushes student to previous limits.
<b>Reflection &amp; evidence on My Classroom</b>	For one-off activities, you should write one reflection prior to the event and one after the event. For ongoing activities, you should write one reflection every two weeks.  Activities require 2 supporting evidence documents.	For projects, you should be reflecting regularly for the duration of the project (at least five reflections in total).  Projects require 5 supporting evidence documents.
<b>Examples</b>	Volunteering for a clean up; Have a fundraising booth for Orangutans at litfest; volunteer teaching in a school for a day or two, participating in a charity walk or one day event.	Organizing a series of cleanups; Creating a term or semester long awareness campaign about waste reduction; <u>Regularly</u> volunteering to teach at a sanggar in an underprivileged community.



## Service & Action @BINUS School Simprug: Step by Step



### Add activity/project

Student adds new activity/project to My Classroom

STEP  
**01**



STEP  
**02**

### Get feedback

Advisor checks and gives feedback

### Get permission

Student submits a photo or scan of S&A Parental Permission & Supervisor agreement form on My Classroom S&A page

STEP  
**03**



STEP  
**04**

### Take action

Student completes the activity/project and adds reflections along the way (IPARD!).

### Review

Done! Advisor reviews reflections and evidence for the report card

STEP  
**05**





## DIRECT SERVICE, INDIRECT SERVICE AND ADVOCACY

### DIFFERENT WAYS TO TAKE ACTION



#### **DIRECT**

COMMONLY  
DESCRIBED AS:

HANDS ON  
IN THE FIELD;  
PROVIDING ONE  
ON ONE SUPPORT

#### **INDIRECT**

COMMONLY  
DESCRIBED AS:

SUPPORTING THE  
CAUSE, FOR  
EXAMPLE THROUGH  
FUNDRAISING

#### **RESEARCH**

COMMONLY  
DESCRIBED AS:

CARRYING OUT  
RESEARCH THAT  
PROVIDES  
INFORMATION ON  
THE ISSUES;  
WRITING REPORTS  
OR ARTICLES TO  
INFORM

#### **ADVOCACY**

COMMONLY  
DESCRIBED AS:

RAISING  
AWARENESS;  
ESTABLISHING  
CAMPAIGNS;  
PROMOTING  
CHANGE

*Service as Action can involve direct service, indirect service, research or advocacy (or combinations of all).*

**Direct service:** Service that involves direct interaction with a targeted cause, whether it is people, the natural environment, or animals. Examples include and are not limited to: developing a waste management policy for a chosen community, holding craft lessons at an elderly person's home, volunteering at a rumah belajar, or tutoring students.

**Indirect service:** Service that has a verified benefit to the targeted cause, but you do not see or interact with the beneficiary of the service. Examples include and are not limited to: developing promotional material for an NGO, developing materials to support improvements in literacy, updating the website for an orphanage, organising a concert to benefit a local NGO, fundraising for an NGO, or joining an environmental cause such as Earth Hour.

**Advocacy & Research:** Advocacy means the act of pleading or arguing in favour of something. You are likely to have to conduct research about the chosen topic (possibly linked to something you have learnt in class) before taking action. Examples include joining or initiating an awareness campaign about the plight of a local waterway, submitting articles to local media on issues of poverty, creating a video on improving waste disposal in the community and posting it online, or advocating for an awareness campaign on hunger.

### DOCUMENTING SERVICE AS ACTION

You are expected to document your Service as Action activities on the the Service as Action My Classroom Module. Here, you will provide a description of your activities, summarize your aims in completing them, and write reflections about how you have attained your chosen learning objectives. Your advisor will be able to check your reflections, give feedback, and monitor your progress throughout the year.

You should write **at least two journal entries** for every activity in which you are involved. For one-- off activities, there should be a reflection prior to the activity taking place and one after. For ongoing activities, you should be reflecting **at least once every two weeks**. Projects also require regular reflection – **at least five in total**.

Furthermore, there should be a direct link between the reflection and the learning outcomes that have been selected for that reflection on My Classroom. Each reflection should focus on **no more than two learning outcomes**.

### REFLECTION & EVIDENCE

**Guiding questions for learning outcomes** Each reflection in the school serve should have a learning outcome focus. The following guiding questions should be used to prompt, but not limit, your reflections:

**Awareness:** How did your achievements allow you to show personal development?

**New skills:** What skills have you acquired or further developed through your work?

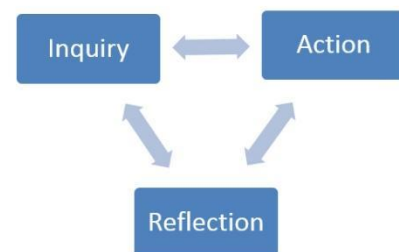
**Planning and initiative:** What steps were taken to ensure the success of your activity?

**Collaboration:** Who did you work with in your activity, and how did you feel about being involved?

**Perseverance and commitment:** What obstacles did you encounter, and how were they overcome?

**International--mindedness:** How did your activity help you address a global issue, either locally, nationally or internationally?

**Ethics:** How did your participation in your activity affect you and others?



**End-of-year Service as Action reflection** You need to write a final Service as Action reflection at the end of each school year. This, along with the documentation of your activities on My Classroom, will determine whether or not you have completed your Service as Action requirement on your final report card. Your advisor will determine whether you have met it or not, so make sure to check in often!

A selection of the following questions will be included on the end of year Service as Action reflection form that you need to complete (distributed by the Service & Action committee at the end of the year with different questions each year). These are some example questions that may also be used.

1. What new skills did you learn during your Service as Action activities?
2. What changes would you make if you were to do these activities again?
3. How did your understanding of community change as a result of your Service as Action activities?
4. Give an example of how you showed initiative and/or a willingness to help others.
5. How did you use your strengths to enhance one of the communities to which you belong?
6. Give an example of how you came up with a solution to resolve an issue in a community to which you belong.
7. Give an example of a situation where you showed commitment to a cause.
8. Do you believe Service as Action is a valuable experience? Justify your answer.

In your reflections, you must also submit evidence of your Service as Action activity/project: this can be photographs, screenshots, evidence of planning, etc.

### **ROLE OF THE ADVISOR**

You will be assigned an advisor. Your advisor will monitor your Service as Action grade-level progress. Advisors are responsible for approving any new activities, and will regularly read and provide appropriate feedback on your Service as Action entries on My Classroom. You will have to submit the parental permission and supervisor agreement form to your advisor before undertaking your activity or project. If you are falling behind expectations, the MYP Coordinator will be informed. Advisors will be responsible for deciding if progress at the end of the year is satisfactory or not. **IMPORTANT NOTE!** The advisor is responsible to check your forms and reflections, not for the monitoring of the actual activity or project itself. That is the role of the supervisor.

### **ROLE OF THE SUPERVISOR**

In some cases, the activity supervisor MAY be your advisor. In some cases, though, you may choose another supervisor (e.g. a sports coach; an external supervisor, such as a parent). You must have a supervisor for all Service as Action activities. If you choose an external supervisor who does not have access to My Classroom, it is your responsibility to make them aware of your Service as Action obligations. Supervisors, both internal and external, will be expected to sign off on your activities via the parental permission and supervisor agreement form. The advisors MAY choose to contact your supervisor if they feel it is necessary.

### **ROLE OF THE CLASSROOM TEACHER**

An IB education “prepares a community of learners to engage with global challenges through inquiry, action and reflection”. Thus, principled action means taking action based on learning from within and beyond the classroom and may involve service learning, advocacy or helping educate oneself and others. One source of inspiration for action is the classroom, and classroom teachers can therefore help you identify appropriate opportunities for taking “action” in the local, national and international



community, or allow you to actively make the choice not to act. Your classroom teachers are also experts! Don't hesitate to ask them for ideas and advice.

### **ROLE OF THE PARENT**

Keep your parents in the loop on your Service as Action progress. They will definitely need to give their written permission before you undertake any activities / projects.

### **CELEBRATING STUDENT ENGAGEMENT**

Students who demonstrate exemplary commitment to Service as Action will be publically recognized throughout, and at the end of, the school year. We will have a Service as Action Showcase on Wednesday May 9, 2018.

### **IMPORTANT DATES & DUE DATES**

There are a number of MYP Assembly times reserved for Service as Action. During these times, MYP teachers/advisors will be with the students in the classrooms discussing Service as Action, working on reflections, etc.:

- Wednesday November 1
- Wednesday January 31
- Wednesday February 28
- Wednesday April 11

All documentation and reflections for the 2017-2018 school year must be submitted on My Classroom for advisor review **BY Friday May 11, 2018**.

**November 29, 2017**, there will be a Service Fair, where different NGO's and community organizations will set up booths at the school, students will visit the booths and find inspiration/volunteer opportunities for their own Service as Action activities and projects. This is being conducted with the help of [Indorelawan](#) and is part of the [Bulan Relawan Nasional](#).

**On May 9, 2018**, students will have the opportunity to showcase/present about their Service as Action activities/projects during the MYP assembly times. They will also be welcome to display posters or photos of their activities on the 2nd floor.

### **RESOURCES & INSPIRATION**

Confused? Don't know where to start? Check out these inspirational sites & projects for ideas:

- <https://www.rootsandshoots.org/>
- <https://projectgreenchallenge.com/>
- <http://www.wwf.or.id/>
- <https://www.internationalanimalrescue.org/>
- <http://www.hopeindonesia.org/>
- <http://sahabatanak.org/>
- <http://www.rumahfaye.or.id/index/id>
- <https://tamanbacaanpelangi.com/>
- <https://www.komunitastaufan.org/en/>
- <http://rednosefoundation.org/>
- <http://roshanlearning.org/>
- <https://www.indorelawan.org/>

Still feeling overwhelmed? Check out the [UN's Lazy Person's Guide to Saving the World](#). It's not as hard as you think! Do you have any inspirational sites/links you'd like to add for next year's handbook? Email Ms. Angie (akilbane@binus.edu) or Mr. Erik (ekrisnawan@binus.edu) with your suggestions!

## ACKNOWLEDGEMENTS

This Service as Action Handbook has been put together through study of best practice materials from programmes at Al Jabr Islamic School, ISBerne, Discovery College, and:

- Kaye, Cathryn Berger. The Complete Guide to Service
  - Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action. Minneapolis, MN: Free Spirit Pub., 2010. Print.
- Muir, Peter. "Service Learning in MYP." IB Asia Pacific
  - In-school Workshop. Global Jaya School, Jakarta. 9-11 Sept. 2016. Lecture.
- <http://www.globally-conscious.com/learning-to-develop-the-globally-conscious/>

And of course, a big thank you for the cover artwork made by Jessie Komala, class of 2019.

## FEEDBACK

If you have any questions or input on how to improve this handbook, you can let us know using this [form](#).

## APPENDIX 1: IPARD PROCESS PROMPTING QUESTIONS

(useful for planning & reflections)

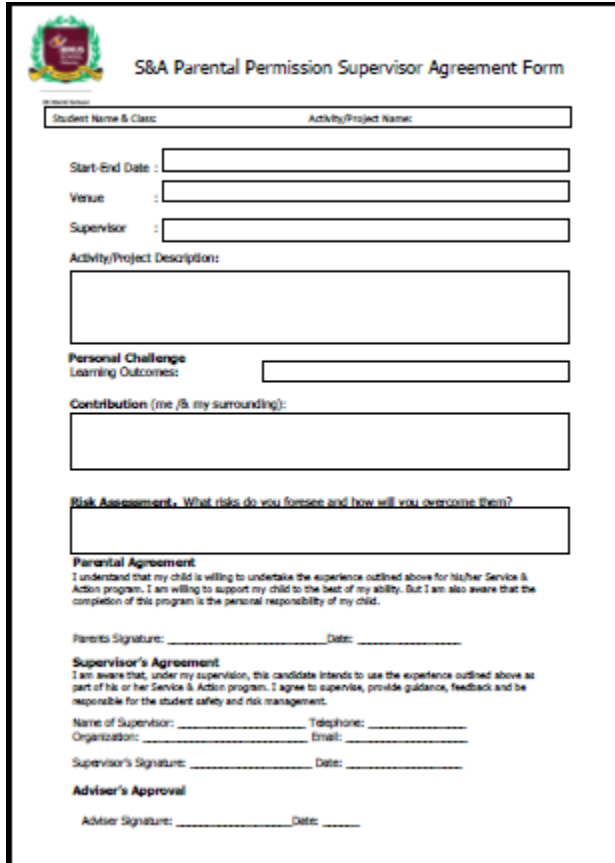
### MYP Service as Action: Follow the IPARD Process

Service as Action Idea	
<b>I</b> nvestigating (or inventory)	<p><i>The first and most important step for Service as Action is investigating! Some questions to get started are:</i></p> <ul style="list-style-type: none"> <li>● <i>What community would we like to work with?</i></li> <li>● <i>What issues and needs does the community have?</i></li> <li>● <i>What's already been done about this issue?</i></li> <li>● <i>What interests and personal strengths do we have that could support our action?</i></li> </ul>
<b>P</b> lanning	<p><i>After investigating, we need to come up with a plan that answers the following:</i></p> <ul style="list-style-type: none"> <li>● <i>What will we do to take action?</i></li> <li>● <i>What is the SMART goal for our action? Do we need to develop any knowledge or skills before we take action?</i></li> <li>● <i>When and where will the action take place? Will we be working directly with members of the community?</i></li> <li>● <i>How will this be facilitated?</i></li> <li>● <i>What resources do we need, and who may assist us in taking action?</i></li> </ul>
<b>A</b> ction	<p><i>Your action might be direct service, indirect service, research, advocacy, or a combination of those approaches. Some important questions to keep in mind and to answer along the way are:</i></p> <ul style="list-style-type: none"> <li>● <i>How might we need to modify our planned action to ensure we meet our goals?</i></li> <li>● <i>What possible challenges may be faced during action?</i></li> <li>● <i>What indicators will we use to monitor our progress/ success?</i></li> </ul>
<b>R</b> eflecting	<p><i>Note: Reflection should be ongoing. Your advisor may provide you prompts, but here are some other ideas for what to reflect on:</i></p> <ul style="list-style-type: none"> <li>● <i>Describe what happened</i></li> <li>● <i>Examine the difference made</i></li> <li>● <i>Discuss thoughts and feelings</i></li> <li>● <i>Place the experience in a larger context</i></li> <li>● <i>Consider project improvements</i></li> <li>● <i>Generate ideas</i></li> <li>● <i>Identify questions</i></li> <li>● <i>Encourage comments from partners and recipients</i></li> <li>● <i>Receive feedback</i></li> </ul>
<b>D</b> emonstrating	<p><i>How will we showcase our work? Some possibilities are:</i></p> <ul style="list-style-type: none"> <li>● <i>Report to peers, faculty, parents, and/or community members</i></li> <li>● <i>Write articles or letters to local newspapers/magazines regarding issues of public concern</i></li> <li>● <i>Create a publication or website that helps others learn from the experience</i></li> <li>● <i>Make presentations/performances</i></li> <li>● <i>Create a display of public art with murals or photography</i></li> </ul>



**APPENDIX 2: PARENTAL PERMISSION AND SUPERVISOR AGREEMENT FORM**

Available for download on My Classroom. Don't worry, we will do our best to recycle old forms! Once you have all required signatures, you must upload this document into your My Classroom Service as Action Page.



The form is titled "S&A Parental Permission Supervisor Agreement Form" and features a logo in the top left corner. It contains several sections with text input fields:

- Student Name & Class:** A wide text box.
- Activity/Project Name:** A text box.
- Start-End Date:** A text box.
- Venue:** A text box.
- Supervisor:** A text box.
- Activity/Project Description:** A large rectangular text box.
- Personal Challenge Learning Outcomes:** A text box.
- Contribution (me /& my surrounding):** A large rectangular text box.
- Risk Assessment, What risks do you foresee and how will you overcome them?** A large rectangular text box.
- Parental Agreement:** A section with a paragraph of text and a line for a signature and date.
- Supervisor's Agreement:** A section with a paragraph of text and lines for Name, Telephone, Organization, and Email.
- Supervisor's Signature:** A line for a signature and date.
- Adviser's Approval:** A section with a line for a signature and date.