



# SERVICE LEARNING

IN THE IB MIDDLE YEARS PROGRAMME (MYP)

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# INTRODUCTION

**Service as Action** is an essential component of the Middle Years Programme (MYP) at Westlink International School. It provides students with opportunities to apply their learning to meaningful real-world situations, fostering a sense of responsibility, global citizenship, and leadership.

**Service as Action** is deeply connected to the IB Learner Profile, encouraging students to become caring, principled, and reflective individuals who take action to make a difference in their communities. Through service experiences, students develop key Approaches to Learning (ATL) skills, engage with global issues, and make positive contributions to society.

This handbook serves as a guide for students, parents, and educators to understand the structure, expectations, and processes of the Service as Action program at Westlink International School.



# MYP SERVICE AS ACTION FRAMEWORK

Service as Action in the MYP is structured around seven key learning outcomes, which guide student engagement and reflection:

- ✔ **Awareness of Own Strengths and Areas for Growth**
- ✔ **Undertaking New Challenges**
- ✔ **Planning and Initiating Activities**
- ✔ **Working Collaboratively with Others**
- ✔ **Showing Perseverance and Commitment**
- ✔ **Engaging with Global Issues**
- ✔ **Considering Ethical Implications**

To meet MYP requirements, students must engage in service activities that demonstrate these outcomes and reflect on their learning.



# SERVICE TYPES & EXAMPLES

Students can engage in different forms of service, depending on their interests and the needs of their community:

- ❖ **Direct Service:** Tutoring younger students, organizing food drives, volunteering at shelters.
- ❖ **Indirect Service:** Fundraising for environmental conservation, creating educational materials.
- ❖ **Advocacy:** Raising awareness on social issues, conducting campaigns for sustainability.
- ❖ **Research-based Service:** Investigating environmental issues, analyzing community needs.

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# ROLES & RESPONSIBILITIES

## Students:

- ❖ **Select and engage in meaningful service activities.**
- ❖ **Maintain a Service Journal to document experiences.**
- ❖ **Reflect on the impact of their service work.**
- ❖ **Complete all required service hours and reflections.**

## Advisors/Teachers:

- ❖ **Support and guide students in identifying meaningful service projects.**
- ❖ **Facilitate discussions and reflections on service learning.**
- ❖ **Monitor student progress and ensure documentation.**

## Parents & Community Partners:

- ❖ **Encourage and support students in service opportunities.**
- ❖ **Offer collaboration for service projects where applicable.**

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# SERVICE AS ACTION PROCESS

- ✔ **Identifying a Need:** Research and understand a local/global issue.
- ✔ **Planning and Goal-Setting:** Develop a structured plan for action.
- ✔ **Taking Action:** Implement the service project.
- ✔ **Reflection and Documentation:** Analyze and record learning experiences.

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# REFLECTION & DOCUMENTATION

## Students are required to:

- ✔ Keep a **Service Journal** with reflections, photos, and evidence of their work.
- ✔ Complete a **Service Reflection Form** for each project.
- ✔ Use various mediums for reflection (written, video, artwork, presentation...)

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# ASSESSMENT & RECOGNITION

**Service as Action** is not formally graded, but students must demonstrate engagement and reflection. They will receive feedback from advisors, and exceptional contributions may be recognized through school awards or certificates.



# RESIDENTIAL TRIPS & SERVICE PROJECTS BY GRADE

Each year, students participate in a **residential trip** that incorporates service learning, designed to enhance their understanding of global and environmental issues while fostering teamwork and leadership skills. These trips provide opportunities for hands-on engagement with service projects, encourage collaboration, and promote self-reflection on meaningful action.

## Objectives of Residential Trips in Service as Action

- ✔ Develop leadership, teamwork, and communication skills.
- ✔ Engage in real-world service projects that align with global and local community needs.
- ✔ Foster a sense of responsibility and global citizenship.
- ✔ Build connections between academic learning and service opportunities.
- ✔ Encourage students to reflect on their contributions and growth through structured reflection activities.



## Structure of Residential Trips

- Trips are organized annually for each grade level, focusing on different service themes.
- Activities are designed to align with the **MYP Service as Action learning outcomes**.
- Students are required to actively participate in service-related activities and complete reflection tasks.
- Trips include a balance of **direct service, indirect service, advocacy**, and **research-based service** experiences.

## Examples of Service Themes by Grade Level

Grade	Service Theme	Example Activities
6	Environmental Conservation	Tree planting, habitat restoration, wildlife observation
7	Sustainable Agriculture	Community gardening, composting initiatives, farm-to-table learning
8	Marine & Water Conservation	Beach clean-ups, water testing, marine ecosystem awareness campaigns
9	Urban & Social Development	Homeless outreach, urban renewal projects, collaboration with local NGOs
10	International & Cross-Cultural Service	Exchange programs, humanitarian aid projects, global service partnerships

Residential trips are an integral part of the **Service as Action** program, ensuring that students engage in meaningful, impactful experiences that enhance their learning and personal development.

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*Dream Strive Succeed*

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