



2019-2020 MLC Service as Action

Service as Action is a personal commitment to making a positive difference in local and global communities. Each year, students are expected to participate in the service program as caring members of the Metropolitan Learning Center.

2019-2020 Service as Action Hours

10 hours - **Grades 6 and 7**

15 hours - **Grades 8 and 9**

20 hours - **Grades 10 - 12**

Grade 10 Personal Project students complete SA (Personal Project does not count for Service hours)

Grade 11 and 12 IB Diploma Candidates follow CAS guidelines

Grade 12 Senior Capstone Students will be given specific directions

Service as Action Terminology

- **Advisory Teacher** – MLC teacher who meets with students each week in a small-group setting
- **Evidence** – Artifacts of your work. Examples of evidence are flyers, photos/videos, email communications, certificates, letters, news articles and/or brochures.
- **Experience** – The work you do!
- **Learning Outcomes** – Student benefits of Service as Action.
- **Organization** – Individual/community agency where your service is needed.
- **Proposal** – A written document presented to your Advisory teacher for approval.
- **Reflection** – Self-directed student reflection after completing an experience.
- **SA (Service as Action)** - Requires students to take an active part in the communities in which they live.
- **Supervisor** – The adult responsible for the SA experience at a given organization. This person will sign to recognize and confirm your service to the MLC.

Getting Started

Service is a benefit for others and **Action** is learning by doing. It is an expectation that all MLC students will be involved in some form of service as action each year. Meaningful service happens when students understand the needs of others in a community and there is interaction between the student and the groups they are choosing to support. The idea is to find a way to help others – to think globally and act locally. On the next page, you will see a variety of approaches a student can take to serve, as well as the list of SA learning outcomes, from which they will choose 1-2 for themselves.



This document and all Service as Action resources can be found at www.gomlc.com/service

Approaches to Service - Service is NOT “one-size-fits-all.” The following list should help students think in unique ways about service.

Approach to Service	Description	Examples
Ongoing Service	Student work that has been happening over a long period of time or on an annual basis.	Summer service at a local fair or at an annual holiday event
School-based Service	Service that takes place within the MLC either before or after the school day. School-based service must meet an authentic need.	Tutoring; athletic team manager, helping office staff, assist with concerts/plays
Community-based Service	Participating in the work of local agencies. Involvement should be more than a “one-time” event to build proper relationships and provide student/community benefit(s).	Weekly work at a library; coaching a youth team, babysitting during an elementary school PTO meeting in your hometown
Immediate Need Service	These are often quick attempts to assess needs and devise a planned response. Following this type of work, students often research and learn more about what happened in an effort to better reflect on their experience.	Support for a local family displaced by fire; creating/sending military care packages; collecting items for a disaster relief effort
Fundraising	Students with an understanding of an organizations needs may create an event to raise money for a need within the organization.	Holding a school dance to raise money for a Boundless Playground in the Greater Hartford area
International Service	Students who elect to participate in travel with a service component should understand the background and needs to support their involvement.	Repairing or painting buildings on an MLC field study in the Dominican Republic; leading workshops with South African and Zimbabwean youth in South Africa
Volunteerism	Giving your time to join in the efforts of others in the school or community.	Car washes on the weekend, can/bottle drive collections
Service from the Curriculum	Learning about a topic in school and choosing to respond and act in an authentic manner.	After learning about teens’ need to be financially aware in class, developing and hosting a workshop on important financial information for teens
Advocacy	Participating in events or creating opportunities to effect positive change.	Creating and sharing public service videos on important health/social/financial topics

As a reminder to students, Service as Action cannot include the following:

- Any experience in which you receive a tangible benefit (internship credit, extra credit, or a grade) or reward such as money (babysitting).
- Experiences done during the regular school day/designated academic times.
- All forms of duty within the family (mowing the lawn, making dinner, etc.).

Advisory teachers can assist students in determining if an experience meets the SA standard.

Learning Outcomes for Service – The planning stage of your SA proposal asks you to choose your learning outcomes – learn about them here!

Awareness	Become more aware of your own strengths and areas for growth. Find experiences that make you become more aware of what you can do or your areas for self-improvement. For example, <i>teaching a student Spanish may show you how to make activities or lessons that will inspire an interest in the teaching profession, while volunteering as a sports team manager might show you that you could work on your organizational skills.</i>
Challenge and New Skills	Undertake challenges that develop new skills. Here you may undertake challenges that develop new skills. For example, <i>you can learn the rules of hockey so you can volunteer as referee, or you can learn video editing so you can create a public service announcement.</i>
Initiative	Discuss, evaluate and plan student-initiated activities. You may come up with your own idea for Service as Action based on something you have heard or learned in class. For example, <i>you get together with friends/classmates and decide to raise money for people who suffer in a flood that you learned about in class. At the end your group will decide how successful your fundraiser was, and why.</i>
Perseverance	Persevere in action. Here you will persevere in action – doing something which makes you try really hard to complete the challenge! For example, <i>you want to start a football club for kids in your neighborhood but the adults don't seem interested, so you have to really work hard to get them involved, or you want to have students treat each other with more kindness on social media, but they don't seem to see that there's an issue.</i>
Collaboration	Work collaboratively with others. You work in a group to plan, carry out and evaluate an experience. Make sure you work as a team, with everyone playing a role and agreeing on what each of you will do before you start. For example, <i>you plan a dance to raise money. Who is in charge of the tickets, the posters, the arrangements of room and equipment? Share the jobs!</i>
Global Value	Demonstrate engagement with issues of global significance. You will be involved with people from different cultures and backgrounds than your own. For example, <i>you may develop a project that involves contacting and offering support to the leaders of an animal-rights campaign in Burma or starting a conversation between MLC students and students of different cultural backgrounds in order to foster intercultural understanding.</i>
Ethics	Consider the ethical implications of your actions. What impact does our action have? For example, <i>you might raise money for a political campaign, but is that always the right thing to do? Will everybody support your idea? How can you develop a balanced understanding of the issues?</i>

The Process — These stages help students successfully complete their SA requirements.

Step	Student Action	Forms Required
Investigating	Attend Advisory classes to learn more about the SA Program. Evaluate your interests, individual/community service needs and available resources.	None
Planning	Choose and communicate with an organization/individual, choose learning outcomes and determine who will be your supervisor. Finalize the dates and times you will be involved.	Complete Form A - PLANNING and give to Advisory teacher for approval.
Taking Action	Faithfully complete your service experience. Be sure to have all contact information properly documented.	Have the Supervisor sign off on Form B – TAKING ACTION.
Reflecting	This is where you gather evidence of your work and reflect on your experience. This is an excellent way to build a personal portfolio and remember important work.	Evidence and Reflection. **For more information on the options for evidence and reflection, see p. 6 of this handout.
Forms should be organized and handed in to your Advisory Teacher before June 1, 2020		

Form A: PLANNING

Experience # _____

Complete this form and bring it to your advisory teacher for approval.

Student _____ Advisory Teacher _____
 Grade _____ Start Date _____ End Date _____
 Experience _____

Supervisor Name	Title
Supervisor Email	Contact #
Organization Name	
Organization Address	

Goal – Why did you choose to participate in this experience?

Learning Outcomes – Please check your targeted learning outcomes. One activity has the potential to meet 1-2 outcomes. You will discuss your selected outcomes in your reflection.

Participating in this activity will help me... (check one or two)

- Awareness** - Become more aware of my own strengths and areas for growth
- Challenge and New Skills** - Undertake challenges and develop new skills
- Initiative** - Discuss, evaluate and/or plan student-initiated activities
- Perseverance** - Show perseverance and commitment
- Collaborate** - Work collaboratively with others
- Global Value** - Engage in activities with global significance
- Ethics** - Consider the ethical implications of my actions

Received/ Approved By: _____ Date: _____

Please have your advisory teacher sign off on this to ensure that your experience will be approved.

Form B: TAKING ACTION

Experience # _____

Dear Service Experience Supervisor,

Thank you for providing this opportunity for an MLC student to participate in Service as Action. Would you please complete the Supervisor section of this form to certify the participation of our student?

Thank you,

The Faculty and Staff at the Metropolitan Learning Center, Bloomfield, CT 06002 (860)-242-7834

MLC Student - Please log hours as you serve. Use additional paper if needed.

Student Name		Grade	
SA Experience			
Date	Start Time	End Time	Total Hours

Supervisor - Please complete the section below.

The student completed a total of _____ hours of service.

Please comment on the student's progress, activity and/or commitment.

Supervisor's Name: _____

Supervisor's Signature: _____

Date: _____

EVIDENCE and REFLECTION

Experience #

Students complete a reflection and show evidence at the end of each SA experience. The reflection must use *specific* examples and evidence to demonstrate growth and should reference the learning outcomes selected on the proposal.

Evidence

For each of your experiences, you will want to show evidence of your participation. Collect evidence in a format you are proficient in managing and sharing with your teacher. Examples include:

- Journals kept during work – these can be paper or electronic.
- Video. You can make a video of the event, during the event or create a video reflection after the event.
- Photos
- Links or websites that showcase the event
- Files (ex. E-mails verifying participation, certificate of participation, thank you letters, etc.)

Reflection

You may complete an open-ended reflection using the guiding questions below, or answer the reflection questions found on the last page of this handout.

- Describe the experience you had. What did you feel, think, notice or wonder?
- What value did the experience have? How could you continue your involvement?
- Identify the learning outcomes you selected. What did you do that helped you meet the learning outcomes?
- Provide *specific* examples of your growth as a result of participation in the activity.

Reflection Questions *(Optional - in place of open-ended reflection)*

Experience #

1. What learning outcomes did you have for this experience? *(Refer to Form A)*

2. Summarize what you did in this activity/project and how you interacted with others.

3. How successful were you in achieving goals that you identified for this experience? Explain.

4. Identify any difficulties you encountered. How did you overcome them?

5. What did you learn about yourself and others through this experience? What abilities, attitudes, and values have you developed as a result of participating in this experience?

6. Did anyone help you to think about your learning or guide during this experience? Who, and how?

7. Explain what you would do differently next time (if you were/had the opportunity to do it again)?

8. How can you apply what you have learned in other life situations?

9. How did you manage to balance your time with your school work and other activities?

10. How did this activity contribute to growth in terms of your learning outcomes? For each learning outcome that you selected, provide specific examples of growth for each.