



NES International School Dombivli



**Service as Action
Handbook
2023-2024**

Name of the Learner: _____

Class: _____

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 learners across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School Mission Statement

NES International School Dombivli provides a holistic educational programme for learners to become knowledgeable and caring young leaders, who help to create a better and more peaceful world with intercultural perspective. Towards this, NESISD will instill in their learners a strong urge for international mindedness to become lifelong learners and peace ambassadors.

Service as Action Pledge

I pledge to actively participate in planned, sustained, and collaborate in Service as new possibilities, embrace new challenges and adapt to new roles.

Please sign below that you have read and understood this policy.

Learner name:

Learner signature: _____

Date: _____

Actions projects and persistently reflect upon my experiences. I will identify goals, develop strategies and determine further actions for my personal growth. I will explore.

IB Learner Profile:

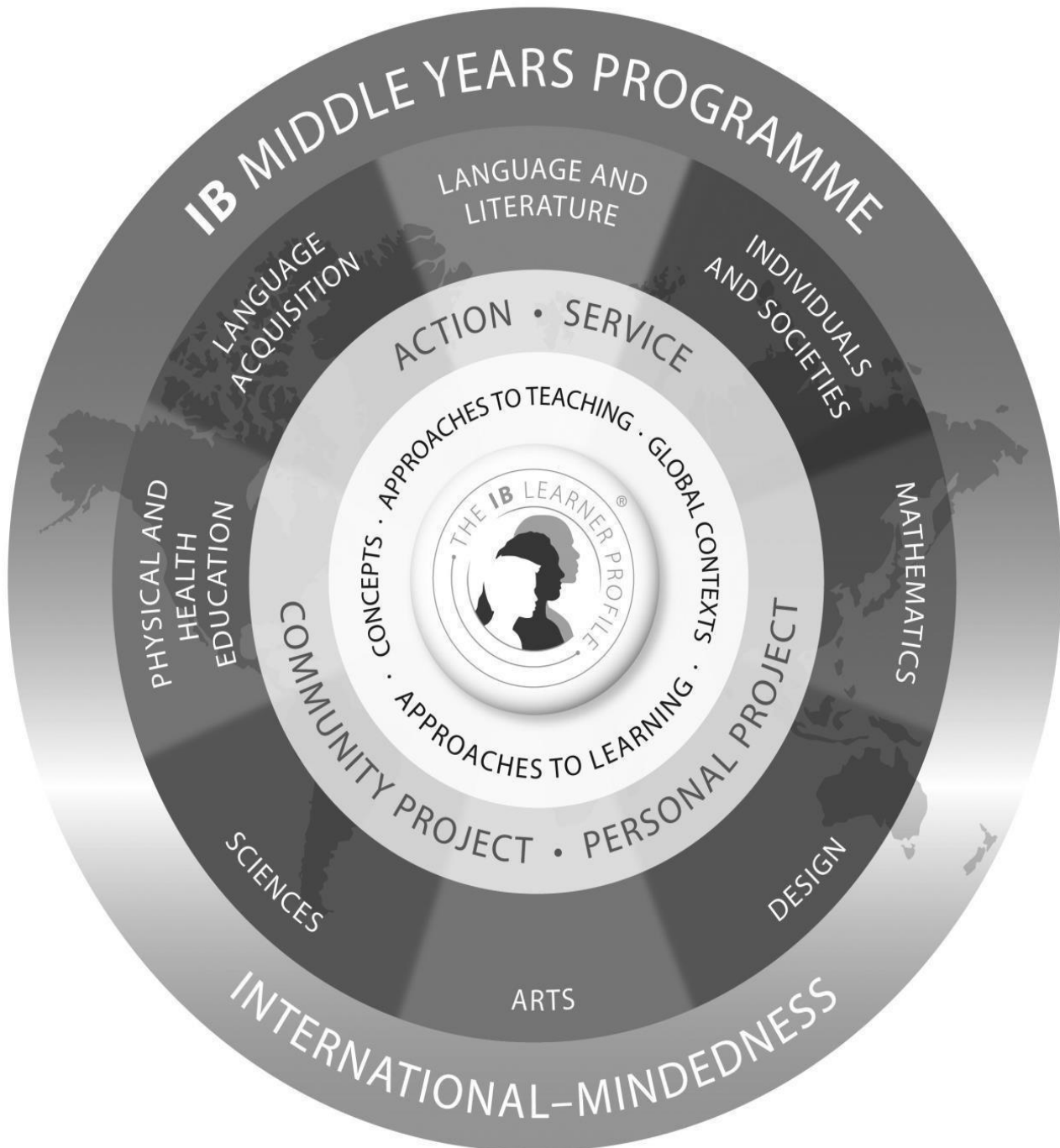
The aim of all IB programme is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers	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 analyze 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 intellectually, physically, and emotionally 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.

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Service and action in IB programmes



Action is learning by doing and experiencing, and is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes. Through responsible action, tightly connected with sustained inquiry and critical reflection, young people and adults can develop the kinds of attributes described by the learner profile that are essential for success in future academic pursuits and life beyond the classroom.

Service, as a subset or particular kind of action, has always been a shared value of the IB community. 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.

Service as action: With appropriate guidance and support, MYP learners should, through their engagement with service as one of the significant forms of action, meet the learning outcomes to develop the skills and attributes of an IB learner. IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities.

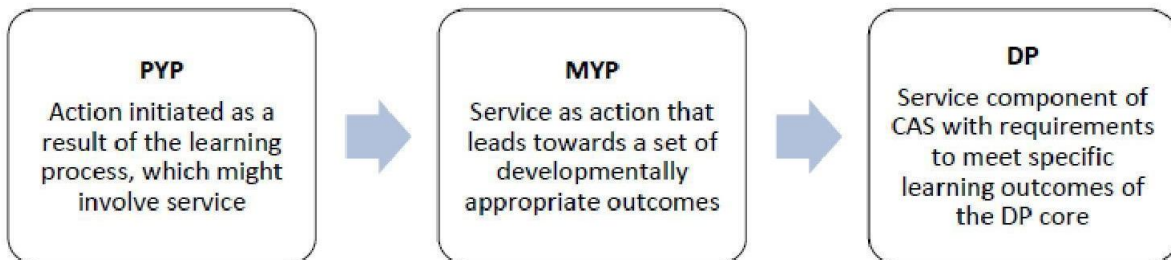
- Through responsible action, tightly connected with sustained inquiry and critical reflection, young people and adults can develop the kinds of attributes described by the learner profile that are essential for success in future academic pursuits and for adult life.
- In the PYP, action has a specific meaning as an element of the programme in which there is an expectation that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process. This kind of student action may have a wider social impact, and it always represents a voluntary demonstration of a student's empowerment.
- Action in the MYP builds upon the action initiated in the PYP and continues as an essential component of the learning process, both as part of the programme's educational philosophy and as a practical outcome of learners' learning.
- The MYP aims to help learners develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community. In the IB continuum, this continues with the service component of the DP's community, action, service (CAS) requirements, in which learners 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.
- As learners become more aware and acquire a better understanding of the context, and of their responsibilities, they become empowered to make choices about how to take thoughtful and positive action. This action will be different from student to student and from context to context. The action may involve learners in:
 - feeling empathy towards others
 - making small-scale changes to their behavior

- 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.

The learning outcomes for service are aims for MYP learners that they can achieve through involvement in service throughout the programme.

Service and action in IB programmes

The service as action continuum could be Summarized by the following diagram.



Type of service

Types of Action	Examples of Action
<p>Direct Service: Learners have interaction that involves people, the environment or animals. Physical distancing guidelines are observed during face to face interactions that do not involve immediate family members.</p>	<ul style="list-style-type: none"> • Creating a pictorial illustration to help a younger sibling understand why people must wear masks. • Organizing a physically-distanced birthday party for an older member of the family. • Creating safe spaces (virtual or face to face) for engaging in civil discourse related to gender, race, and well-being. • Learners' own action in observing the physical distancing measures is a form of direct service. Refer to the following section for more details about this form of service.
<p>Indirect service: Though learners do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment.</p>	<ul style="list-style-type: none"> • (Re)designing a community website • Writing original picture books to teach a lesson. • Participating in an online forum where learners can share their experiences and concerns. The teacher together with the guidance and counselling teacher can act as moderators and guide student discussions and respond to their questions. This kind of activity supports peer learning. <ul style="list-style-type: none"> ○ Note: learners should be informed that they have the option to be involved or not to be involved in this activity.
<p>Advocacy: Learners speak on behalf of a cause or concern to promote action on an issue</p>	<ul style="list-style-type: none"> • Creating posters for the virtual or physical classroom wall to raise awareness in the school community on

<p>of public interest.</p>	<p>matters pertaining to equality and anti-racism.</p> <ul style="list-style-type: none"> • Designing communications with appropriate messaging targeting different groups in order to affect social and behavioral change. This could be done in partnership with youth organizations and local school community influencers.
<p>Research: Learners collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice.</p>	<ul style="list-style-type: none"> • Conducting research to raise awareness and understanding of negative behavior that has resulted as a result in health crisis e.g. stigma, xenophobia and discrimination. • Learners engage in a research exercise that aims at distinguishing between myths and rumors or facts and truth. • Discovering new places through virtual visits. Learners can then do some research about these new places and write articles to inform and educate their peers. • Contributing data about a specific location to research into environmental topics like waste, climate, migration etc.

MYP learning outcomes for service

When working on Service as Action you will focus on the following learning outcomes:

Learning outcomes	Abbreviations for “MYP learning outcomes for service” used in ManageBac:
<ul style="list-style-type: none"> • become aware of your own strengths and areas for growth <ul style="list-style-type: none"> ➤ Determine your strengths and weaknesses – answer questions: “What am I good at?” “What do I need to develop?”. ➤ Overall, your experience should present a challenging opportunity. 	<p>“Awareness”</p>
<ul style="list-style-type: none"> • Undertake challenges that develop new skills <ul style="list-style-type: none"> ➤ Decide what action you can take to develop yourself. ➤ Your experience needs to develop new skills for you. 	<p>“Challenge & New Skills”</p>
<ul style="list-style-type: none"> • discuss, evaluate and plan student-initiated activities <ul style="list-style-type: none"> ➤ Make a plan of your action. ➤ Your activity should be organized by a student group with an adult leader, when you actively participate by planning, discussing a plan, and evaluation. 	<p>“Initiative”</p>
<ul style="list-style-type: none"> • persevere in action <ul style="list-style-type: none"> ➤ Make sure your action is a long-term action. ➤ The overall programme of your experience requires sustained commitment. ➤ You should show evidence of self- 	<p>“Perseverance”</p>

direction.	
<ul style="list-style-type: none"> • work collaboratively with others <ul style="list-style-type: none"> ➤ Your action should involve working within the school and wider community. 	“Collaboration”
<ul style="list-style-type: none"> • develop international-mindedness through <ul style="list-style-type: none"> • global engagement, • multilingualism and • intercultural understanding ➤ Make an action with global range, work with people from other nations, communicate in foreign language. ➤ Your action should be within a global range; where contact with people from other nations is required; when you have to communicate in foreign language(s). 	“Global Value”
<ul style="list-style-type: none"> • consider the ethical implications of your actions <ul style="list-style-type: none"> ➤ You need to be honest and fair in your actions. ➤ You should write about ethical implications in your reflection. ➤ Your reflection and other documentation of the experience should be complete. It should consider the ethical implications of your actions. ➤ Ethical implication – consider: Was it good what I have decided to do? Why? Did I address a need of a specific person or group of people? 	“Ethics”

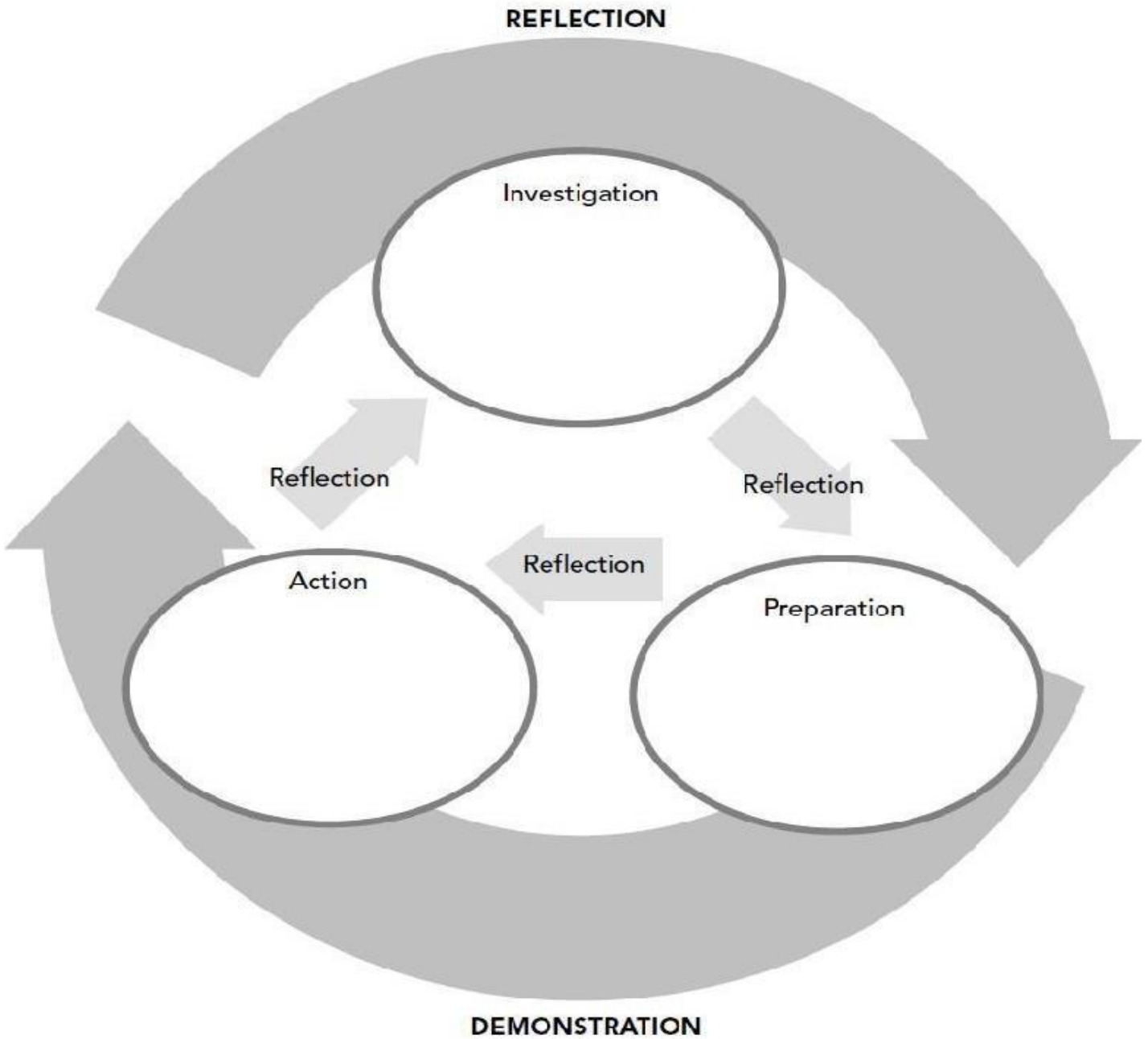
• *Based on: Further guidance for developing MYP Service as Action. Reference excerpt—MYP: From principles into practice (2014), International Baccalaureate.*

Learning outcome progression grid MYP 1 to MYP 3

Learning outcomes	MYP 1	MYP 2	MYP 3
Become aware of own strengths and weakness	Be aware of own strengths and weakness	Identify own strengths and weakness	Develop on own strengths and weakness
Undertake challenges that develop new skills	With guidance, undertake challenges that develop new skills	With limited guidance, undertake challenges that develop new skills	With minimal guidance, undertake challenges that develop new skills
Discuss evaluate and plan student initiated activities	With guidance from teachers, discuss, evaluate and plan student initiated activities	With limited guidance from teachers , discuss, evaluate and plan student initiated activities	With minimal guidance from teachers, discuss, evaluate and plan student initiated activities
Work collaboratively with others	Participate in collaborative activities	Engage in planning collaborative activities	Engage in planning collaborative activity
Persevere in action	With teacher support, persevere in action	With minimal support, persevere in action	Persevere in action independently
Develop intercultural understanding	Be aware of global engagement, multilingualism and intercultural understanding	Understand the importance of global engagement, multilingualism and intercultural understanding	Understand the importance of global engagement, multilingualism and intercultural understanding
Consider ethical implications of action	Be aware of the ethical implications	Identify the ethical implications of an issue	Identifying and try propose solutions to ethical implications of an issue

The five stages of service learning

The Five Stages of Service Learning Meet 21st Century Skills



Service as action in the MYP at NES International School Dombivli

NES International School Dombivli mission statement aligns with the mission statement of the IBO, wherein, we strive to develop caring young people who help create a better and more peaceful world through intercultural understanding and respect. Thus, having Service as action as its key component.

NES International School Dombivli aims to be a school committed to develop internationally- minded learners who recognize their common humanity and shared guardianship of the planet. Service and Action activities can take a wide variety of forms, including, recycling or helping with school events. Service as action helps learners connect what is learned in school with the real world. This can happen in school, at the local food bank or at a distant destination. The end results of these connections are lifelong memorable and treasured experiences that help the learners understand the needs of our world.

- At the start of the school year, learners will receive their log in details for their Online Journal in Managebac.
- In this journal, they record the service activities completed throughout the year.
- Learners are guided by step-by-step instructions on how to log in to the system for the first time, how to record their activities, get approval and input their reflections.
- Service as action extends beyond the classroom, allowing learners to participate in the community where they live, paying special importance to developing their sense of social responsibility and improving those skills that will enable them to make effective contributions to the society.
- Learners should strive to find a variety of Service activities in order to broaden their horizons. The idea is to find a way to help others, especially someone who is less fortunate than they are and to identify and meet a need from within one of their respective communities. It is an act that stresses the idea that it is better to give than receive.

MYP Service as action

Should involve:	Should preclude:
real, purposeful activities, which meet the outcomes established by the MYP.	forced activities.
reflection on the outcomes and personal learning.	an activity in which the learner plays a passive role rather than an active role.
commitment.	activities undertaken based on your friends' influence.

Tips for your service as action experience

Your action can be planned and prepared according to a **SMART model**.

S – Specific: What exactly do you want to do in your action?

M – Measurable: How will you measure that you have achieved your goal?

A – Attainable: Is your goal attainable? Are you going to achieve it?

R – Relevant: Does your goal align with all the requirements described in this document?

T – Time bound: Did you prepare a plan which has a specific time when it starts and when it finishes?

- Be ethical
- Document your work
- Additionally, if you are working in a group, remember to assign roles, responsibilities and time-frame to achieve goals.

MYP Service as action –MYP 1 to MYP 3

Learners enthusiastically wrote slogans on saving trees as an initiation of the “Tree plantation drive” which was held on 4th July 2019.

Learners planted trees in the school campus on 4th July and till date are preserving the same. Since they were confined to their homes during this pandemic, a responsible person is kept for preserving the trees. Learners are updated about the growth of trees.

20th September National Peace Day, The learners organized a rally in the town to promote and spread the message of peace among the citizens. They also reflected their understanding of peace with a beautiful street-side performance. The experience gained by the young learners to mobilize and participate in this rally was far more worthwhile than any History lesson.

The learners actively participated in a service activity where they set up stalls during a startup fest to generate revenue. The funds raised were then used to support a tree-planting initiative outside of the school compound. This initiative not only benefited the environment but also helped the learners develop important skills such as teamwork, communication, and entrepreneurship.

To mark this day PYP, and MYP learners enthusiastically participated in various activities on the school campus.

There are **few restrictions** on the activities

- Must not allow the learners to earn money for themselves
- Must not benefit only the learners and their families
- Must not only be driven by career plans

It is possible that some service activities may require to be done outside school hours. All service activities outside school have to be done with the permission of all concerned and parent consent must be obtained.

Self-monitoring of learning outcomes

You need to check whether, through participating in service, you:

- are more aware of your strengths and weakness
- have undertaken challenges to develop new skills
- are able to plan student initiated activities
- demonstrate collaborative working with others
- persevere in action
- have developed intercultural understanding
- are able to consider ethical implications of action.

Qualitative monitoring of service activity:

Supervisor comments about your activity will be based on the following:

- Following the five "Stages of Service Learning in recording this activity.
- The attitude during the activity Commitment to Service.
- The regularity attendance)'engagement during the activity.
- If appropriate identification of Learning outcomes is done and reflection on achievement of the same.
- Where can the student be placed on the 'Learning Outcome Progression Grid.

Procedure for student initiated activities

If a student initiates an activity that may or may not require interaction with a community or a person belonging to a community, the student needs to do the following:

1. Discuss your activity with the Service Coordinator and get his/her consent
2. Discuss the activity with your parents and get their consent
3. Find out who will supervise your activity. One supervisor will have to supervise every activity and will have to sign your activity record sheet after your every visit. Obtain his/her/their consent.
4. Who will you be visiting? Will you be approaching the community through an NGO?

Through your parents?Relatives? You need to get approval from the people you are liaising with the community that you will be working with.

5. Fill in the student volunteer form.
6. After every visit, get the activity record sheet signed by the supervisor and then the Service Coordinator.

Note:

If unit-initiated activities require working outside school, the same procedure has to be followed. If it requires working in school, the subject teacher and learners have to decide what will constitute evidence of service and how it will be supervised.

Good activities challenge the participating learners and benefit others.

Note: - Learners must keep records of their activities. The records are kept on Managebac, and learners must create personal folders for each of their activities.

Reflections guide line

You can broaden your reflection with answering below questions to consider when reflecting on your experience:

- What are the new things that I learned from this Service as Action experience?
- How did I increase the knowledge of my strengths and weaknesses?
- What new skills did I develop by participating in this Service as Action experience?
- How can I describe the development of self-management of my ATL skills?
- Which outcomes of seven MYP learning outcomes for service did I achieve in this single activity?
- Was my action directed to the global community or local as well?
- How was this Service as Action experience a challenge for me?
- How was I an active participant in the investigation and preparation of this experience?
- How did my participation in this Service as Action experience increase my awareness of the community, I am part of?
- How well did I work collaboratively with others involved in the Service as Action experience?
- How did I help others by doing this Service as Action experience?
- In what ways was I committed to this Service as Action experience?
- How was this Service as Action experience related to issues of global importance?
- What did I accomplish related to what I expected to accomplish?
- What difficulties did I encounter?
- Did anyone help during the experience? What did they do for me?
- How did this activity benefit other people or institutions?
- If I get to do this Service as Action experience again, what would I change?
- What would I like to do next if I am to continue with this Service as Action experience?

Personal inventory

Interests, skills, and talents -we all have them. What are they?

Interests are what you think about and what you would like to know more about- for example, outer space, popular music, an historical event. Are you interested in animals, he is, mysteries, or visiting my places? Do you collect anything?

Skills and talents have to do with things that you like to do that you do easily or well. Is there an activity you especially like? Do you have a favorite subject in school? Do you sing, play the saxophone, or study baller? Do you know more than one language? Can you cook? Do you have a garden? Do you prefer to paint pictures or play soccer? Do you have any special computer abilities?

Work with a partner and take turns interviewing each other to identify your interests, skills, and talent and to find out how you have helped and been helped by others

Interests: I like to learn and think about...

Skills and talents: I can...

Being helpful: Describe a time when you helped someone.

Receiving help: Describe a time when someone helped you.



Planning for service learning

Grade level(s):	Youth Voice and Choice:
Essential Purpose or Question:	
Content-Learning About:	
Service Need:	Curricular Connections: <ul style="list-style-type: none"> • Language and literature: _____ • Language acquisition. _____ • Individuals and societies: _____ • Science: _____ • Mathematics: _____ • Visual Art and Music: _____ • Design: _____ • Physical and health education: _____
Service Ideas:	
Investigation of the Need:	
Preparation and planning:	
Action:	

	Skills Being Developed
Reflection Methods:	<hr/> Books and Other Media Used:
Demonstration to Others:	<hr/> Community Partners:

Duration of the Service-Learning Experience (approximate time frame):

Teacher Collaboration:

Public Awareness or Presentations Planned (including media, alerting public officials, recognition, and celebrations):

Tangible Product(s) from the Experience:

Additional Notes:



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Finding Your Cause

Three Local Concerns

Three Global Concerns

Three General Concerns

Top Three Interests

Top Three Skills

Top Three Talents

I care about this topic because ...

I want to know more about this topic because ...



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Proposal for action

Student names:	
Teacher:	
School:	
Address:	

Phone:	Email:
---------------	---------------

Our idea:
Need: Why this plan is needed?
Purpose: How this plan will help?

Participation: Who will be involved and what they will do?

learners:
Teachers
Other adults:
Organizations or groups:

Outcomes: What we expect to happen as the result of our work?
How we will check progress and outcomes: What evidence we will collect and how we will use it?
Resources: What we need to get the job done, such as supplies?
Signature:



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Student volunteer form

Your name: _____

Name of activity _____

Name of the NGO/Details of Community: _____

Address of NGO/Community

Email of NGO _____

Contact number of NGO: _____

Name of person to be contacted: _____

Activity starting date _____ Finishing date (if known) _____

Approximate hours per week _____ or total hours _____

Activity description including your role

Activity Supervisor (from the NGO/outside)



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Contact numbers and addresses of supervisors outside NES: (must be completed when proposal is submitted for approval - non NES supervisors will be contacted).

Address _____

Tel No _____ e-mail _____

Place NES or outside NES

Day(s) of the week and times _____

Supervisor consent

I am aware that, under my supervision, _____ intends to use the activity outlined above as part of her/his Service Programme. I understand that I will sign the Activity Sheet only if the description of the activity is honest and a true description of what the student did.

Activity Supervisor's Name _____

Activity Supervisor Signature _____

Date _____

Parent approval

I am aware that, my ward, _____ intends to use the activity outlined above as part of her/his Service Programme. I give permission for my ward to conduct the activity. I understand that the activity needs to be supervised and I will make sure that there is an adult present during the activity (especially for self-initiated activities).



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Student acceptance of expectations regarding service activity

1. To fill the student volunteer form and obtain required consent from all concerned
2. To be there on time and each time when expected.
3. To do his/her very best at all times and to be committed.
4. To notify the adult supervisor well in advance if unable to be there and for a valid reason.
5. To present the record of self-initiated activity to the adult supervisor with the student part completed, and obtain signature during each visit; obtain the signature of the Service Coordinator after completion of the visit
6. To upload a reflection on Managebac at the end of the activity.

I agree with these expectations and will do my best.

Signature of student: _____ Date: _____

Contact no.: _____

Email ID: _____

Name of student: _____

Service Coordinator's name: _____

Signature: _____

Subject teacher's name (if unit linked): _____

Signature: _____



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School expectations of service

The following checklist should help you. Tick each box when you are sure that you have understood.

I have carefully read through the information contained in this booklet and I have fully understood the Service requirements.	
I know that I can always discuss Service ideas or questions with the Service Coordinator, my homeroom teacher or my subject teachers.	
I know that I must write THREE reflections summing up my experiences of 'School planned activity' at the end of each semester using the 'Five Stages of Service Learning'	
I know that I must write ONE reflection for each Unit initiated Service activity at the end of the activity using the 'Five Stages of Service Learning'	
I know that I must upload ONE reflection for a self- initiated service activity (if undertaken) at the end of the activity using the 'Five Stages of Service Learning'	
I am aware that I can be as creative as I want and put pictures or drawings of the activity in the sheet or upload photos and videos to support my reflection.	
If I undertake self-initiated/school planned/unit initiated activities outside school hours, I know that I must take prior approval and fill the 'Student Volunteer Form' and take consent from all concerned.	
If I undertake activities outside school hours, I have read and understood the procedure for the same including filling up the 'Record of Service Activity' available in this booklet.	
<p>I am aware that the requirements for completion of service activity is:</p> <ol style="list-style-type: none"> Three reflections summing up the experience of school planned activity at the end of each semester One reflection summing up the experience of unit initiated service at the end of the activity Student Volunteer Form Completed (if required) One reflection summing up the experience of student-initiated activity at the end of the activity 'Student Volunteer Form' completed for this activity Following the five 'Stages of Service Learning' in recording the activities A positive attitude (willingness and interest) during the activity/Commitment to Service Regular attendance/engagement during the activity Appropriate identification of Learning outcomes and reflection on achievement of the same 	



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Record of service activity reflection sheet

- You are required to complete this sheet for all activities, conducted both in & out of school.
- Completed records must be filed on MANAGEBAC
- Fill in all required information legibly and neatly.
- The given questions must be answered in complete sentences.

NAME _____

GRADE _____

NAME OF SERVICE AS ACTION TEACHER _____

NAME OF ORGANISATION _____

DATE(S) OF SERVICE _____

PURPOSE OF ACTIVITY _____

References

- MY IB
- Service as Action in the MYP in different modes of teaching and learning
- MYP: From Principles into Practice, May 2014 (Updated September 2017)
- Managebac
- QuickStart Guides
- Stages of Service .<https://www.youtube.com/watch?v=kFd-yiAfrmE>
- https://resources.ibo.org/data/m_0_mypxx_fcl_1412_1_e.pdf
- Strategies for success with 21st Century skills
<https://discoverecsl.wordpress.com/2012/09/10/the-five-stages-of-service-learning/>
- <https://www.kissclipart.com/myp-service-as-action-clipart-spectrum-health-inno-rifner/>
- MY IB – teacher support Material Project guide
- Further guidance – Service As Action
- Service as Action in the MYP in different modes of teaching and learning
- NESISM- teacher support