

Action Phase Document:

A curriculum framework
for service-learning education

Action Phase Document

Every teacher wants their students to take action that makes a difference to and in the world. This document was created because the authors believe that the concept of action is more a state of mind than a product. Action can only make a resonating difference to and in the world when it is developed in tandem with a toolbox of explicitly taught skills, modelled behaviours, scaffolded plans and a gradual release of responsibility.

This document contains a service-learning curriculum framework, which includes: strands, sub-strands, phases and online resources that complement the skills focused on at each stage of the learning journey towards sustained action. This is an iterative, working document and we welcome feedback as teachers work with their students through each phase.



Strand

Sub-Strand

Strand	Early Phase (1)	Transitional Phase (2)	Conventional Phase (3)	Proficient Phase (4)
(Tuning in) <u>Classroom Environment</u>	-Teachers scaffold the process of creating an essential agreement to provide a safe and caring environment that allows others to take risks.	-Students work with teachers to create an essential agreement that fosters a safe and caring environment that encourages risk-taking.	-Students create an essential agreement to provide a safe and caring environment for all, to foster risk-taking.	-Students independently create and oversee the implementation of an essential agreement that provides a safe and caring environment for all, fostering risk-taking.
<u>Problem solving</u>	-Students will be exposed to problem-solving skills, which include: sharing, being polite, taking turns, listening, acting calmly (e.g. exhibiting attributes of the IB Learner Profile). -Students will show that they are caring by helping each other with different tasks.	-Students will begin to use strategies (e.g. listening, responding appropriately) to solve their problems and help if it is needed. (e.g. exhibiting attributes of the IB Learner Profile). -Students will work in groups and focus on how they can use their abilities in order to help or support group members.	-Students will use a variety of strategies to resolve conflicts in a fair and caring manner. (e.g. exhibiting attributes of the IB Learner Profile). -Teachers will help to assess students' abilities and share these with others via a student expert board. Students will offer their expertise to help others.	-Students will use a variety of strategies to resolve conflicts in a fair and caring manner. (e.g. exhibiting attributes of the IB Learner Profile). -Students will be able to self-assess their abilities and offer their support to others by independently adding their name to the student expert board .

Descriptors / Expectations

Complementary Resources that can be found on:

www.helptakeaction.com



Strand: Tuning in

The **Tuning In** stage of taking action requires that teachers and students become aware of the **structure** of the classroom environment and how they engage, scaffold for, and approach problem solving in the learning community. At this stage, teachers assess prior knowledge of skills and work collaboratively with students to develop a conceptual understanding of what action is within their classroom.

Strand: Finding out

The **Finding Out** stage of taking action requires that teachers and students **investigate** experiences that add to their knowledge base. At this stage, teachers and learners place emphasis on the development of the skills needed to gather and record data in a variety of ways.

Strand: Sorting out

The **Sorting Out** stage of taking action requires that teachers and students **plan and prepare** for ways in which they envision themselves taking action. At this stage, teachers will foster the creation of systems for students to organize, analyze and communicate the information they have gathered. The learning community will set goals for plans of action and track their progress over time.

Strand: Going Further

The **Going Further** stage of taking action requires that teachers and students **act** on the plans they have made. At this stage, the teachers provide opportunities for students to pursue the action they want to take and support the learners in the choices of appropriate mediums to take action. Students at this stage may raise and revisit questions, problems or complications to further the scope or direction of their action.

Strand: Sharing findings

The **Sharing Findings** stage of taking action requires that teachers and students **advocate** for the action that they have taken. At this stage, teachers focus on fine tuning the skills needed to have the students' message reach a larger audience. Additionally, students are now experts in their understandings and identify multiple avenues for application.

Strand: Sustainable Action

The **Sustainable Action** stage of taking action requires that teachers and students create, monitor and foster systems to **sustain** the action they have generated. At this stage, students reflect on the action they have taken and ways in which they can broaden their base of influence. The goal is to have the action become extended beyond the original creator of the idea. To take the action from a local to global platforms.



Strand	Early Phase (1)	Transitional Phase (2)	Conventional Phase (3)	Proficient Phase (4)
(Tuning in)	-Teachers scaffold the process of creating an essential agreement to provide a safe and caring environment that allows others to take risks.	-Students work with teachers to create an essential agreement that fosters a safe and caring environment that encourages risk-taking.	-Students create an essential agreement to provide a safe and caring environment for all, to foster risk-taking.	-Students independently create and oversee the implementation of an essential agreement that provides a safe and caring environment for all, fostering risk-taking.
<u>Classroom Environment</u>	-Students will be exposed to problem-solving skills, which include: sharing, being polite, taking turns, listening, acting calmly (e.g. exhibiting attributes of the IB Learner Profile).	-Students will begin to use strategies (e.g. listening and responding appropriately) to solve their problems and ask for help if it is needed. (e.g. exhibit attributes of the IB Learner Profile).	-Students will attempt to use strategies to resolve conflict by discussing the problem in a calm and appropriate manner and by listening to each other in order to reach an agreement. (e.g. exhibit attributes of the IB Learner Profile).	-Students will use a variety of strategies to resolve conflict in a fair and caring manner. (e.g. exhibit attributes of the IB Learner Profile).
<u>Problem solving</u>	-Students will show that they are caring by helping each other with different tasks.	-Students will work in groups and focus on how they can use their abilities in order to help or support group members.	-Teachers will help to assess students' abilities and share these with others via a student expert board. Students will offer their expertise to help others.	-Students will be able to self-assess their abilities and offer their support to others by independently adding their name to the student expert board .
<u>Responsibility</u>	-Students will be exposed to using a class routine , and asking other students for help, as an extra resource beyond just the teacher.	-Students will begin to recognize that each child has unique talents and follow the class routine to ask a student for the specific help that is needed.	-With guidance, students will be reminded to follow the class routine and approach ' student experts ' prior to asking for support from an adult/teacher.	-Students will independently use the class routine and approach ' student experts ' prior to asking for support from an adult/teacher.
<u>Conceptual Understanding of Action</u>	-Students will explore class jobs to help improve their classroom environment (e.g. board wiper, book collector).	-Students will begin to share a variety of jobs in order to take more responsibility for creating a sustainable community within the classroom.	-With guidance, students will take responsibility for their classroom environment and will develop roles and jobs to create a sustainable community within the classroom.	-Students will independently take responsibility for their classroom environment and implement roles and jobs to create a sustainable community within the classroom.
<u>Conceptual Understanding of Action</u>	-Through teacher modeling, students will be exposed to action. They will begin to take their own actions.	-Students will begin to take more meaningful action and begin to learn about actions that last longer and are ongoing.	-With guidance, students will be able to tell the difference between action and sustainable action and be able to take action that falls under both categories.	-Students demonstrate that they understand the difference between action and sustainable action and will, independently, make informed choices to take action that is long lasting.



Strand	Early Phase (1)	Transitional Phase (2)	Conventional Phase (3)	Proficient Phase (4)
<p>(Finding out)</p> <p><u>Formulating Questions</u></p>	<p>-Teachers will model how to make connections between learning and personal experience.</p> <p>-Students will be exposed to open and closed questions and explore the difference between these two types.</p> <p>-Students will be able to list words that are related to a certain topic or object.</p> <p>-Through teacher modeling, students will be exposed to a variety of resources that they are able to use (e.g. research hub, kid-friendly search engines).</p>	<p>-Students will begin to make connections between their lives and their learning.</p> <p>-Students will be exposed to questions that are organized by key concepts. Students will be able to identify open and closed questions.</p> <p>-Students will begin to identify the importance of using keywords when researching.</p> <p>-Students will begin to collect data and information from a variety of resources, and begin their search using a research hub (e.g. Symbaloo), or a kid-friendly search engine.</p>	<p>-Students will be able to make connections between their learning and prior knowledge.</p> <p>-With guidance, students will be able to ask high-level thinking questions that are open, conceptual and philosophical.</p> <p>-With guidance, students will be able to create a list of keywords as a planning stage prior to researching.</p> <p>-Students will be able to collect data and information. With guidance, students will choose which resources are most appropriate to begin a given task (e.g. research hub, interviews, online encyclopedias, kid-friendly search engines).</p>	<p>-Students will choose to explore topics and take action on issues that they have a personal connection to.</p> <p>-Students will be able to independently ask high-level thinking questions that are open, conceptual and philosophical.</p> <p>-Students will be able to independently create a list of effective keywords as a planning stage prior to researching.</p> <p>-Students will independently be able to collect data and information from a variety of resources. Students will be able to effectively choose which resources are most appropriate for beginning and completing a given task.</p>
<p><u>Research Skills</u></p> <p><u>Note-taking Skills</u></p> <p><u>Referencing Skills</u></p>	<p>-Teachers will model questions and students will develop questions.</p> <p>-Students will learn that two different sources may have different answers to the same question.</p> <p>-Students will become comfortable with alphabetical order, the term "author", and explore the differences between fiction and non-fiction texts.</p> <p>-Students will begin to use writing to effectively communicate their understanding. They will work to put their name on each piece of work.</p> <p>-Students will be exposed to authors, titles, and illustrators of books, websites, and encyclopedias that are used in class.</p>	<p>-Students will begin to learn about the different skills necessary for conducting an interview (e.g. preparing relevant questions) and begin to apply these.</p> <p>-Students will learn about the importance in finding out more than one perspective and begin to evaluate the credibility of a resource.</p> <p>-Students will gain a beginning understanding of how the media centre and OPAC are organized (e.g. genres, alphabetical order, Dewey Decimal system).</p> <p>-Students will begin to record ideas and conversations through writing (e.g. independent or scribed), or through drawings. Students will use a title and date for each entry.</p> <p>-Students will begin to cite the books, encyclopedias and websites that they use.</p>	<p>-With guidance, students will use before, during, and after interview skills, to collect data.</p> <p>-With guidance, students will be able to use a rubric to evaluate the credibility of a resource.</p> <p>-With guidance, students will be able to navigate the media centre, as well as the online public access catalog (e.g. Destiny Quest).</p> <p>-With guidance, students will be able to record and organize data and information gathered from their research, effectively using dates, titles, and the use of graphic organizers to keep notes organized.</p> <p>-With guidance, students will create a Bibliography using MLA format, with the assistance of Easybib.</p>	<p>-Students will independently use and apply before, during, and after interview skills, to successfully collect data.</p> <p>-Students will be able to independently evaluate the credibility of a resource to ensure the information is accurate and reliable.</p> <p>-Students will be able to independently navigate the media centre, as well as the online public access catalog (e.g. Destiny Quest).</p> <p>-Students will be able to independently record and organize data and information gathered from their research, using different techniques and the use of appropriate graphic organizers.</p> <p>-Students will be able to independently create, format, and order an effective Bibliography using MLA format, with the assistance of Easybib.</p>



Strand	Early Phase (1)	Transitional Phase (2)	Conventional Phase (3)	Proficient Phase (4)
(Sorting out)	-Students will be exposed to the concept of time and begin to understand the importance of starting and finishing times.	-Students will begin to understand the importance of managing time and work to complete homework on time.	-With guidance, students will use a schedule to effectively manage their time to ensure homework is achieved according to given due dates.	-Students will be able to independently choose from a variety of schedules or create their own personalized schedule to help manage their time appropriately.
<u>Time Management Skills</u>	-Students will explore the use of a calendar and be exposed to plotting important dates to help remind them of events.	-Students will begin to use homework diaries or 'To Do' lists to complete activities.	-With guidance, students will use homework diaries or 'To Do' lists , to plan and complete activities.	-Students will independently and confidently use homework diaries or 'To Do' lists , to plan, carry out, and complete activities.
<u>Organization Skills</u>	-Students will be exposed to keeping their belongings tidy and organized.	-Students will begin to build strategies to help keep their books, bags and belongings tidy, and organized.	-Students will use some strategies, to keep their resources, books, bags, and belongings neat, tidy, and organized.	-Students will independently choose to implement a variety of strategies to keep their resources, books, bags, and belongings neat, tidy, and organized.
	-Students will be exposed to how to name or re-name files and folders.	-Students will begin to name their computer files and folders according to subject and topic.	-Students will name their computer files and folders more clearly , and do their best to keep them in an organized manner.	-Students will appropriately name their computer files and folders , and manage these in an organized manner.
<u>Planning</u>	-Students will be introduced to goal-setting and be able to set basic goals.	-Students will begin to use SMART, to be able to set appropriate goals.	-With minimal guidance, students will independently use SMART to be able to set appropriate goals.	-Students will be able to independently set goals that allow them to develop an action proposal .
	-Students will be exposed to the concept of learning as a process and the steps that are involved.	-Students will begin to understand each stage of the inquiry process is and what it looks like.	-With guidance, students will use a blank inquiry cycle to plan action.	-Students will be able to unroll their plan of action using the inquiry cycle model .
<u>Tracking</u>	-Students will explore agendas and how they are used.	-Through modeling, students will develop a beginning understanding of the value of using an agenda to run class meetings.	-Students will use already-created tools that help them follow through with their action (e.g. meeting agenda).	-Students will be able to independently create and use tools that help them follow through with their action (e.g. meeting agenda).
	-Students will explore the use of journaling to share and describe feelings.	-Students will begin to use a journal to document progress.	-With guidance, students will document their action using an action journal .	-Students will independently document their action using an action journal .



Strand	Early Phase (1)	Transitional Phase (2)	Conventional Phase (3)	Proficient Phase (4)
(Going Further) <u>Use of Technology</u>	-Students will explore the basic skills necessary for using ICT (e.g. word processing, keyboarding skills, working with documents).	-Students will begin to use basic ICT skills, and become exposed to new software and tools (e.g. productivity suites [iWorks or Office], Photo/Audio/Video Suites, Web 2.0).	-Students will independently demonstrate basic ICT skills and will be exposed to the use of more advanced software and tools (e.g. Photo/Audio/Video Suites, Web 2.0, QR Codes, eBook creator).	-Students will independently apply the use of ICT skills in order to use a wide variety of technology in an effective manner (e.g. Commands, Productivity Suites, Photo/Audio/Video Suites, Web 2.0, Keyboarding, QR Codes).
<u>Software</u>	-Students will be exposed to, and explore: desktops, laptops, tablets, smart devices, and touch devices.	-Students will more confidently use desktops, laptops, tablets, smart devices, and begin to understand how particular Apps and software have different purposes.	-Students will confidently use desktops, laptops, tablets, smart devices, and touch devices for a particular purpose and, with guidance, choose an appropriate App or software that matches the purpose.	-Students will be able to independently choose from a variety of devices, as well as from online tools, apps, and software that matches the need for their action (e.g. create, communicate, collaborate).
<u>Hardware</u>	-Students will be exposed to new software and explore how to use it through play.	-Students will begin to develop technological skills using how-to videos, through play and exploration, and by researching.	-With guidance, students will choose appropriate resources to develop technological skills, using how-to videos, through play and exploration, and by researching.	-Through self-inquiry, students will be confident in developing the skills necessary to be successful with new programs, software, and Apps (e.g. QR Codes, Infographics, ComicLife)
<u>Reflection Skills</u>	-Students will explore how to use digital cameras to take pictures.	-Students will begin to use basic tools, such as digital cameras, flip cameras, and tripods to enhance the creation of their product.	-With guidance, students will use a variety of tools (e.g. digital cameras, flipcameras, video cameras, tripods, green screens) to enhance the creation of their product.	-Students will independently choose and use a variety of tools (e.g. digital cameras, flipcameras, video cameras, tripods, green screens, lighting, sound equipment) to enhance the creation of their product.
<u>Reflection Skills</u>	-Students will be introduced to the concept of “reflection”, and teachers will model how to reflect using graphics, and short written statements.	-Students will begin to write or draw reflections.	-With guidance, students will be able to write reflections, learn how to use different types of reflections, and will gain an understanding of how these can be used to inform future decisions.	-Students will independently choose an appropriate reflection (e.g. daily and weekly reflection sheets, five-finger reflection) to inform future decisions in the development of their action.



Strand	Early Phase (1)	Transitional Phase (2)	Conventional Phase (3)	Proficient Phase (4)
<p>(Sharing Findings)</p> <p>Presentation skills</p> <p>Design</p> <p>Sharing</p>	<p>-Students will learn how to take turns when sharing information with each other.</p> <p>-Students will be encouraged to engage in drama, performance, as well as voice modulation through reader's theater, performances, and recordings.</p> <p>-Students will explore body language, facial expressions, and actions in order to give others a lot of information.</p> <p>-Students will be introduced to the concepts of "audience" and "purpose".</p> <p>-Students will explore color and design through play.</p> <p>-Teachers will model and use www.actiontracker.org.uk for action that students take during the year.</p>	<p>-Students will focus on choosing the most important information to share when communicating with others.</p> <p>-Students will begin to learn about and develop oral presentation skills (e.g. pronunciation, clarity, volume).</p> <p>-Students will begin to develop non-verbal communication skills (e.g. body language and facial expressions).</p> <p>-Students will begin to use the planning process when writing and continue to develop their understanding of "audience" and "purpose".</p> <p>-Students will begin to choose particular colors, photos and layout for a particular purpose.</p> <p>-Students will begin to use www.actiontracker.org.uk.</p>	<p>-Students will focus on communicating their findings with clarity and in a succinct manner.</p> <p>-Students will build oral presentation skills to enhance their presentations (e.g. pronunciation, clarity, volume, tone, pauses).</p> <p>-Students will use non-verbal communication skills to enhance their presentations (e.g. body language, facial expressions).</p> <p>-With guidance, students will use the planning process to prepare to create a visual representation (e.g. purpose, audience).</p> <p>-With guidance, students will use design and persuasive techniques to create a visual representation (e.g. choice of illustrations/photos, layout, colors).</p> <p>-Students will use a variety of online action hubs, and with guidance, students will choose an appropriate online resource where they can share their action.</p>	<p>-Students will be able to confidently present and communicate their findings to others.</p> <p>-Students will independently apply the use of effective oral presentation skills to enhance their presentations (e.g. pronunciation, clarity, volume, tone, emphasis, pauses).</p> <p>-Students will independently choose advanced non-verbal communication skills to enhance their presentations (e.g. body language, facial expressions, movement, use of space, actions).</p> <p>-Students will independently use the planning process to effectively prepare to create a visual representation (e.g. purpose, audience).</p> <p>-Students will independently use design and persuasive techniques to create an effective visual representation (e.g. choice of illustrations/photos, layout, colors, advertising techniques).</p> <p>-Students will independently choose the most appropriate venue to share their findings (e.g. www.causes.com www.actiontracker.org.uk www.kidscanmakeadifference.com www.voiceofyouth.com).</p>



Strand	Early Phase (1)	Transitional Phase (2)	Conventional Phase (3)	Proficient Phase (4)
(Taking Action)	-Students will be exposed to a variety of websites, blogs, and wikis through teacher modeling and play.	-Students will explore a variety of online spaces and begin to use critical thinking skills to evaluate the information presented.	-With guidance, students will be able to create an online space to share their action (e.g. weebly, wikispaces).	-Students will be able to independently create an online space to share their action and get others involved (e.g. weebly, wikispaces , blogster, wix, squarespace).
<u>Publishing</u>	-Students will be exposed to different interfaces and choices in how information is displayed or embedded.	-Students will begin to use basic skills on uploading files, as well as develop an understanding of different file types.	-With guidance, students will choose appropriate strategies, and use tools and software that are necessary for web development (e.g. embeditin, file conversion).	-Students will be able to independently choose and use strategies, tools and software that are necessary for web development (e.g. embed codes, issuu, embeditin, file conversion).
<u>Marketing and Promotion</u>	-Students will be exposed to different mediums that can be used to market and promote information.	-Students will begin to develop an understanding of how to use different mediums to market and promote information.	-With guidance, students will choose and implement the use of an appropriate medium to help market and promote their online space (e.g. e-mail list).	-Students will be able to independently choose and implement the use of an appropriate medium to help market and promote their online space (e.g. social media).
<u>Joining Organizations</u>	-Students will explore how to use adjectives and nouns to label a given object.	-Students will begin to effectively label or “tag” an item.	-With guidance, students will learn how to use metadata and metatags to market their online space.	-Students will independently create metadata and metatags to market their online space appropriately for search engines.
<u>Making Global Connections</u>	-Students will be exposed to TED, TEDx, TED-Ed and the TED vocabulary of inspiration and sharing of ideas.	-Students will explore TED, TEDx, TED-Ed and the TED vocabulary of inspiration and sharing of ideas.	-Students will use TED and TEDx as a regular resource and, with guidance, be able to use TED-Ed to flip videos.	-Students will understand the ethos of TED and independently be able to use TED-Ed to flip videos.
<u>Joining Organizations</u> <u>Making Global Connections</u>	-Students will be introduced to the idea of what an organization is and what role it plays in helping others. -Students will explore dialogue in their text.	-Students will be exposed to a large variety of organizations and understand their role and purpose with different topics and actions. -Students will learn how to write, scribe, or draw scripts.	-With guidance, students will choose organizations to join, in order to share and be further involved with their action. -With guidance, students will learn how to create an effective script and learn how a speech for the class and TEDx are different.	-Students will independently choose appropriate organizations to join, in order to share and be further involved with their action. -Students will independently be able to create an effective script that is appropriate for giving a TEDx talk.



For complementary resources contained in this document please visit:

<http://www.helptakeaction.com/index.html>



Teacher notes, ideas, suggestions:

