

# CAS

## STUDENT HANDBOOK

SY 2020-2021



BRENT INTERNATIONAL SCHOOL SUBIC

### CREATIVITY



### ACTIVITY



### SERVICE



...if you believe in something, you must not just think or talk or write, but must act.  
Peterson (2003)

International Baccalaureate Program



# CAS TEAM

CAS Coordinator: Louise D. Fernandez  
*lfernandez@brentsubic.edu.ph*

## CAS Advisors:

Roy Cosca  
*rcosca@brentsubic.edu.ph*

Avernie Tayco  
*atayco@brentsubic.edu.ph*

IB Coordinator: Sheila Griarte  
*sgriarte@brentsubic.edu.ph*

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## The Nature of Creativity, Activity, Service

Creativity, activity, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme.

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

### Creativity: Creativity Exploring and extending ideas leading to an original or interpretive product or performance.

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking. This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum, which include creative thinking in the design and carrying out of service projects. You should try to be involved in-group activities, and especially in new roles, wherever possible; however, individual commitment to learning an art form is allowed, where it respects the requirements for all CAS activities:

- that goals are set, and
- you reflect on progress

## Activity: Physical exertion contributing to a healthy lifestyle

The aim of the "Activity" strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit. Again, you are encouraged towards group and team activities, and undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met:

- that goals are set, and
- you reflect on progress

Incorporating the service element can enhance both creativity and activity. For example, if you become involved in the arts or physical activities you might consider coaching young children or seniors in residential homes.

## Service: Collaborative and reciprocal engagement with the community in response to an authentic need.

The aim of the "Service" strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students' self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended for best practice. Service within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid.

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Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things for others but also doing things with others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others. CAS enables students to enhance their personal and interpersonal development. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life changing.

Successful completion of CAS is a requirement for the award of the IB Diploma. Along these lines, the successful completion of CAS is a requirement for the award of the Brent Diploma.

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## In CAS, there are seven learning outcomes.

Within the Diploma Programme, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile.

The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

## CAS Learning Outcomes

- THIS IS VERY IMPORTANT. THIS IS THE HEART OF YOUR PROGRAM. THIS IS WHAT YOU HAVE TO DEMONSTRATE.

<b>LO 1</b>	<b>Identify own strengths and develop areas for growth</b>
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
<b>LO 2</b>	<b>Demonstrate that challenges have been undertaken, developing new skills in the process</b>
Descriptor	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
<b>LO 3</b>	<b>Demonstrate how to initiate and plan a CAS experience</b>
Descriptor	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
<b>LO 4</b>	<b>Show commitment to and perseverance in CAS experiences</b>
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
<b>LO 5</b>	<b>Demonstrate the skills and recognize the benefits of working collaboratively</b>
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
<b>LO 6</b>	<b>Demonstrate engagement with issues of global significance</b>
Descriptor	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
<b>LO 7</b>	<b>Recognize and consider the ethics of choices and actions</b>
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student's development) that is of most importance.



## What Is NOT CAS?



CAS is not a points-scoring exercise.

It should be an interesting variety of activities that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community.

Generally, CAS is not taking place when you are in a passive rather than an active role.

There should be interaction. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is possible.

Examples of activities, which at first sight would appear to be inappropriate, are listed below.

- any class, activity or project that is already part of the Diploma Programme
- an activity for personal reward, financial or benefit-in-kind
- simple, tedious and repetitive work
- a passive pursuit, e.g. museum, theatre, exhibition, concert visits
- part of family or religious duty
- work experience that only benefits the student
- fundraising with no clearly defined end in sight
- an activity where there is no responsible adult on site to evaluate your performance
- activities that cause division amongst different groups in the community
- working in an old people's or children's home when you:
  - have no idea of how the home operates
  - are just making sandwiches
  - have no contact at all with the old people or children
  - actually do no service for other people

(The above example can be applied to many other activities purporting to be CAS)

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## CAS at Brent International School Subic

At the beginning of each academic year, the CAS Coordinator will go through the CAS Guide with all Diploma candidates.

The IBO CAS Guide is the ultimate source of information and direction for the Coordinators and the students and will be consulted if there are any questions regarding the implementation of the program.

The Brent International International School CAS Student Handbook has been designed to give students and parents the essence of the philosophy of the CAS program.

Moreover, it is hoped that students will be able to fulfill the IBO's Diploma requirements through a coherent and structured manner. All students will be using Managebac, a software to record, reflect and report all CAS activities undertaken.

It is the role of the CAS coordinator and CAS Adviser to monitor your progress and to give advice, not to push students through CAS. It is your responsibility to complete the CAS component of the IB, using planning skills and self-discipline.

### Responsibilities of the Student

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

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CAS students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes on Managebac
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their CAS programme
- communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS programme
- behave appropriately and ethically in their choices and behaviours.

The relevant section of the IB Programme standards and practices document states that students should have opportunities to choose their own CAS activities and to undertake activities in a local and international context as appropriate. This means that, as far as possible, students should "own" their personal CAS programmes. With guidance from their CAS Coordinator/advisers, students should choose activities for themselves, initiating new ones where appropriate.

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Students are required to:

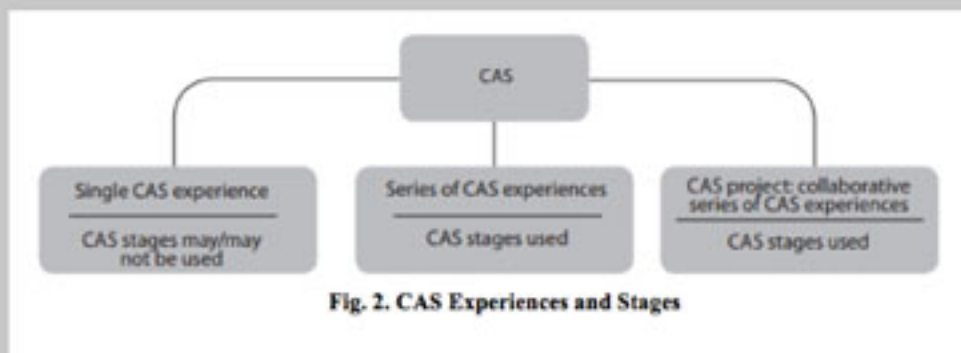
- Self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme.
- Plan, do and reflect (plan activities, carry them out and reflect on what they have learned).
- Undertake at least one formal interview in Year 1, a second formal interview at beginning of Year 2 and a final CAS interview at the end of Year 2 with their CAS Adviser.
- Keep records of their activities and achievements, including a list of the principal activities undertaken in Managebac.
- Show evidence of achievement of the seven CAS learning outcomes in Managebac.
- For the student on taking the Brent Diploma or Course Track, they are required to do 1 Creativity, 1 Activity and 2 Service CAS Experiences within the 2 years.
- For the student on taking the IBDP Track, they are required to do 2 Creativity, 2 Activity and 2 Service CAS Experiences within 18 months.
- The IBDP track also requires the student to undertake a CAS Project that is at least on month long. This CAS Project is in partial fulfilment of the IBDP CAS requirement. This may also be counted as one of their CAS Experience.

## CAS Experiences

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands.



CAS experience can be a single event or may be an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month (see the section on CAS project for additional criteria).



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## Guidelines to CAS experiences

There are four guidelines that should be applied to any proposed CAS experience. A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's Diploma course requirements

To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider.

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed? While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

## CAS Stages

The CAS stages (adapted from Cathryn Berger Kaye's "five stages of service learning", 2010) offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.



**Fig. 3. The Five CAS Stages**

There are two parts as noted in the diagram. The center represents the process with four key parts: investigation, preparation, action, and reflection (occurring intermittently in response to significant experiences). The outer circle has two parts and guides students in summarizing their experience: reflection and demonstration.

## The five CAS stages are as follows:

1. Investigation: Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.

2. Preparation: Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.

3. Action: Students implement their idea or plan. This often requires decision-making and problem solving. Students may work individually, with partners, or in groups.

4. Reflection: Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

5. Demonstration: Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.



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The CAS stages provide a framework that enables students to:

- increase self-awareness
- learn about learning
- explore new and unfamiliar challenges
- employ different learning styles
- develop their ability to communicate and collaborate with others
- experience and recognize personal development
- develop attributes of the IB learner profile.

For singular CAS experiences, students may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

The CAS coordinator ensures that CAS advisers and other supporting staff, as well as CAS students, understand the CAS stages so they are readily applied to advance the students' CAS programme.

## CAS project

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least one CAS project during their CAS programme. The primary purpose of the CAS project is to ensure participation in sustained collaboration.

A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met. A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- *Creativity: A student group plans, designs and creates a mural.*
  - *Activity: Students organize and participate in a sports team including training sessions and matches against other teams.*
  - *Service: Students set up and conduct tutoring for people in need.*
  - *Creativity and activity: Students choreograph a routine for their marching band.*
  - *Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.*
  - *Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.*
- Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.*

**A minimum of one month is recommended for a CAS project, from planning to completion.**

## Reflection in CAS

Being reflective is one attribute of the IB learner profile: "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 overarching intention of reflection in CAS includes the opportunity for students to:

- *deepen learning*
- *consider relevance of experience*
- *explore personal and group values*
- *recognize the application of knowledge, skills, and attributes*
- *identify strengths and areas for development*
- *gain a greater understanding of self and others*
- *place experience in a larger context*
- *generate relevant ideas and questions*
- *consider improvements in individual and collective choices and actions*
- *transfer prior learning to new situations*
- *generate and receive constructive feedback*
- *develop the ongoing habit of thoughtful, reflective practice.*

You must reflect on your CAS experiences. Experiential learning is at the heart of CAS. Experiential learning involves much more than just planning and carrying out the activity itself. It also involves personal observation and reflection of your feelings and interactions, analysis of your perceptions, identifying your achievements, outstanding issues, personal strengths and challenges, evaluating your actions and thinking about your new understandings. During the project, you should note down your feelings, thoughts, and observations you have made. Once you have completed your meaningful reflections you should then apply this learning to the next activity or situation.

## Understanding Reflection

Reflection is:	Reflection is not:
<ul style="list-style-type: none"><li>• honest</li><li>• personal</li><li>• done in many different ways</li><li>• sometimes difficult</li><li>• sometimes easy</li><li>• sometimes creative</li><li>• building self-awareness</li><li>• necessary for learning</li><li>• what I did, combined with how I felt</li><li>• surprising</li><li>• helpful for planning</li><li>• done alone or with others</li><li>• about thoughts, feelings, and ideas</li><li>• adding perspective.</li></ul>	<ul style="list-style-type: none"><li>• forced</li><li>• right or wrong</li><li>• good or bad</li><li>• marked or graded</li><li>• difficult</li><li>• copying what someone else said</li><li>• predictable</li><li>• to be judged by others</li><li>• only a summary of what happened</li><li>• done to please someone else</li><li>• a waste of time</li><li>• only written</li><li>• only discussion</li><li>• only led by teachers.</li></ul>

### Elements of Reflection

Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process.

The first two elements form the foundation of reflection.

- **Describing what happened:** Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes. Reflection Creativity, activity, service guide 27
- **Expressing feelings:** Students articulate emotional responses to their experiences. The following two elements add greater depth and expand perspectives.
- **Generating ideas:** Rethinking or re-examining choices and actions increases awareness about self and situations.
- **Asking questions:** Questions about people, processes or issues prompt further thinking and ongoing inquiry.

## Extending Reflection

Having established an effective understanding of the four elements of reflection, students develop higher order thinking skills by critically examining thoughts, feelings and actions, thereby synthesizing their learning. The theory of knowledge (TOK) course provides students with critical thinking skills to develop and extend their reflections. For example, during TOK (ways of knowing) they consider their emotions, ability to reason and how to use language. Students can be encouraged to move forward through deeper questions. For example:

- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?
- Why did I make this particular choice?
- How did this experience reflect my personal ideas and values?
- In what ways am I being challenged to think differently about myself and others? How did I feel?
- How did I feel about the challenges?
- What happened that prompted particular feelings?
- What choices might have resulted in different feelings and outcomes?

Following reflection, feedback from the CAS coordinator and/or adviser is beneficial and necessary as is peer feedback. Feedback provides acknowledgment, confirmation or clarification of students' understanding and insight, and opportunities for further development. Feedback can take many forms such as part of an informal or formal discussion, as a written response to a blog posting, during group discussion or paired peer conversation. Students may also advise on their preferred method for feedback.

## How to Get Started

Reflections may not come naturally to you. To help you get started you should consider the following key questions.

1. What happened?
2. How do I feel?
3. Ideas?
4. Questions?

Other questions to ask would be:

- How successful was I in achieving my goals? What difficulties did I encounter and how did I overcome them?
- What did I learn about myself and others through this activity/project? What abilities, attitudes and values have I developed?
- Did anyone help me to think about my learning during this activity/project? If so, who helped and how did they help?
- How did this activity/project benefit others?
- Did I maintain full attendance? How many sessions have I missed? Was I punctual?
- How would I summarize my effort and commitment?
- What might I do differently next time to improve?
- How can I apply what I have learned in other life situations?
- What have I learned about development issues that are evident in our local community? How do I feel about this? What are my views on these issues? What have I done to address these issues?

## Forms of Reflection

Reflection can appear in countless forms. CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example:

- A student might take photographs while hiking and use these to reflect in writing.
- Two students could compose a song describing how they helped children.
- A student might dramatize a poem to capture a feeling of creative endeavour.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.



Student reflection may be expressed through a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression. Students find greater value and purpose when they apply their own interests, skills and talents when reflecting. They discover that reflection can be internal and private or external and shared. Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes. At BISS, the CAS Portfolio is in the form of software called, Managebac, where all the forms of reflections can be uploaded.



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## Recording and Reporting

Students will document their CAS activities, noting in particular their reflections upon their experiences. As previously indicated, this documentation may take many forms, including weblogs, illustrated displays and videos, and written notes. Its extent should match the significance of the particular activity to the student. While it is important to encourage students to make an early start on their CAS log, there is no point in writing lengthy accounts about relatively routine experiences.

Some of the most valuable recording and reporting happens when there is a real audience and purpose, for example, when students inform other students, parents or the wider community about what is planned or what has been achieved.

Students will also undergo 3 formal interviews that will happen at different times within the program. These interviews will also be used as a venue for the student to reflect and report on their CAS Experiences.



## CAS Requirements

Students are expected to complete a balance of activities in Creativity, Action and Service set by the CAS Coordinator in accordance with the IB Diploma Programme requirements.

At the beginning of the school year, students are required to use the "Year Long Plan" form to spread their activities out.

### Required Tracks

At BISS, there are three (3) tracks that a Junior/ Senior is part of, this is dependent on the course of study they choose. A full IB Diploma student will be under the IB Diploma Track which means that they will need to do: two (2) long-term activities for each strand. On the other hand, the student who only takes some courses as certificates in the IB programme is on the IB Course Track will only need to do one (1) for Creativity, one (1) for Activity and two (2) for Service. This also applies for the student on the Brent Diploma Track. A student in the Brent Diploma track will not be sitting in any exams for IB. The Brent Diploma Track student will only need to do one (1) for Creativity, one (1) for Activity and two (2) for Service.

It is expected that students in the IBDP track will complete a balanced program of activities within 18 months. While students taking the IB Course Track and Brent Diploma Track may fulfil all their CAS obligations during 11th grade.

(long-term activities)	Creativity	Activity	Service
<b>IB Diploma Track</b>	2	2	2
<b>IB Course Track</b>	1	1	2
<b>Brent Diploma Track</b>	1	1	2

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## Record Keeping in Managebac

1. Complete and submit the CAS Year Long form at the beginning of Grade 11 and Grade 12.
2. Complete the CAS Activity Proposal form downloaded from google drive then upload on Managebac.
3. Every proposal should be approved by the CAS Coordinator and CAS Advisor before being carried out.
4. Create the approved CAS Proposal on Manangebac, make sure fill out all the necessary information.
5. This must be amended if necessary.
6. Reflections on Managebac must be made every time any activity is undertaken.
7. Reflection and self-evaluation entries must be written on a regular basis.
8. At the end of each CAS Experience, the student must answer CAS questions on Managebac to summarize their whole experience.
9. By grade 12, the student is required to write a CAS Final Essay before their Final Interview with their respective CAS Advisors.

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## Some thoughts to consider about CAS:

1. It is central to the IB hexagon. It is not peripheral; it is not on the outside; it is in the middle. Students tend to consider CAS as this "other thing" that is part of the IB program. Academic work is the foundation that informs CAS, EE, and TOK, but academic learning is only one part of the IB mission and program. CAS is central to this mission.
2. CAS is essential for an IB diploma. You cannot receive an IB diploma without successfully completing the CAS program.
3. When we consider whether or not you completed your CAS program, we ask one question: "Did the student meet all of the criteria necessary?" The ultimate evaluation of your CAS work is a simple "yes" or "no."

## CAS AT BISS

Below is a list of some club offerings from SY 2016-2017 at BISS. These activities were compiled to give students an idea of which club would cater to a particular CAS strand. However, students are encouraged to create their own activities and not just rely on school offered ones. Students may come up with their own CAS Project that can cover one, two or three strands.

Creativity	Action/Activity	Service
Productions:	Smash 'n Drop club (Tuesdays-1st sem.)	Production:
LS: props club (Wednesdays-1st sem.)	Varsity Girls' Soccer (Jan.-March)	MS/US: Jan.-April:
MS/US: Jan.-March: (2nd sem.)	Tennis club (Thursdays-1st sem.)	backstage crew
set design/props	Varsity Boys' Soccer (Oct.-Jan.)	technical crew
advertising/media	Basketball club (Wed. & Fri.-1st sem.)	ECHOES yearbook club (Wednesdays)
cast member	Varsity Volleyball (Aug-Oct.)	Ambassadors for Women (Mondays)
Ambassadors for Women (Mondays)	Varsity Girls' Basketball (Oct.-Jan.)	Student Council member (Tuesdays)
ECHOES yearbook club (Tuesdays)	Varsity Boys' Basketball (Jan.-March)	Green Earth Ambassadors (Tuesdays)
Creative Writing Club (Thursdays)	Smash 'n Drop (Tuesdays)	Ted-Ed club (Wednesdays)
Livepro (Wednesdays)	Table Tennis Club (Tuesdays)	NHS projects (TBA)
MUN (Tuesdays)	Ultimate Frisbee (Thursdays)	Students for Students (Fridays)
Samul Nori-Korean percussion instruments & culture (Fridays)	Walk-a-thon (Walker's Club) (Monday)	Shining through Service
Ted-Ed club (Wednesdays)		
Band/Choir: no grade or credit (Block H)		
Prep Band (Thursdays)		

# Home Learning Ideas for CAS

## CREATIVITY

- Take a university art class - [https://www.artsy.net/article/artsy-editorial-10-university-art-classes-free-online?utm\\_medium=email&utm\\_source=19760185-newsletter-editorial-daily-03-18-20&utm\\_campaign=editorial&utm\\_content=st-5&fbclid=IwAR0ITC6HZzyIkyn1zUiwIBcBxexYpIhVBfSHTF1rdPNmk7yINyR3P31uq3o](https://www.artsy.net/article/artsy-editorial-10-university-art-classes-free-online?utm_medium=email&utm_source=19760185-newsletter-editorial-daily-03-18-20&utm_campaign=editorial&utm_content=st-5&fbclid=IwAR0ITC6HZzyIkyn1zUiwIBcBxexYpIhVBfSHTF1rdPNmk7yINyR3P31uq3o)
- Take other classes -> Coursera, Khan Academy, Open culture, Udemy, EdX, etc. -> Don't forget to include evidence of your learning
- Keep a journal over the next few weeks. This is not only a local crisis - but a global one - record photographs, drawings - write your thoughts/feelings. This then becomes a primary source living document for future generations!
- Create a virtual spirit week for students - what could the themes be? (Ex: Guess a friend based on snapchat filter; Picture of what you're currently reading; Tiktok of your fav. lesson) How will messages of positivity be spread?
- Select an area of personal growth - public speaking, self-confidence, etc - seek out ways skill/trait development
- Demonstrate your artistic side - and use it in the current political/social context (writing, stand-up comedy, music, ---> a piece that gives us 'relief' in these desperate times OR brings attention to a certain aspect of it)
- In combination of the above bullet point (take a virtual tour of a museum) <https://www.timeout.com/travel/coronavirus-virtual-museum-tours>
- Another artistic one. Either visit virtual art exhibitions with <https://www.kunstmatrix.com/en> (free) or create your own exhibition (paid account). I guess Visual Arts students need to be careful about "double-dipping"
- Create a plan for your family at home to prevent epidemics.
- Host a virtual book club for peers
- What are your academic strengths? - Apply them -> See example of a student who used love of math/statistics to create a "Recovery Tracker" -> <https://news.virginia.edu/content/student-coronavirus-tracking-website-tops-nearly-14-million-views-193-countries>
- Take on one of these Design Challenges - focused on the coronavirus [https://www.makersempire.com/lesson-ideas-students-coronavirus-learn-home/?fbclid=IwAR1HtCDonm\\_ycK6u5SLVsu\\_llaviJJ3b1ix7Ywa3DpdmNwo1Cc2J0zMfAWo](https://www.makersempire.com/lesson-ideas-students-coronavirus-learn-home/?fbclid=IwAR1HtCDonm_ycK6u5SLVsu_llaviJJ3b1ix7Ywa3DpdmNwo1Cc2J0zMfAWo)
- Interested in current events? Host virtual town halls / create a 'student friendly news' channel / curate **positive** news stories to share -> Can especially be focused on those difficult LO's 6 & 7
- Create a youtube series (with a certain theme based on your interest)
- Global Call To Creatives - the UN - [https://docs.google.com/presentation/d/1uR9gq1nC\\_ZYIGHkyaU7bRivTJ0gmtaxqZ5\\_4BvzcGnM/mobilepresent?fbclid=IwAR1XepONUiiBvRf5AIIINdpQ5xw90DEkEyT1c8eW24r8yxH7s5ibRsYHEwIU&slide=id.p](https://docs.google.com/presentation/d/1uR9gq1nC_ZYIGHkyaU7bRivTJ0gmtaxqZ5_4BvzcGnM/mobilepresent?fbclid=IwAR1XepONUiiBvRf5AIIINdpQ5xw90DEkEyT1c8eW24r8yxH7s5ibRsYHEwIU&slide=id.p)

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## Home Learning Ideas for CAS

### ACTIVITY

- Video log of at home workouts to share with the community
- Track your own progress - plank challenge!
- Host live lessons for peers whether it's yoga, mindfulness, ping pong, etc.
- Keeping an updated blog that shares nutritional plan, recipe ideas, exercise routine
- Create and carry out a 'choice activity board' -> look for various examples posted online! \*Think of it as a 'bingo' for exercise
- Take a 30 day physical activity challenge (with or without an [App](#))
- Create a series of fitness Tiktoks - upload the videos to Managebac, etc -with a reflection
- Create a Wellness plan for their week(s). Describe their days, add fitness time, personal time, schedule, etc. How will they meet both activity and emotional health

# Home Learning Ideas for CAS

## SERVICE

- *Social Distancing* - it is so important at the moment. Create a campaign. Join & promote a current one.
- Tutor peers virtually.
- Take a note from teachers that are providing recorded lessons - record some of your own! Direct this towards an audience - young learners? English language learners?
- People (especially the older generation) are trying to combat loneliness. What are some ways you could take action? Call nursing homes? Provide care packages? Send virtual videos/cards?
- Rise of xenophobia is present during this time - ways to tackle it?
- Informative and engaging videos about how to prevent the spread of Covid-19 / practicing safe hygiene
- #CardsforWuhan #MrTherpod - adapt this same idea and expand into your local community
- Engage in civic service - letter write to levels of government voicing your concerns
- Reading vlog/podcast where you do read alouds of young students who are stuck at home in quarantine
- Guide for parents and/or students on how to
- Draft an action plan for a future student-led club
- First responders & medical personnel need messages of support as well as medical supplies in certain areas
- Musically talented? -> Share it with others
- Create a 'balance' video/presentation/shorts for students online to help with setting breaks, stretches, postures, etc. that are short and will help restore some balance to the body during these heavy 'online' times
- Create an inspiring message to share to foster a global community -  
[https://docs.google.com/forms/d/e/1FAIpQLSdCVz5Nes-WosoxSjbBsUA\\_HMBhobeJCH9DRJ27oO78wGz-IQ/viewform?fbclid=IwAR3ewi1kuPLL7nHUCRrY0cqagmlah15rrY-tqXlHKZwwrlgy5nvsKQhmvk](https://docs.google.com/forms/d/e/1FAIpQLSdCVz5Nes-WosoxSjbBsUA_HMBhobeJCH9DRJ27oO78wGz-IQ/viewform?fbclid=IwAR3ewi1kuPLL7nHUCRrY0cqagmlah15rrY-tqXlHKZwwrlgy5nvsKQhmvk)
- Create Thank You cards (Creativity) for hospital staff and deliver them to the hospital (possibly with a small gift, flowers, ...)

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## CAS Forms

These CAS forms are also readily available on the shared google folder and are downloadable.



## Yearlong Planning form for 1<sup>st</sup> Interview

Student:	Adviser:
Year:	Contact Number: Email:

*Students' must fulfill the following CAS Experiences/Project within 18 mos.*

<b>IB Diploma Student:</b>	Creative- 2	Action- 2	Service- 2
<b>Brent Diploma Student:</b>	Creative- 1	Action -1	Service- 2

*Use this table to plan your CAS Experience/ Project for the present school year.*

Starting Date Duration <i>(please note if it is a long term project)*</i>	Strand C/A/S	Activity	Possible Supervisor

\*long term project is at least one month

*Use this table for possible CAS Experiences/Projects for the next school year. (optional)*

Starting Date Duration <i>(please note if it is a long term project)*</i>	Strand C/A/S	Activity	Possible Supervisor

## CAS PROPOSAL FORM

Student: Year:	Adviser:
Activity:	Duration: (dates/ times)
Supervisor:	Contact Number: Email:

*(Check the boxes that apply to your CAS Experience/Project)*

*This CAS Experience/Project is for*  CREATIVITY  ACTIVITY  SERVICE

<b>Does this CAS experience meet the following criteria?</b> <u>Your experience must meet these four requirements.</u>	<b>Will the CAS experience demonstrate the Learning Outcome(s)? Which one(s)?</b> <u>Choose only one or two.</u>
<input type="checkbox"/> Real purposeful activity; with significant outcomes <input type="checkbox"/> Personal challenge, tasks must extend the student and be achievable <input type="checkbox"/> Thoughtful consideration such as planning, reviewing progress, and reporting <input type="checkbox"/> Reflection on outcomes and personal learning	<input type="checkbox"/> Identify own strengths and develop areas of growth <input type="checkbox"/> Demonstrate that challenges have been undertaken, developing new skills in the process <input type="checkbox"/> Demonstrate how to initiate and plan a CAS experience <input type="checkbox"/> Show commitment and perseverance in CAS experiences <input type="checkbox"/> Demonstrate the skills and recognize the benefits of working collaboratively <input type="checkbox"/> Demonstrate engagement with issues of global significance <input type="checkbox"/> Recognize and consider the ethics of choice and actions

*Write a short description of the CAS experience/ Project:*

*What specific goals do you want to achieve that is based on the CAS Strand of this experience?*

***Student's Conformance:***

I will commit to the CAS experience/Project at the above stated time/s and given duration to the best of my abilities. I understand that it is my ability to see this CAS experience/ Project into completion, and once approved, can only be cancelled through negotiation with the supervisor and CAS coordinator or adviser.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Supervisor's Conformance:***

The student has provided me with the information about the CAS Experience/ project being proposed. I understand what my role as the supervisor is, and I agree to monitor the student's progress. I will sign the student's Activity Log on a regular basis to ensure that s/he is fulfilling her/his commitment and meeting the school's expectations. Upon completion of the CAS experience/ project, I will evaluate participation based on the given standards of the International Baccalaureate.

**TO THE SUPERVISOR: KINDLY PASTE A ✓ BESIDE YOUR NAME TO INDICATE THAT YOU HAVE APPROVED AND ARE AWARE THAT THE CAS EXPERIENCE WILL BE INITIATED IN YOUR CLUB/ORGANIZATION.**

Supervisor's Name : \_\_\_\_\_ Date: \_\_\_\_\_

**For CAS Adviser's Use:**

**TO THE CAS ADVISER: KINDLY PASTE A ✓ BESIDE YOUR NAME TO INDICATE THAT YOU HAVE APPROVED THE CAS EXPERIENCE OF THE STUDENT.**

Adviser's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**REMARKS:**

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## BAND/CHOIR AGREEMENT FORM

\* To fill out this form, underline one choice in the parenthesis. Please return this completed form to your Band or Choir teacher.

For the (1<sup>st</sup>, 2<sup>nd</sup>) semester of SY (\_\_\_\_ - \_\_\_\_), I am participating in (Band, Choir).

I have chosen to use this activity as part of my _____. (Please tick box below)	
<input type="checkbox"/>	<b>Grade credit;</b> and will be given a grade at the end of the semester.
<input type="checkbox"/>	<b>CAS requirement;</b> and will not be given a grade at the end of the semester.
<input type="checkbox"/>	<b>Audit;</b> and will not be given a grade at the end of semester. This is voluntary participation and will not counted for CAS or Grade Credit.

I am aware that by signing this form, I cannot make changes to these choices. I am also aware that I am agreeing to follow through with the expectations and responsibilities that this course requires.

\_\_\_\_\_  
Grade Level

\_\_\_\_\_  
Name and Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name and Signature of Parent/ Guardian

**Noted by:** \*Have this part signed **only** if course is to be used for CAS.

\_\_\_\_\_  
Name and Signature of CAS Adviser

## CAS 2nd Interview FORM

<b>Student:</b> <b>Year: 12</b>	<b>Adviser:</b>
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- Download and then answer the CAS Experience and Progress Sections.
- To answer the CAS Experience Section, look back at the the CAS Experiences you accomplished last year. Write down these CAS Experiences.
- To answer the Progress Section, write completed if you have completed reflections and was given supervisor evaluation. Write in progress if you are continuing the CAS Experience into the next school year. However, your reflections from the last school year must have been completed. Finally, write incomplete if you have not completed your reflections. This would mean your CAS Experience would **not** be counted.
- The Comments Section will be answered by the adviser

<b>Strand</b>	<b>CAS Experience</b>	<b>Progress (completed/ in progress/incomplet)</b>	<b>Comment (to be answered by ADVISER)</b>
<b>Creativity</b>	1.		
	2.		
	3.		
<b>Action</b>	1.		
	2.		
	3.		
<b>Service</b>	1.		
	2.		
	3.		

## Seven (7) Learning Outcomes

- To accomplish the table: Identify the activity that falls under that learning outcome and then cite/attach link of a specific way it was demonstrated in the said outcome in your CAS Experience. Cite the specific reflection entry

### Example:

Learning Outcome	Strand/Activity	Specific Example
Increased your awareness of your own strengths and areas of growth	Creativity - Production, Actor "Peter Pan Jr."	- please see " <a href="http://www.addlinkofblogentryhere">http://www.addlinkofblogentryhere</a> "

Learning Outcome	Strand/Activity	Specific Example
Identify own strengths and develop areas for growth.		
Demonstrate that challenges have been undertaken, developing new skills in the process.		
Demonstrate how to initiate and plan a CAS experience.		
Show commitment to and perseverance in CAS experiences.		
Demonstrate the skills and recognize the benefits of working collaboratively.		
Demonstrate engagement with issues of global significance.		
Recognize and consider the ethics of choices and actions.		

Adviser Comment:



How wonderful it is that  
no one need wait a single moment  
before starting to change the world.

*Anne Frank*

# **A Student Guide to the CAS Stages**

## Transforming Ideas Into *Action*

Cathryn Berger Kaye, M.A., CBK Associates



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[cathy@cbkassociates.com](mailto:cathy@cbkassociates.com) 310.397.0070 US  
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## How to Use these Pages to Guide You through the CAS Stages

### INVESTIGATION

**Personal Profile:** With a partner, trade papers and interview each other to uncover your interests, skills, talents and areas for growth. Your partner takes notes on *your* paper. Also, ask about helped someone and being helped, guiding us to think about *reciprocity* in service experiences. For a Group Project, make a list of the collective interests, skills and talents to reference as you move ahead.

**Finding Your Cause:** With this brainstorming page, fill in the spaces to uncover *What matters to me?* and how you can apply interests, skills and talents to improve a situation through service. Identify the cause you will pursue—to learn more about, to develop a plan, and to take action.

**Gathering Information About a Community Need** (two pages): Find out more about the cause or topic you selected with these four approaches to *Action Research*. Use this template as a guide to finding out more by using Media, doing an Interview, conducting a Survey, and through Observation/Experience. Which methods will be most helpful to find out more?

### PREPARATION

**What Government Groups and Agencies are Doing About \_\_\_\_\_:** Find out what is already being done to advance this work. Use this chart to assist you in recording what you learn.

**Proposal for Action:** This format helps with individual plans and Group Projects. Expect changes to occur, however, this makes your initial ideas concrete and develops grant writing skills.

### ACTION

**Progress Monitoring:** Keep track of what is occurring as you put your plan into action. Is change occurring? Any setbacks? Any new developments?

**Capture the Action:** A reminder to pause to capture what is occurring around you and with your own thoughts and feelings.

### REFLECTION

**A Pause for Reflection that Matters:** This is a document to guide you in considering the purpose of reflection, ways to reflect, and how to consider what moments call for reflection.

**Four Square Reflection Tool:** This is one way to keep track of a response to an experience, however remember there are many ways to reflect—in silence, walking, talking, art, poetry, movement, photography, music, to name a few. Writing is *one* way that is helpful, and these four categories can be a good beginning. Remember reflection can take place any time in the process in formal and informal ways.

### DEMONSTRATION

**Once You Know It, Show It!** Capture your experiences and outcomes. Find the best way to tell the story that matters to you using your unique interests, skills and talents.



# Student Guide Contents

<b>Personal Profile . . . . .</b>	<b>1</b>
<b>Finding Your Cause . . . . .</b>	<b>2</b>
<b>Gathering Information about a Community Need . . . . .</b>	<b>3</b>
<b>What Government and Community Organizations are Doing About ____ . . . . .</b>	<b>5</b>
<b>Proposal for Action. . . . .</b>	<b>6</b>
<b>Progress Monitoring . . . . .</b>	<b>7</b>
<b>Capture the Action . . . . .</b>	<b>8</b>
<b>A Pause for Reflection that Matters . . . . .</b>	<b>9</b>
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<b>Once You Know It, Show It! . . . . .</b>	<b>11</b>



# Personal Profile

## Interests, skills, and talents—we all have them. What are yours?

**Interests** are what you think about and what you would like to know more about—for example, technology, the arts, social media, or an historical event. Are you interested in animals, movies, mysteries, or travel? Do you collect anything?

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

**Areas for growth** refer to abilities or qualities you aim to develop or improve.

Work with a partner and take turns interviewing each other to identify your interests, skills and talents, areas for growth, 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 . . . \_\_\_\_\_

\_\_\_\_\_

**Areas for Growth:** What I aim to develop or improve \_\_\_\_\_

\_\_\_\_\_

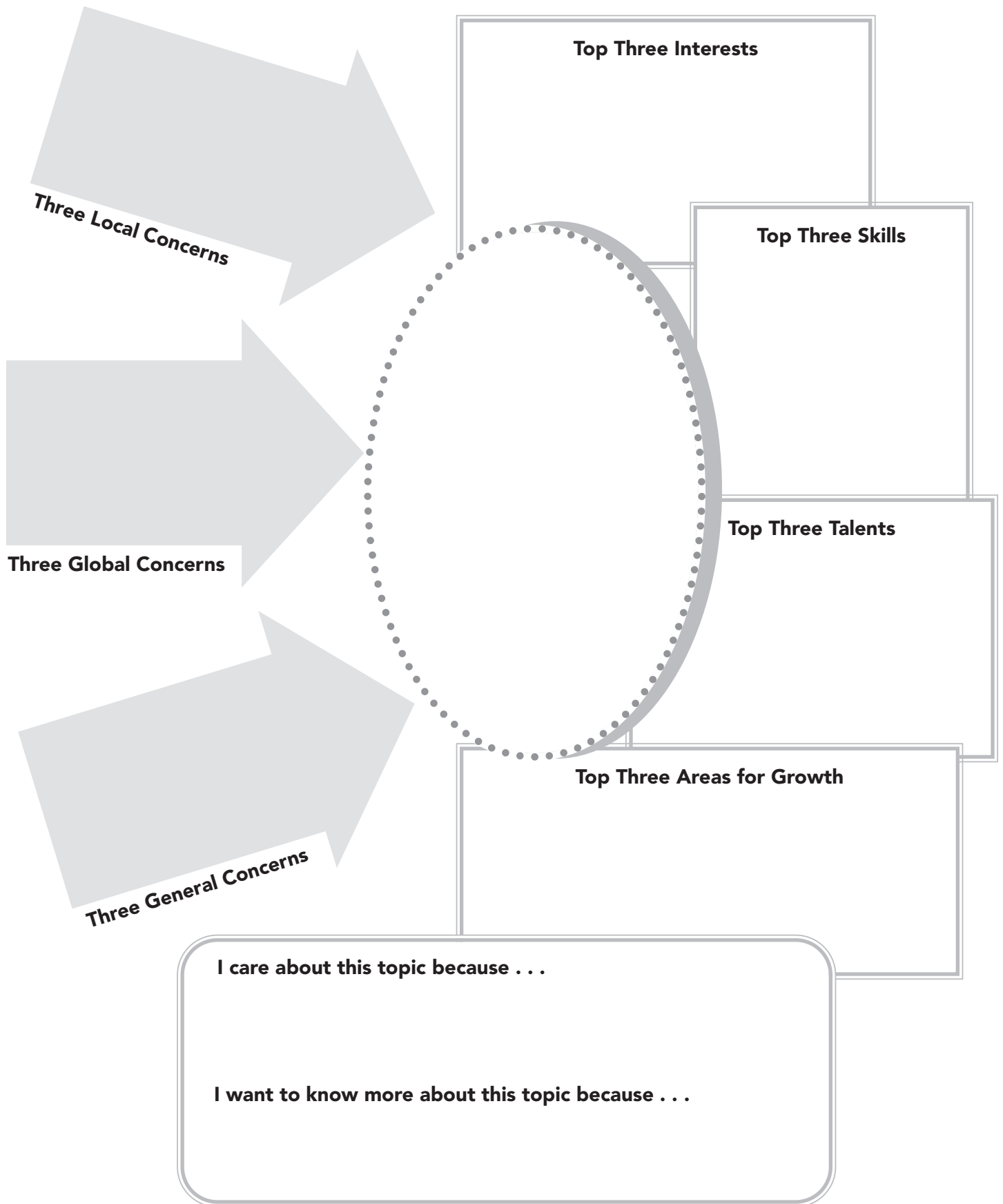
**Being helpful:** Describe a time when you helped someone. \_\_\_\_\_

\_\_\_\_\_

**Receiving help:** Describe a time when someone helped you. \_\_\_\_\_

\_\_\_\_\_

# Finding Your Cause



## Gathering Information about a Community Need

**What does your community need?** Use the questions in the following four categories as guides for finding out. You might decide to explore one topic, for example, hunger and poverty, or an environmental concern. Or you might decide to learn about general needs at a neighboring school or in your surrounding area. Each approach to finding out provides a different perspective and can guide you in identifying an authentic need to address.

### Finding out about \_\_\_\_\_

#### Media

What media (newspapers—including school newspapers, TV stations, radio) in your community might have helpful information? List ways you can work with different media to learn about issues and needs in your community.

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#### Interviews

Think of a person who is knowledgeable about this topic in your area—perhaps someone at school, in a local organization, or government office. Write four questions you would ask this person in an interview.

An interview with \_\_\_\_\_ .

Questions:

- 
- 
- 
-



## Gathering Information about a Community Need *continued*

### Survey

A survey can help you find out what people know or think about a topic and get ideas for helping. Who could you survey—students, family members, neighbors, or topic experts? How many surveys would you want to have completed? Write sample survey questions.

Who to survey:

How many surveys?

Questions for the survey:

- 1.
- 2.
- 3.

### Observation and Experience

How can you gather information through your own observation and experience?

Where would you go? What would you do there? How would you keep track of what you find out?

### Next Steps

Share your ideas. Make a plan for gathering information using the four categories. If you are working in small groups, each group may want to involve people in other groups. For example, everyone could help conduct the survey and collect the results.

***I never perfected an invention  
that I did not think about  
in terms of the service it might give others . . .  
I find out what the world needs,  
then I proceed to invent.***

*Thomas A. Edison, inventor*

# What Government and Community Organizations are Doing About

Identify a Group that is:	Key Issue	Web Sites/Other Contact Info	What They Are Doing	How Youth Can Help
Local				
Regional				
National				
International <i>The United Nations</i>		<i><a href="http://cybersc.hoolbus.un.org">http://cybersc.hoolbus.un.org</a></i>		

# Proposal for Action

Student names:

---

Teacher/Advisor:

---

School:

---

Address:

---

Phone:

Fax:

Email:

---

**Ideas:**

**Need:** Why this plan is needed.

**Purpose:** How this plan will help.

---

**Participation:** Who will be involved and what they will do.

Students:

---

Teacher/Advisor:

---

Other adults:

---

Organizations or groups:

---

**Outcomes:** What is expected to happen.

**How we will check progress and outcomes:** What evidence will be collected and how it will be used.

**Resources :** What is needed to get the job done, such as supplies.

---

Signatures:

# Progress Monitoring

**To monitor our progress I will:**

Observe

Ask Questions

Do a Survey

Take Photos

Draw Pictures

\_\_\_\_\_

Date \_\_\_\_\_

**Step One: What is the need?**

Date \_\_\_\_\_

**Step Two: What has changed?**

Date \_\_\_\_\_

**Step Three: What else has changed?**

Date \_\_\_\_\_

**Step Four: What are the results?**

## **Capture the Action**

**As you put your plan into action,** use this page as a scrapbook to record what happens. Add art and photos or attach a newspaper article.

**One page may not be enough.** You may want to start your own service learning journal in a notebook or start a large scrapbook.

***What happened today?***

***Any new bright ideas to help the service experience be even better?***

***Capture the moment! Add a photo or drawing of what you did or saw.***

# A Pause for Reflection that Matters

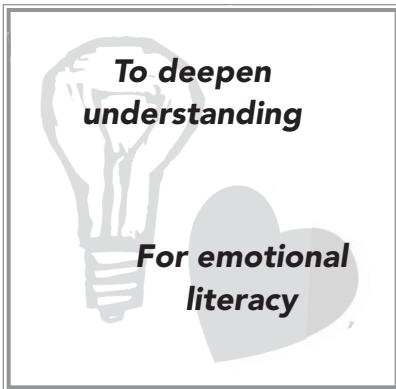


**Because.....**

**Ways to Reflect**

**Reflection Is Not**

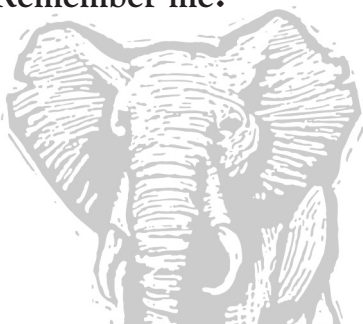
**Reflection Is**



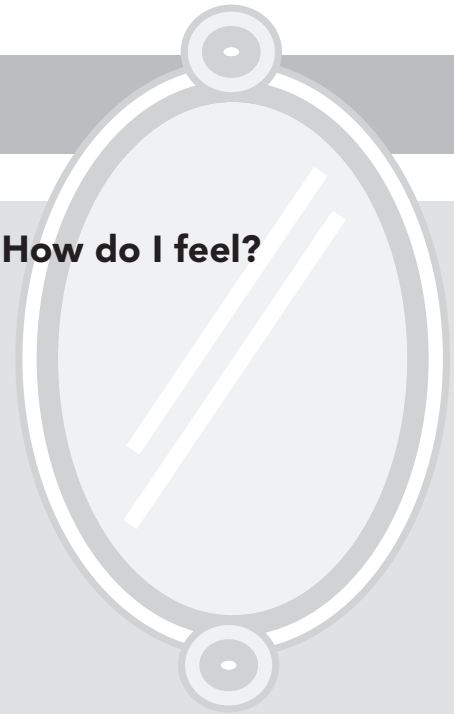
## **WHEN Reflection Matters**

- When a situation seems to fly by so fast
- After an *aha!* moment of discovery
- When someone's actions stood out
- When an emotion or feeling is really powerful
- When an idea or thought or question makes new sense
- When confused or frustrated
- When really happy
  
- When ...
  
- When ...
  
- When ...

**Remember me!**



# Four Square Reflection Tool



**What happened?**

**How do I feel?**

**Ideas?**

**Questions?**

## Once You Know It, Show It!

**You've put your plan into action and seen the results. Now it's time for demonstration—**the stage where you show others what you've learned about the topic, how you learned it, and what you've contributed to the community. This demonstration can be a combination of many forms: letters, articles, pamphlet, artistic display, performance, and/or video or other forms of technology.

**To help you make the most of your demonstration, answer these questions:**

**Who is your audience?**

**What do you most want to tell about what you've learned?**

**What do you most want to tell about how you provided service?**

**Are there any community partners who you might like to participate in the demonstration?**

**What form of demonstration would you like to use?**

**On a separate sheet of paper, write your plan for demonstration.**

If you are part of a group, share your ideas for demonstration with the others you're working with. How can you best use each person's talents and skills as part of your demonstration?