

EXAMPLES OF GOOD PRACTICE IN CAS

Good practice in CAS should involve a new role for the student, a real task for him or her to do, real consequences and opportunities for inward reflection. A new role will often be a new activity, but may also be the student taking a fresh approach towards, or setting different goals in, an activity which he or she has already experienced.

Students may find it useful to ask the following guiding questions before they start an activity or project. The questions can also be referred to during the activity and afterwards.

- What did I/we do and where did I/we do it?
- What did I/we hope to learn?
- How successful have I/we been?
- What difficulties were encountered and how did I/we overcome them?
- What did I learn about myself? What did I learn about other people?
- What abilities, attitudes and values have I developed?
- Did anyone help me? With whom have I interacted?
- How did this activity benefit other people or institutions?
- What would I change if I were to do this again?
- How can I apply what I have learned to other situations?

Community Service Projects Incorporating Two or Three of the CAS Elements in the School Community

Swimming instructor - Teaching children who have a disability to swim (action, service);

Softball coach - Coaching the softball team (action, service);

Journalist - Writing for a school newspaper (creativity, service);

Designer- Designing and constructing noticeboards for other students with messages that encourage reflection about important subjects (creativity, service);

Instrumental music teacher - Teaching the guitar to a younger class (creativity, service).

In the Local District

These activities strengthen the links between the school and the local community.

Art or music teacher and learner - Exchanging artistic or musical skills with other students in a local school (creativity, service);

Language teacher - Teaching a language to recently arrived immigrant children (creativity, service);

Mural painter - Working with abandoned children to paint murals in their care institution (creativity, service);

Member of lifeboat crew or mountain rescue team - Running an emergency service, such as a lifeboat service or mountain rescue team (action, service);

Environmental worker- Clearing a beach of oil pollution, litter and jetsam (action, service);

Builder- Digging and laying foundations and constructing a simple building to house street children (action, service);

Leader of a children's camp - Organizing an open-air camp for younger students (action, service);

Expedition leader- Leading a mountain expedition (action, service);

Friend and scribe - Inter-generational learning and friendship (creativity, service);

Civil engineer - Providing a water supply in a village for leprosy patients (creativity, action, service);

Organizer, walk participant, assisting people who are blind - Organizing a “Walkathon” to raise money for guide dogs for people who are blind (creativity, action, service).

In the International Context

These activities are designed to create links between the school community and the global community.

Web site designer - Creating and managing a CAS web site (creativity, service);

Fund-raiser/campaigner - Raising funds for Amnesty International/Greenpeace/World Wide Fund for Nature (creativity, service);

Conference organizer/politician - Organizing student participation in, and raising funds for, the Model United Nations (MUN) (creativity, service);

Charity campaigner - Assisting victims of natural disasters (creativity, action, service).

Action

Musician - Performing Wieniawski’s *Violin Étude No 3* on a Fender Stratocaster;

Artist - Learning to paint watercolour landscapes.

Creativity

Gymnast – Gymnastics;

Softball player - Playing in a softball team against the US embassy marines;

Becoming a qualified sub-aqua diver - Learning to scuba-dive;

Cross-country running - Joining a running club.