

19/20

Welcome

A very warm welcome to the Creativity, Activity, Service Learning Program, also known at AISL as CASL.

CASL includes the IB core component, CAS Creativity, Activity, Service). The CASL Program is for all High School students. As you will find in this student guide, the CASL experience is designed with a view to the holistic development of the individual and is a dynamic platform for students to continue discovering themselves.

I have had many opportunities in my five full years at AISL to have learned alongside our AISL HS students and have personally witnessed their self-confidence, resiliency, and ability to give their very best despite any challenge that may arise. I consider myself fortunate to be part of this program and the AISL community.

I wish that you too will have a dynamic experience and gain personal growth within your journey in CASL. I wish you the very best.

*Carolina Freund
Service Learning / CAS Coordinator*

Meet your CAS/L Team

According to the IB CAS guide, the “CAS/L Team” refers to the Coordinator and Advisers. Others, such as administrative staff and activity supervisors, are important to the success of the CAS/L program.

The Coordinator role is to act as a mentor and to oversee the delivery of the program in the AISL school context to ensure the implementation is in accordance with the latest IB CAS regulations and our AISL Board Policies. The CAS/L Advisers are the teachers with first contact to students and who will help monitor progress and also provide personal support to individual students, in relation to their CAS/L program.

IB DP Coordinator: Scott Williams
CAS/L Coordinator: Carolina Freund

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CAS/L Advisers: *Your CAS/L Advisers will be your House Grade Level Advisor*

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OVERVIEW OF THE HIGH SCHOOL CASL PROGRAM AT AISL

The High School IB Diploma Program (DP) has at its' core, ***Creativity, activity, service (CAS)***. It is one of the three essential elements that every full IB student must complete and is considered at the heart of the Diploma Program. It involves students in a range of enjoyable, challenging, and meaningful experiences, as well as a comprehensive CAS project.



High School students that opt out of the DP will still be required to achieve ***Creativity, activity, service learning (CASL)***, in order to meet AISL's community service graduation requirements.



CAS/L complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. A meaningful CAS/L program is a journey of discovery of self and others. For many students, the experiences and service projects can be profound and life changing.

CAS/L Experiences can come entirely from involvement in ASB HS Extra curricular clubs and activities, however, ***experiences outside of school that can fit into C,A,or S can also count for your CAS/L portfolio with pre-approval and sufficient evidence.***

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AISL CAS/L PROGRAM for 2020/2021

Minimum Requirements Per Grade Level and Program

GL	Evidence of community engagement via CAS/L Experiences	S P E R V I S E R L E X P E R I E N C E S I N G	initiating new or involvement in a Service Learning(SL) Project
Gr 9	<p>1 Creativity 1 Activity 1 Service (volunteer; short -term)</p> <p>PLUS, one final reflection at the end of each experience along with minimum 1 piece of tangible evidence (i.e photo /video showing your participation)</p>		<p>Involvement in existing SL project using CAS/L 5 stages is strongly recommended but not required</p> <p>Gr 9 SL Concept: Sustainability</p>
Gr10	<p>2 Creativity 2 Activity 2 Service (volunteer; short -term) OR </p> <p>PLUS, three reflections (1) beginning, experience, 2) mid-way, 3) at completion AND minimum 2 pieces of evidence (photos, videos, documents, creations) for each experience....in MANAGEBAC</p>		<p>Initiate ONE "long-term" collaborative SL project using CAS/L 5 stages (in place of 2 Service short-term involvements)</p> <p>OR </p> <p>Involvement in existing SL project using CAS/L 5 stages + 2 service experiences is required.</p> <p>Gr 10 SL Concept: Sustainability Social Entrepreneurship</p>

FULL IB CANDIDATES			AISL DIPLOMA ONLY CANDIDATES		
Gr11	<p>Full IB CAS Program Completion required</p> <ul style="list-style-type: none"> 18 months of frequent and active involvement in CAS experiences and documentation of CAS Sufficient experiences in all 3 strands (C,A,S) 	<p>To meet AISL's Service Learning expectations</p> <p>CAS Projects can combine Service Learning with Creativity and/or Activity</p>	Gr11	<p>Engage in a *WIDE RANGE* of C, A, and S experiences</p> <p>and complete:</p> <ul style="list-style-type: none"> Sufficient experiences in all 3 strands (C,A,S) 	<p>To meet AISL's Service Learning expectations</p> <p>Projects can combine Service Learning with Creativity and/or Activity</p>
Gr12	<ul style="list-style-type: none"> Evidence of achieving ALL 7 learning outcomes & AISL GCs CAS Portfolio completed 3 Formal interviews completed Initiate CAS Project: long-term, collaborative, 	<p>Gr 11 SL Concept: Leadership & Mentorship</p> <p>Gr 12 SL Concept: Social Justice &</p>	Gr12	<ul style="list-style-type: none"> Evidence of achieving some learning outcomes/AISL GC's CAS Portfolio completed Sufficient evidence 	<p>Gr 11 SL Concept: Leadership & Mentorship</p> <p>Gr 12 SL Concept: Social Justice &</p>

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	uses 5 stages, meets authentic need	<i>Equity</i>		of Community Project completion	<i>Equity</i>
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OVERVIEW OF SERVICE LEARNING AT AISL

The AISL Service Learning program is a whole school program that comprises of :

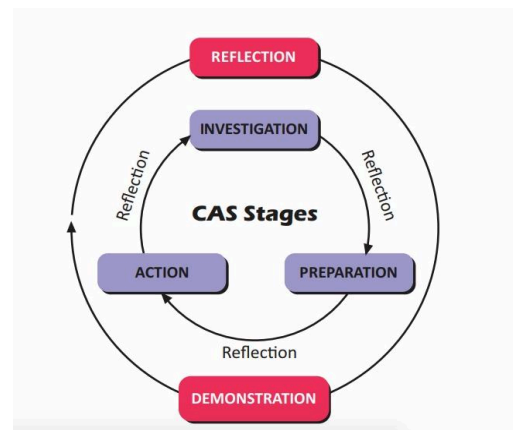
- ServeLearn conceptual units in MS and **HS**, with grade 4 piloting in ES
- **HS IB Creativity, Activity and Service (CAS/L)** and
- Integrated service-oriented units throughout our core curriculum **Gr. 1-12**



It aims to empowering students to actively engage in, lead, and understand meaningful **action** by responding collaboratively to ***genuine needs of the community*** and continue ***learning*** outside of the classroom that will impact in our local and global community.

All Service Learning experiences and projects will use the five stages of service learning (also known as the IB CAS/L stages) as a framework:

Investigation, Planning, Action, Reflection and Demonstration/Communication.



SERVICE LEARNING AND HIGH SCHOOL CAS/L PROGRAM

What is Service Learning?

Service Learning connects positive and meaningful action in the community with student interests' and passions, academic learning, personal growth and social responsibility. Service Learning empowers students to use their skills and passions to solve real problems and needs in our community while developing new skills and knowledge through integrated connections to the curriculum.

Service learning mission

AISL service learning program enables students to actively engage in, lead, and understand meaningful service by responding to genuine needs of the community. This will be achieved through the delivery of an integrated service learning curriculum and the development of sustainable service projects in each division.

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Service learning core values

- Students learn from, and are enriched by, the perspectives of others
- We have a responsibility to the community in which we live
- Meaningful service is best achieved through sustainable service partnerships
- Service is best learned when it is integrated into curriculum
- Meaningful service is achieved through the five standards of service learning(5 CAS stages):
 - Investigating
 - Planning and Preparation
 - Action
 - Reflection
 - Demonstration and Communication.
- Leadership, teamwork, communication, and mutual respect are fundamental for successful service experiences

Service learning goals

- To involve everyone in service learning
- To bring about authentic social change through community collaboration and development
- To enhance and improve the lives of others
- To develop sustainable collaboratives/partnerships with the local community
- To provide authentic leadership opportunities
- To integrate service learning into the curriculum
- To develop resources and support systems to enable effective, sustainable, and meaningful service learning

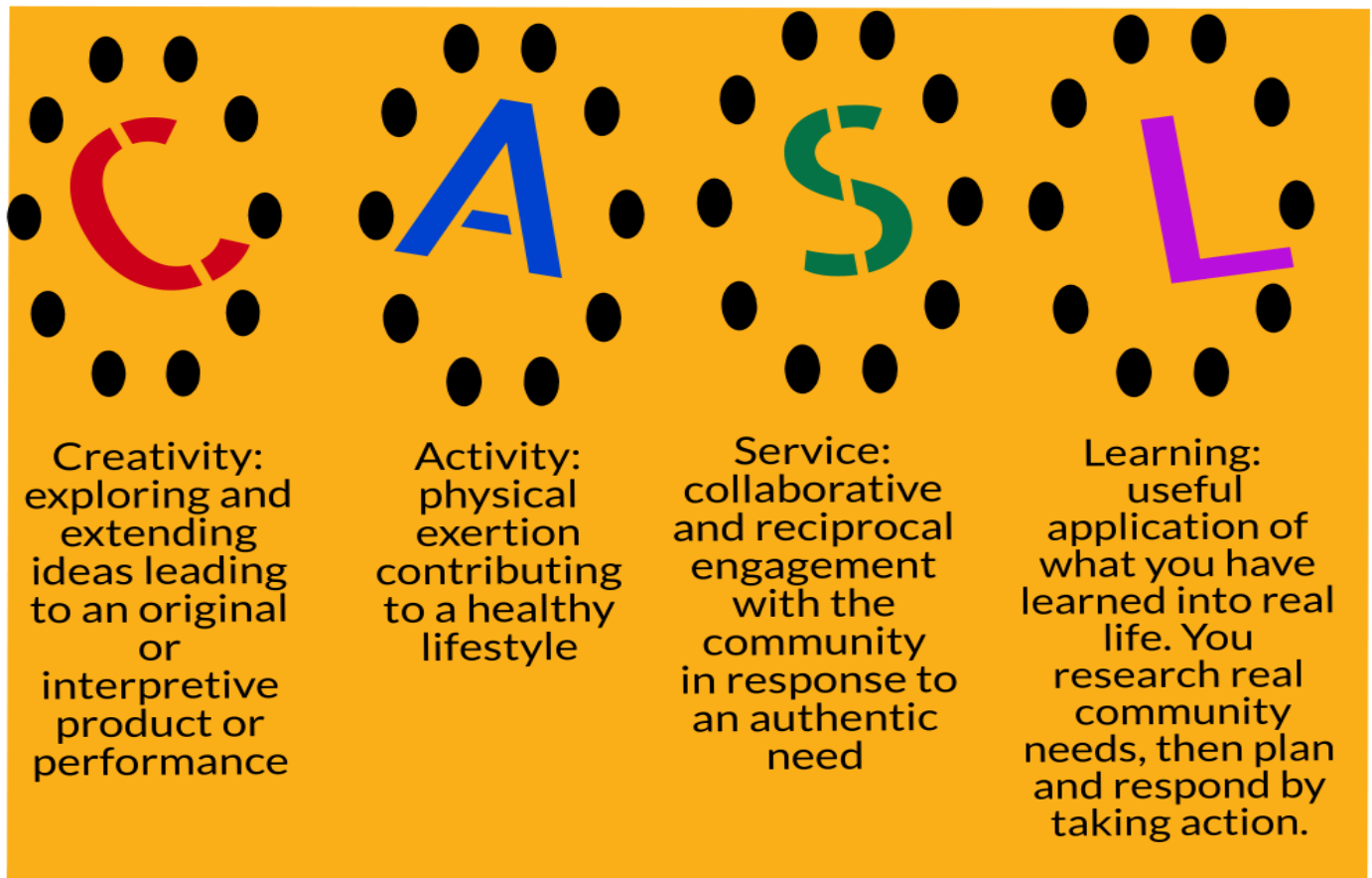
What does meaningful Service look like?

Meaningful service must be more than unplanned/singular experiences in order to have real impact in the community. For the most meaningful and impactful experience, service takes place in the local community in which the students live in. As much as possible, we think globally, and act locally in a series of well thought out and planned out experiences addressing an authentic community need in strongly reciprocal and sustainable collaboration and reflection with a community partner.

For more info on Service Learning , visit the [AISL Service Learning Program Handbook 19/20](#)

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What does CAS/L mean?



Why CAS/L ?

The IB CAS Program is meant to balance the rigorous academics with student passion and personal growth through creative, physically active, and service experiences in or out of school. For many students, their CAS/L experiences are profound and life changing.

For other students, it is simply an integrated way to gain the intangible life-long skills that will set them apart from other teens to help get them into the university and/or work programs they desire.

- CAS/L is the IB **Learner Profile in action** – a good CAS/L program can develop all Learner Profile attributes as well as AISL's 21st century global competencies.
- CAS/L aims to **develop the whole person** - it complements the academic demands of the IB Diploma and offers a balance to academic activities.
- CAS/L is **experiential learning**. In addition to academic/intellectual skills, it engages other intelligences in order for students to learn through doing.
- At the heart of CAS/L is a commitment to **personal and social development**

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- When well carried out, CAS/L should **build self-esteem, self-confidence, autonomy and self-reliance.**
- CAS/L is inspired and informed by components of the student's Diploma Program but is individualized according **to student interests, skills, values, and background.**

¡GRADUATION!

In order to graduate with the **IB Diploma**, students **must successfully complete CAS** in addition to passing the IB exams and other core requirements. It will also automatically satisfy **AISL's community service graduation requirements.**

For **AISL Diploma students**, your CAS/L project will become your **Senior project** and a vehicle for you automatically satisfy **AISL's community service graduation requirements.**

A well planned out CAS/L program can lead to:

- MY personal growth → leadership development
- time spent on issues that I CARE ABOUT
- social change and justice → social responsibility
- political /social awareness → career exploration
- more prominent college university applications

DETAILS OF CAS/L PROGRAM

Community Service is required for graduation for both IB and AISL Diploma students. Active engagement in our Service Learning Program which includes IB CAS and CAS/L, should allow you to easily meet all of the graduation requirements.

The following table summarizes all of the HS Service Learning/ CAS graduation requirements Grades 9-12.

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SERVICE LEARNING PROGRAM

- **Service Learning year long units**, meeting 1x week on Wednesdays with your Grade Level (by House Advisories)
 - Gr 9 - Sustainability
 - Gr 10 - Social Entrepreneurship
 - Gr 11- Leadership & Mentorship
 - Gr 12- Equity and the Future (Social Justice)
- **HS IB Creativity, Activity and Service (CAS/L)** via After School Co-Curricular Activities



Supporting the Service Learning Program are also:

- Any Integrated service-oriented units throughout curriculum **Gr. 9-12** & Student led Clubs & Activities

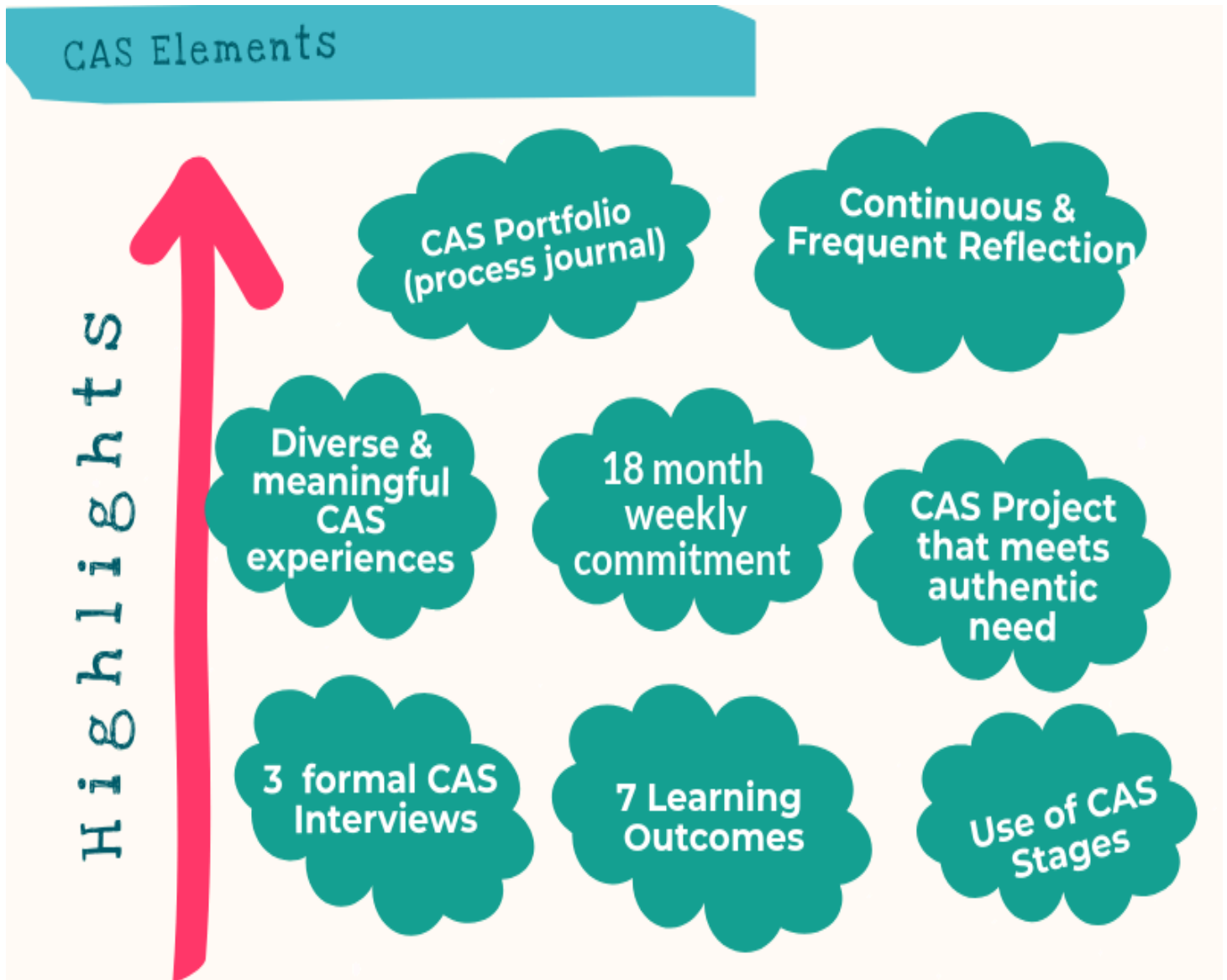
CAS/L Creativity. Activity, Service Learning 	IB CAS Creativity. Activity, Service 
<ul style="list-style-type: none"> ★ Grade 9 & Grade 10 ★ Grade 11 & 12 AISL Diploma only Students 	<ul style="list-style-type: none"> ★ Grade 11 & 12 ★ Full IB Diploma Students
<p>REQUIRED</p> <ul style="list-style-type: none"> → Active engagement in ServeLearn year-long unit (Advisory) → Leadership in ONE service project as summative demonstration in ServeLearn unit → Portfolio of evidence and reflection showing achievement of SL Standards and Benchmarks in unit <p>Successful completion of this alone, will satisfy the AISL “Community service” graduation requirements for all grades.</p> <p>GRADE 12 ONLY : Your Grade 11 and/or 12 Serve Learn Unit Project is your SENIOR PROJECT that will be showcased at the end of the year Global Competencies School-Wide Celebration.</p> <p>STRONGLY ENCOURAGED:</p> <ul style="list-style-type: none"> → Active participation in a variety of Co-curricular activities fitting under and of the strands: <ul style="list-style-type: none"> ★ C (Creativity) ★ A (Activity) ★ SL (Service Learning) → Document participation in CAS/L via Managebac Portfolio → “Active” engagement and reflection as evidence of participation in the Managebac. <p><i>Note: Successfully evidenced Service Learning unit action project replaces the AISL “hour” requirement of the past. Hours are <u>no longer</u> counted for credit. Evidence and reflection of learning in the service learning unit has taken its’ place.</i></p>	<p>REQUIRED</p> <ul style="list-style-type: none"> → Active engagement in ServeLearn year-long unit in grades 11 & 12 (Advisory SL Wednesday Sessions) <ul style="list-style-type: none"> → Participation in ONE service project as summative demonstration in ServeLearn unit → Portfolio of evidence and reflection showing achievement of SL Standards and Benchmarks in unit <p>Successful completion of this alone, will satisfy the AISL “Community service” graduation requirements for all grades.</p> <ul style="list-style-type: none"> → CAS Program- 18 months of <u>evidenced</u> active, frequent and meaningful wide-range of experiences that fit into one or more of the <i>CAS descriptors</i>: <ul style="list-style-type: none"> ★ C (Creativity) ★ A (Activity) ★ S (Service) → Minimum ONE personal CAS project that combines Creativity and/or Activity experiences with Service sustained for minimum 1 month (longer projects are strongly encouraged) and that used 5 stages of CAS as framework <p>NOTE: ServeLearn Unit Project can also serve as your official IB CAS Project.</p> <ul style="list-style-type: none"> → 2 formal interviews + 1 EXIT interview → The success will be measured upon having sufficient and clear critical reflection/evidence achieving 7 learning outcomes and personal growth, NOT the hours spent engaged in activities

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CAS/L In a Nutshell

Successful completion of CAS/L is a requirement for the award of the IB Diploma and the AISL Diploma. While not formally assessed, students continuously reflect on their experiences and projects and provide substantial and clear evidence in their portfolios of achieving the seven learning outcomes. The main purpose of CAS/L is personal growth and self-development complementary to the challenging academic program.

- The CAS/L program formally begins at the start of 11th grade and **continues regularly, ideally on a weekly basis (3-4 hours), for at least 18 months with a reasonable balance between creativity, activity, and service**. All CAS/L requirements should be **completed by April** in your graduating year.
- Successful completion of CAS/L is based on student evidence & reflection pointing towards and demonstrating clearly **achievement of the seven CAS learning outcomes**
- All CAS/L students are expected **to maintain and complete a portfolio** of their engagement with CAS/L. The CAS/L portfolio is a collection of evidence/reflection that showcases the students' experiences in Y1 and Y2 and completed no later than April of Year 2 [in Managebac Portfolio, should see each learning outcome filled up to minimum 50% (on bar graph) and engagement from August of Year 1 to at least April of Year 2 on your Managebac "CAS" Page].
- Students engage in **CAS/L experiences involving one or more of the three CAS strands**. A CAS/L experience can be a single event or may be an extended series of events.
- Students use the **CAS stages (investigation, preparation, action, reflection and demonstration)** as a framework for CAS/L experiences and the CAS/L project.
- Students **undertake a CAS/L project of at least ONE MONTH's duration using 5 stages of CAS** that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem solving, and decision-making. **AISL Students will be highly encouraged to carry out a project that combines the Creativity and/or Activity strands with the Service strand. ServeLearn Unit project can be CAS/L Projects.**
- There **are three formal documented interviews** students must have with their CAS/L coordinator or advisor. The first interview is at the beginning of the CAS/L program, the second at the end of the first year, and the third interview is at the end of the CAS/L program.
- CAS/L **emphasizes reflection**, which is central to building a deep and rich experience. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.
- The **CAS/L Coordinator will determine "successful" CAS/L completion based on the above mentioned critiera**. If unsuccessful, an extension may be given if eligible, however, the IB Diploma will be delayed and contingent on your CAS completion. CAS must not replicate other official IB Diploma requirements.



How do the CAS Elements help me complete the program?

Requirements: Engage fully for 18 months and tell your story reflectively



CAS Experiences

- * A specific event in which you engage with 1 or more of the 3 CAS Strands
- * Can be a single event or an extended series of events



CAS Projects

- * Use of 5 stages to frame the project
- * Minimum 1 month duration
- * Collaboration, problem-solving, decision-making



CAS Interviews

- * THREE formal CAS interviews
 - * 1 at the beginning,
 - 1 at end of Year 1,
 - 1 at the end of program

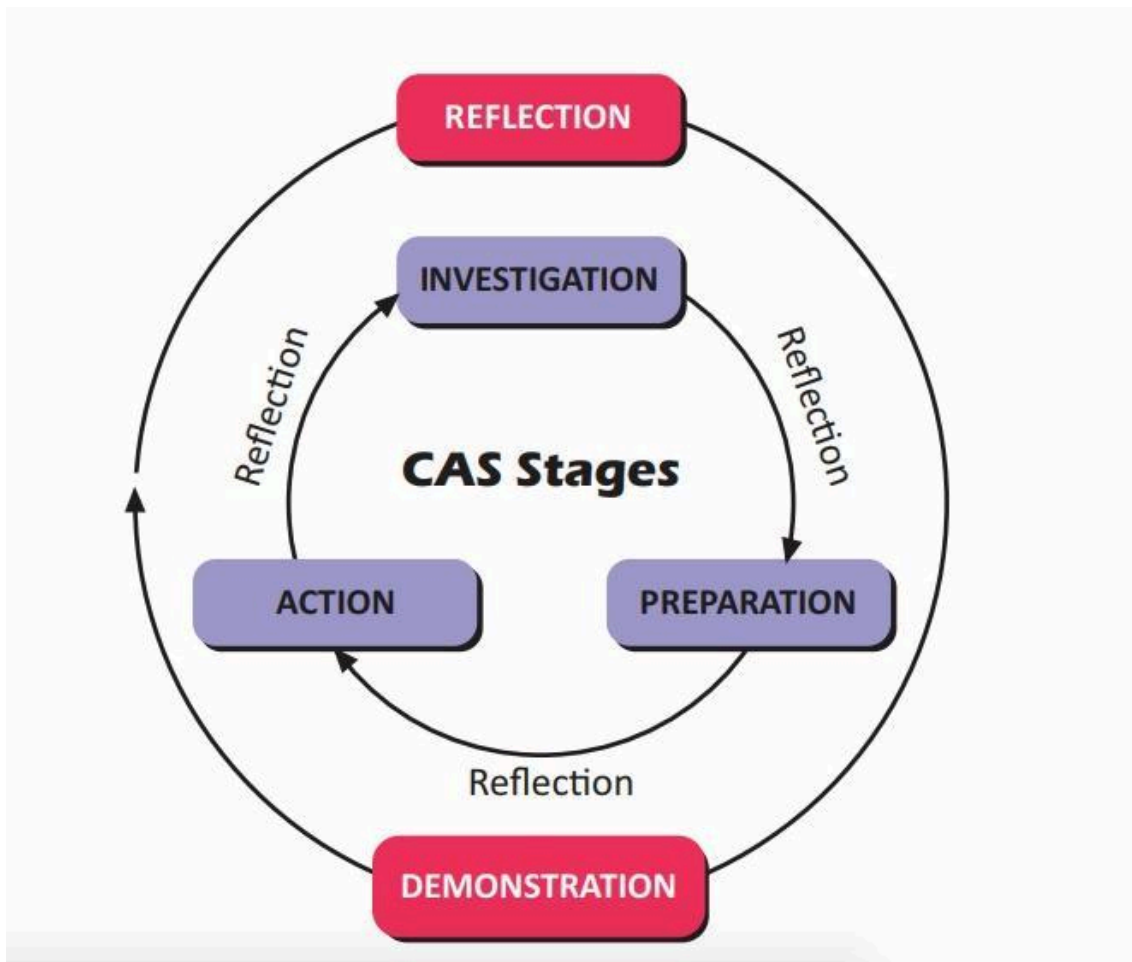


CAS Portfolio

- * Write it, sing it, record it, imovie it, blog it, capture it on photo, dance it, etc...
- * show evidence of achieving the 7 Learning Outcomes CLEARLY

Learning Outcomes

- LO1: Identify own strengths and develop areas for growth
- LO2: Demonstrate that challenges have been undertaken, developing new skills in the process
- LO3: Demonstrate how to initiate and plan a CAS experience
- LO4: Show commitment to and perseverance in CAS experiences
- LO5: Demonstrate the skills and recognize the benefits of working collaboratively
- LO6: Demonstrate engagement with issues of global significance
- LO7: Recognize and consider the ethics of choices and actions



[More details on the CAS 5 Stages](#)



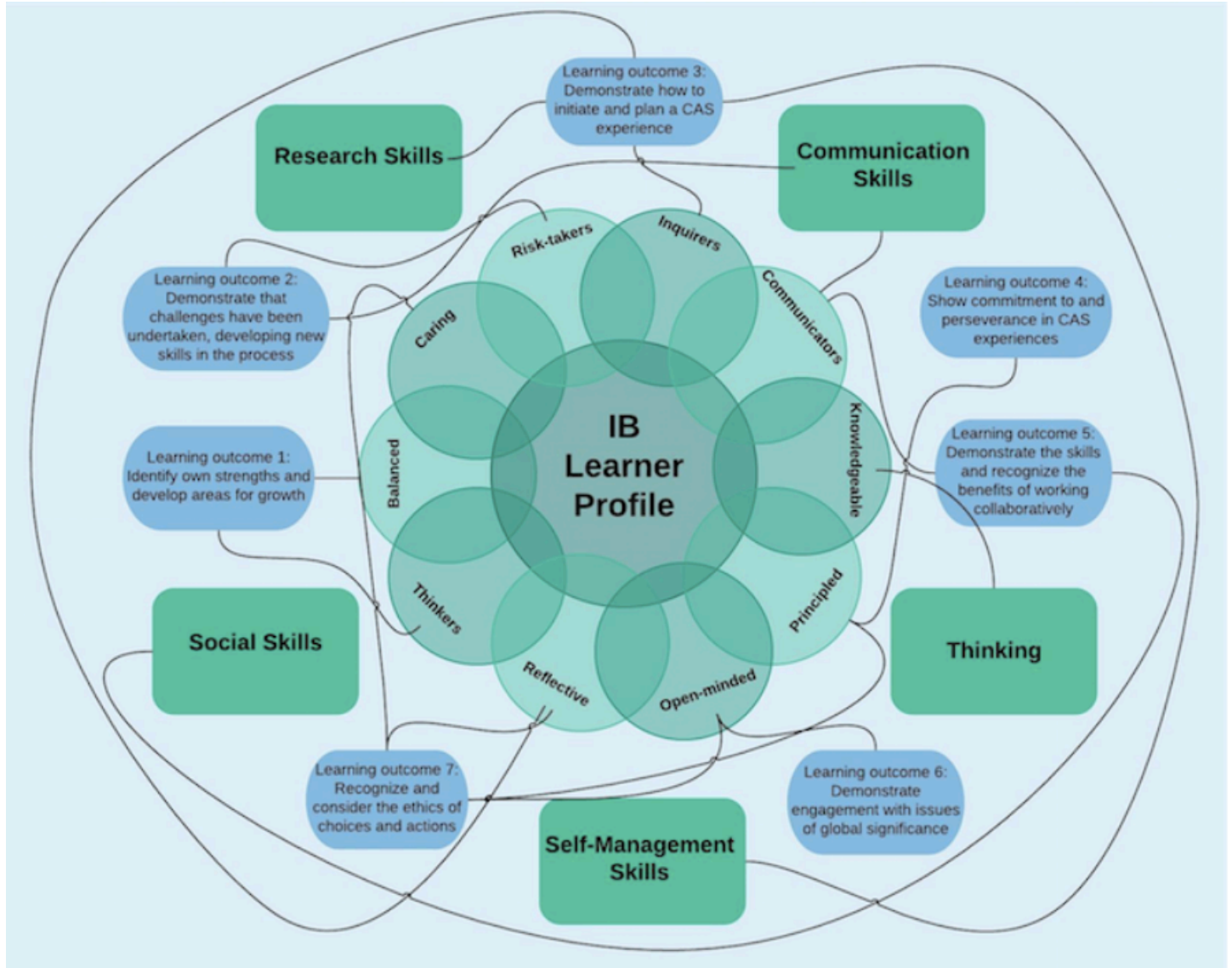


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Image source: <http://www.teachers-to-go.com/index.php/articles/read?id=395&title=The-10-IB-Learner-Profile>

This graphic shows how the IB Learner Profile is tightly interconnected to the CAS/L learning outcomes and the IB Approaches To Learning Skills

Image source: <http://messenger.isdbd.org/?p=3501>



CAS/L Experiences vs CAS/L Projects

A successful CAS/L student includes in his/her CAS/L program:

- Mostly a series of planned CAS/L experiences , plus 1 authentic CAS/L Project.
- And perhaps a few planned/unplanned singular events .

All are valuable and may lead to personal development. However, a meaningful CAS/L **program must be more than unplanned/singular experiences.**

CAS/L experiences may incorporate one or more of the CAS strands. For example:

- Going for a mountain hike could be a singular experience within the “Activity” strand.
- A student plans a number of visits to a nursing home resulting in a series of CAS/L experiences within the “Service” strand.
- A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS/L experiences involving the strands of “Activity” and “Service”.

There are five guidelines that should be applied to any proposed CAS/L experience.

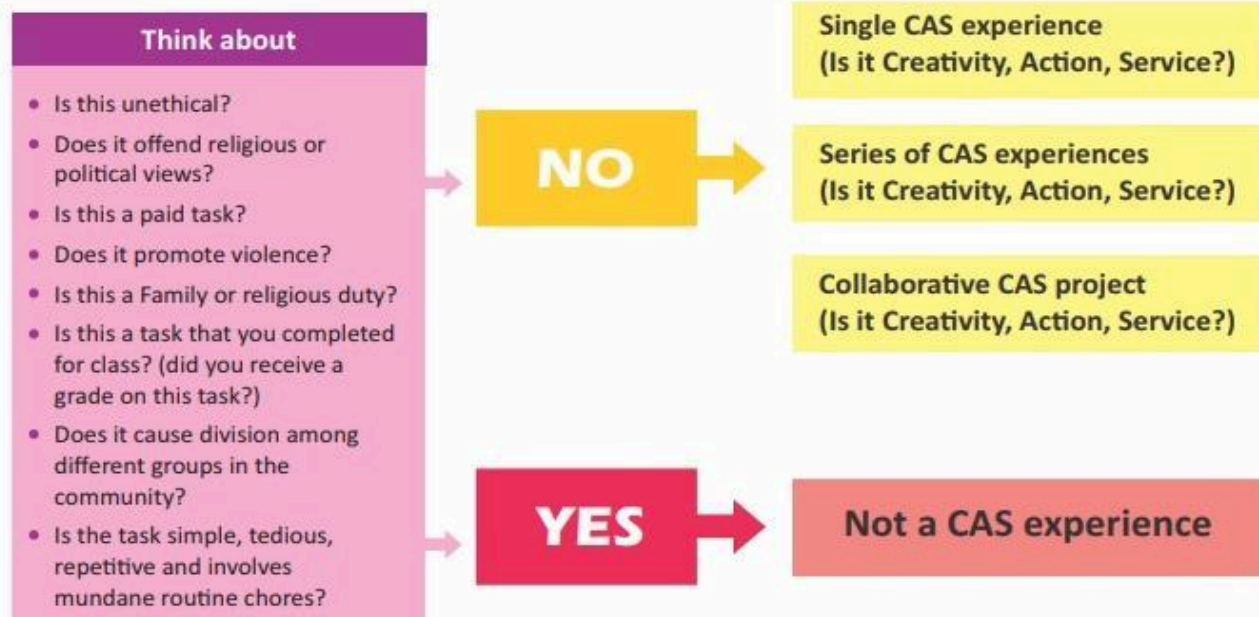
A CAS/L experience must:

- ✓ 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 & Approaches to Learning
- ✓ Not be used or included in the student’s Diploma course requirements
- ✓ Should be able to help you achieve at least one of the 7 CAS learning outcomes

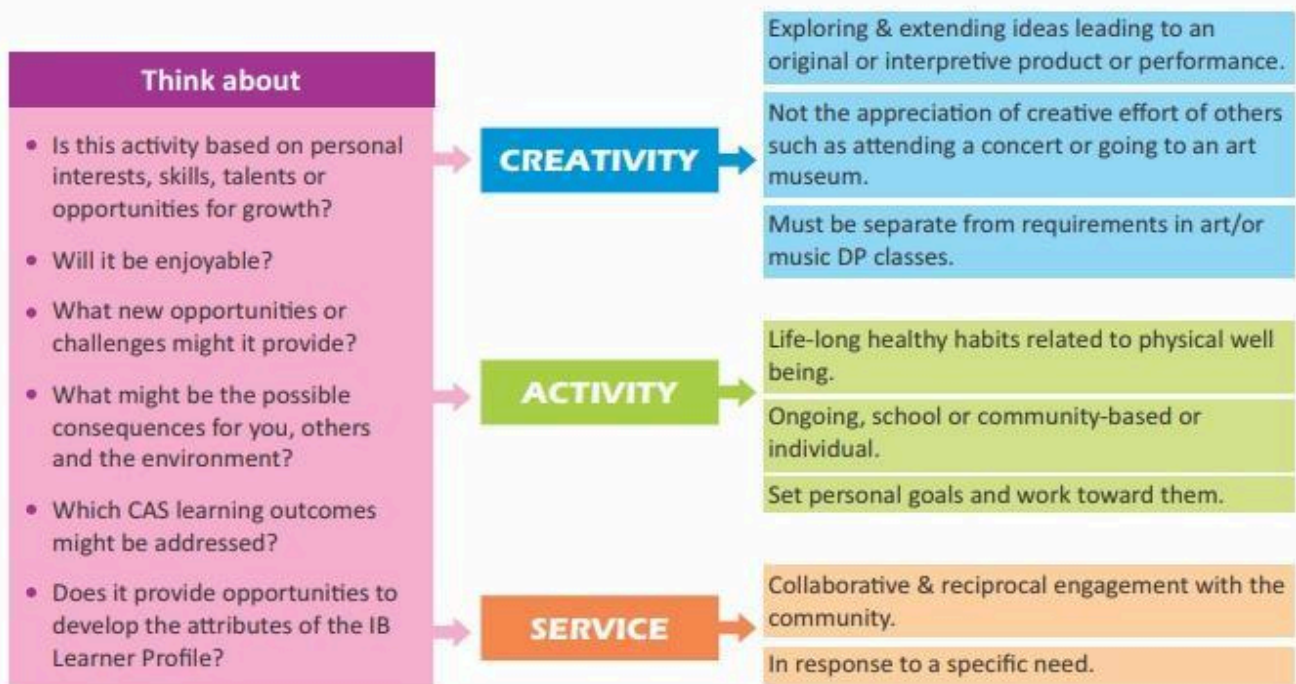
[CAS/L Project Examples](#)

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Does it “count?”



► Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences.



► While it is not necessary for each CAS experience to address a CAS learning outcome, up on completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

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Making it Count

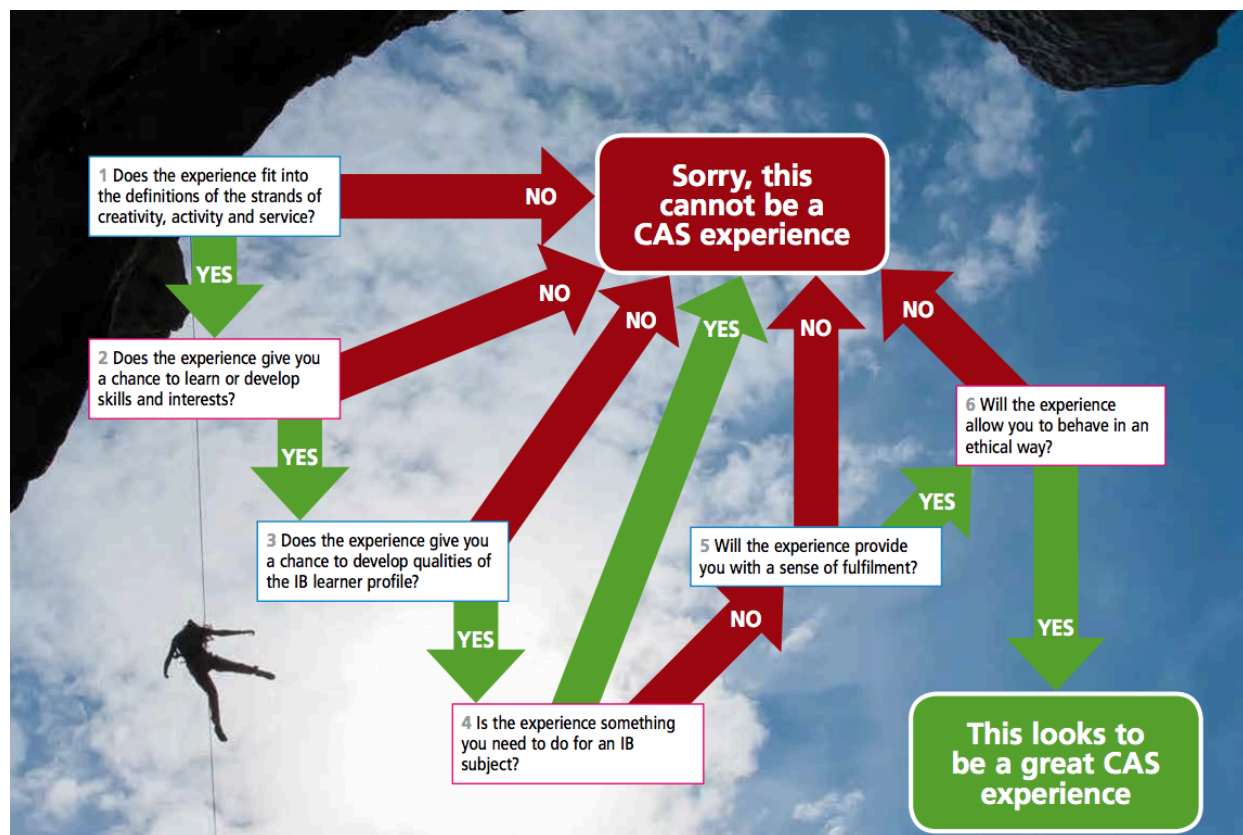
The CAS/L framework is a **personalized program** with common guidelines.

Therefore, an **extracurricular activity does not automatically qualify as CAS/L for everyone.**

So, what is approved as a genuine and meaningful CAS/L activity for one student does not necessarily mean it is automatically approved for someone else!

Ask yourself:

- ✓ Am I passionate about what I want to do so that it is meaningful to me?
- ✓ Am I stepping outside of my personal comfort zone into a new and 'foreign' experience?
- ✓ Am I able to demonstrate and target specific learning outcomes?
- ✓ Is there opportunity for me to critically reflect on outcomes and personal learning through this activity?
- ✓ Am I able to stretch myself beyond what I perceive as my limits?
- ✓ Is this a 'sure thing' or do I have to learn to cope with downfalls that have real world consequences?
- ✓ Will I be a positive role model that fosters civic responsibility?



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What “counts” as Creativity? Activity? Or Service?

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

Creativity in CAS/L 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.

If you are accomplished in a particular creative form, for example, music, painting or acting, you may choose to extend your involvement and deepen your skill level. Within your field, you can define new challenges and objectives to fulfill creativity in CAS/L.

For example:

- **Ongoing creativity:** a musician is part of a school group/club then extends may compose and perform a guitar solo;
- **School-based creativity:** an artist may create a new sculpture or photographic series as part of school’s service CAS/L projects, a school club, timetabled creativity sessions, or other opportunities.
- **Community-based creativity** an actor may present an original dramatic piece as a fundraiser, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.
- **Individual creativity:** Such creativity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained manner. Such as: composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits.

By striving for new possibilities, you may discover ways to meet challenges and identify strengths that carry you forward with curiosity and continued innovation. When demonstrating creative expression, you may showcase your product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion.

Creativity in CAS/L is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Creativity can be inspired and informed by the student’s Diploma courses. For example, students can meet new challenges and objectives in creativity using the skills developed in the visual arts course, or find new ways of expression utilizing elements in the design technology course.

However, creativity experiences must be distinct from, and may not be included or used in, the student’s Diploma course requirements. As with all CAS/L experiences, students reflect meaningfully on their engagement with creativity, and may be guided to look for moments of personal significance or inspiration as a call for reflection.

Creativity may provide inspiration for the ways in which students will reflect. For example, students may reflect through art, music, a brief narrative, a blog posting, photos, a skit, or other methods.

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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:

- **Ongoing activity:** Students may continue in this as part of their individual sports, aerobic exercise, fitness training, or any form of physical exertion that purposefully contributes to a healthy lifestyle, however, they should ***set personal goals in keeping with the principles of CAS/L***. Students can also be encouraged to further extend and develop their participation if appropriate.
- **School-based activity**
 - a school sports club, competitive team or timetabled sports sessions.
 - Students may elect to initiate a school-based activity such as basketball or tennis and engage other CAS/L students or any student within the school.
- **Community-based activity:** within the local community advances student awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community. However, single events of activity can lack depth and meaning. When possible, activity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of physical well-being of the students.

For example, rather than a single activity experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.

- **Individual activity:** Students may decide that they wish to engage in solitary activity experiences such as, for example: attend a gym, bicycling, roller-skating, dance, outdoor recreation, swimming, or strength conditioning.

Such activity experiences are of most benefit when ***they take place over an extended duration of time***. Students can be encouraged ***to set personal goals and work towards these in a sustained and correctly applied manner.***

All CAS/L students must satisfy the basic requirement of physical exertion contributing to a healthy lifestyle as is appropriate for each student.

Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit. The school will support those students whose circumstances or culture may impact participation in physically active experiences. Similarly, students with special needs will also be given opportunities to take part in this strand.

Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. Students could:

- expand personal goals,
- explore different training models to enhance their existing sport or become involved in a new sport.
- For dedicated student athletes, maintenance of a planned rigorous training program is appropriate.

As with all CAS/L experiences, students reflect purposefully on their engagement with activity and may be guided to look for moments of personal significance or inspiration as a call for reflection. Risk assessment of any experiences, especially the solitary ones, should be conducted with the CAS/L Coordinator and/or CAS/L Advisors.

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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 learning, 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/L 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 best practice. Service within CAS/L 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/L service experiences are unpaid.

When defining “community”, consideration must be made to situation and culture. The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities.

Community involvement includes collaboration with others, as you investigate the need, plan and implement their idea for service. The advantages of students conducting service locally should always be considered. Local interactions allow for developing relationships, observing and participating in sustained change, and meeting challenges through collaboration. From the local context, students can extend their thinking and knowledge to understanding global issues.

You can also extend local service to global impact through partnerships with CAS/L students in other cities and towns, countries and continents. Technology affords opportunities for networking, sharing of initiatives, partnerships and impact.

As with all CAS/L experiences, students reflect purposefully on their engagement with service, and may be guided to look for moments of personal significance or inspiration as a call for reflection

There are many approaches to service, such as:

- **Ongoing service**: When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of social issues.
- **School-based service**: Identify authentic needs within your school community. In all cases an authentic need must be verified that will be met through student action. Service needs met at a school may prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community center.
- **Community-based service**: Participating in service within the local community best to gain awareness and understanding of social issues and solutions. However, single incidents of engagement

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with individuals in a service context can lack depth and meaning. Best practices in service are highly encouraged.

- **Fundraising:** The preferred approach is for students to initially develop their understanding of the recipient population they choose to support and the issues being addressed. Ideally, students directly communicate with the organization and establish accountability for funds raised as well as share the rationale for the fundraising in order to educate others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy, or research service.
- **Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an external group. In such cases, students benefit from prior knowledge of the context and the service need. Being informed and prepared increases the likelihood that the students' contribution will have personal meaning and value. Utilizing the CAS stages prior to volunteering is highly recommended.
- **Service arising from the curriculum:** Teachers plan units with service learning opportunities in mind; students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

Any experiences could be approved as part of your CAS/L program if accompanied by appropriate justification in your Proposal on Managebac and then follow through with your objectives and documentation showing the achievement of the Learning Outcomes, attributes of the IB Learner Profile and Approaches to Learning.

The following single experiences could easily become ...

- a series of experiences tied together by common goals and outcomes and even better
- CAS/L projects

keep thinking..... ***make it better...make it CAS/L.***

CAS/L Experience Ideas

<ul style="list-style-type: none"> → Teaching swimming lessons to younger kids or kids with disabilities (A/S) → Coaching a Saturday Sports team and planning out practices for a season(C/A/S) → Teaching the guitar to a younger class (C/S) → Designing and building message boards (C) → Writing for a school newspaper (C) → Creating and Executing a new School Publication (C/S) → Working with younger children to paint murals (C/S) → Teaching a language to children or other students who don't normally take it in school (C/S) → Joining a running club (A) → Learning to scuba-dive (A) 	<ul style="list-style-type: none"> → Exchanging artistic or musical skills with other local schools (C) → Leading a nature walk (A) → Organizing a camp for children (C/S) → Organizing a litter clean up event (A/S) → Initiating, planning, and executing a "Plastic Free" event and campaign (S) → Organizing a beneficial "walkathon" (C/A/S) → Raising awareness about a specific NGO through an ART campaign in the community and perhaps raising funds (C / S) → Creating and managing a website (C/S) → Assisting victims of natural disasters (A/S) → Learning to paint watercolor landscapes (C) → Performing Wieniawski's Violin Etude No3 on a Fender Stratocaster Guitar (C)
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- | | |
|---|--|
| → Playing on a sports team (A)
→ Environmental awareness campaigns (C/S) | |
|---|--|

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Make it better...Make is CAS/L

Circle the box that best describes your proposed activity and add together the points this indicates.

		Not CAS/L	Not yet CAS/L	Almost CAS/L	Truly CAS/L
A	Challenge	Attendance only required	Gives opportunity for student to extend him/herself	Presents a difficult and challenging target	Pushes student beyond previous limits
B	Opportunities for service, benefit to others	No benefit other than to student	Has some benefit to others	Outcome is directed towards benefiting others	Results in identifiable benefit to others
C	Acquisition of skills and interests rather than practicing those already acquired	No level of skill required	Requires skills any student of this age would be expected already to have	Develops existing skills	Develops new skills
D	Initiation and planning by students	Activity organized by school	Activity organized by outside agency	Organized by group of students with adult leader	Planned, organized and run by student(s)
E	Establishing links with community and furthering international understanding	Does not involve working with others	Involves working within the school community only	Involves working with the community but may only be with student's own nationality or international community	Involves working with and within the local community and/or in the local language
F	Active rather than passive nature	No active participation	Student required to participate but not initiate	Requires active participation	Requires active participation and input from student
G	Project nature - combining a range of activity (Creative, Activity and Service)	Activity 'one off' of short duration only one type	Combines two CAS/L experiences on more than one occasion or one for longer duration	Has elements of all three CAS/L experiences on more than one occasion or two for longer duration	Has a good balance of three CAS/L experiences combined into a long term project

TOTAL POINTS _____ A high score indicates your activity may well qualify for your CAS/L portfolio.

Ask yourself these questions:

- Is the activity a new role for me?
- Is it a real task that I am going to undertake?
- Does it have real consequences for other people and for me?
- What do I hope to learn from getting involved?
- How can this activity benefit other people?
- How does this activity relate to the Learning Outcomes?
- How can I reflect on this activity?

You are in charge of your CAS/L Program and Journey...you will have to tell the Story ...and the CAS/L Team is there to support you.

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The Final CAS/L Project

- **ONE** CAS/L service-oriented Project is required
- Must be **collaborative**
- minimum **ONE MONTH in duration** but longer & sustainable is encouraged
- Students are strongly encouraged to combine the creativity and/or activity strand with the service strand so that **their CAS/L Project is service-based.**
- Your SERVELEARN GRADE-LEVEL unit project *can* be your CAS/L project
- All projects must use the **5 CAS Stages** and have **clear purpose & goals**
- Should be **student-initiated** and based on students interests, skills and needs of the community
- **Reflection** should be a continuous part of the CAS/L Portfolio and clearly demonstrate **achievement of the learning outcomes and Learner Profile attributes exhibited**

All students need to complete at least **ONE comprehensive service** CAS/L Project that meets all of the expectations in order to complete the program. A CAS/L project is a collaborative, well-considered series of sequential CAS/L experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. AISL students are strongly encouraged to combine the creativity and/or activity strand with the service strand to make their CAS/L Project service-based.

The primary purpose of the CAS/L project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS/L project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem solving and decision-making.

A CAS/L 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/L project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS/L 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/L projects.

All CAS/L projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

Examples of CAS/L Projects:

- **Creativity & Service:** A student group plans, designs and creates a mural for the school or an organization promoting peace in the world.
- **Activity & Service:** Student participates in a sports team and creates an training and matches program for that team that is beyond the regular practice schedule and season.
- **Creativity & Service:** Students creates academic guides for different school subjects and sets up a tutoring program for students in need.

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- Creativity, Activity, Service: Students choreograph a routine for their marching band and offer their services to the community free of charge to enhance events.
- 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 to donate to the kids.
- Creativity, activity, and service: Students create, rehearse and perform a dance production for a community retirement home on a regular basis.
- Activity and Service: Students take the initiative to learning yoga on their own time and then creates class lessons to offer to other students as part of an ongoing after school club.

[*More Examples](#)

All CAS/L projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS/L project. Students will likely identify more outcomes, or modify expected outcomes during the CAS/L project and/or at its completion. A minimum of ONE MONTH is recommended for a CAS/L project, from planning to completion. CAS/L projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS/L project locally and, if possible, engage in more than one CAS/L project over the duration of their CAS/L program.

As expected throughout CAS/L, students reflect on their CAS/L project experience. Due to the collaborative nature of the CAS/L project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavor as well as personal growth.

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Achieving CAS/L: 7 Learning Outcomes

Achievement and success in CAS/L is determined by how well you demonstrate pointed and focused reflection/evidence clearly showing achievement of all seven outcomes. This ensures the focus of CAS/L is on the quality of an experience and/or project and nothing else.

The 7 Learning Outcomes listed below derive from the IB Learner Profile. All seven outcomes must be demonstrated for you to complete the CAS/L requirements and some may be demonstrated many times, in a variety of experiences and project(s).

When initiating a CAS/L *experience and/or project on Managebac*, you need to carefully consider which learning outcomes you plan to target. These will become part of the goals you are aiming to achieve through the experience. It is recommended that you choose only 2 or 3 per experience, unless it is a comprehensive project whereas, you may be able to target all 7 outcomes. Your reflections/evidence will need to be pointed and focused towards these learning outcomes.

IB TOK CONNECTION: The outcomes you select could essentially become Theory of Knowledge (TOK) “knowledge claims”- upon which you must provide specific anecdotal evidence that proves your reasoning.

[More detailed info on TOK connection](#)

- Identify own strengths and develop areas of growth
 - ❖ Recognize your various abilities and skills and that some are more developed than others.
- Demonstrate that challenges have been undertaken, developing new skills in the process
 - ❖ Learn a new challenge may be an unfamiliar experience or extension of an existing one. Newly acquired or developed skills may be shown through experiences that are not previously undertaken or through increased expertise.
- Demonstrate how to initiate and plan a CAS experience
 - ❖ Carry out the 5 stages of a CAS project from conceiving an idea to executing a plan. This may be accomplished in collaboration with other participants.
- Show commitment to and perseverance in CAS experiences
 - ❖ Demonstrate regular involvement and active engagement in CAS
- Demonstrate the skills and recognize the benefit of working collaboratively
 - ❖ Become able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences
- Demonstrate engagement with issue of global significance
 - ❖ Become able to identify and demonstrate understanding of global issues, make responsible decisions, and take
 - Recognize and consider the ethics of choices and actions
 - ❖ Show awareness of the consequences of choices and actions in planning and carrying out CAS experiences

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Showing Achievement: CAS/L Portfolio and Managebac

The CAS/L Portfolio is the **ONLY** way that CAS/L Coordinator can see and determine whether you have successfully met all 7 learning outcomes of the CAS/L Program. To that end, all students are expected to regularly maintain and complete a CAS/L Portfolio, however, what it looks like is up to you!

The good news....

While Managebac is the official program we use for the IB and will be for CAS/L as well, you do not have to complete your "CAS/L Portfolio" on Managebac but rather you can house your CAS/L Portfolio elsewhere so that it can be an actual *process journal* where you reflect and gather evidence/artifacts in the most meaningful way to you.

The CAS/L Portfolio is typically one of these or a blended approach:

- Digital – online diary, Vlog on youtube, blog, podcast style, managebac or AISL eportfolio
- Physical – sketchbook journal, scrapbook style, diary journal, etc
- Artistic representation – a dance, a song, paintings or drawings with written/oral explanation
- Or, a blended approach

Remember, however, that your CAS/L Portfolio should clearly and completely evidence your CAS/L journey and clearly show how you achieved the seven learning outcomes. For most, that means that some written reflection will need to be included to serve as an explanation.

Also to keep in mind is that,

- ✓ CAS/L Coordinators and Advisors will need to be able to access your CAS/L Portfolio
- ✓ If online, you should be able to "share" your CAS/L Portfolio with these people but also others like your parents, and provide a link that directly goes to the Portfolio
- ✓
- ✓ You should be able to easily upload files, if necessary and also it should allow for a variety of media to be included such as photos, videos, recordings, etc.

The other news....

Even if you choose to house your CAS/L Portfolio somewhere else (blog, physical sketchbook, youtube, etc) you will still need report your progress on a weekly basis and get feedback from the CAS/L Coordinator and/or CAS/L Advisor. This will also be the way that the CAS/L Coordinator will keep track of student progress on range of experiences and learning outcomes, and can give you specific feedback on your progress and whether you need to redo something or not. **You do not want to get to the end of Year 1 let alone Year 2 and learn that you are NOT "on track" to completing CAS/L!**

The CAS/L Portfolio should:

- ✓ Be clear, complete and thorough in demonstrating your **engagement** in the program and **achievement of the 7 learning outcomes**
- ✓ Reveal how you should developed the attributes of the IB learner profile

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- ✓ Be **meaningful** for you
- ✓ Not just show WHAT you did, but what you went through, the process, your feelings throughout, the changes, decisions made and why, what worked and what didn't, the results, what you learned, how you can inspire others, what happens next?
- ✓ Be a summation of their entire CAS/L journey and *their story*
- ✓ Be checked regularly by CAS/L Coordinator. In order to do this, student will be required to give a "snapshot" of portfolio **weekly**
- ✓ kept up-to-date and relevant **weekly** so that it can then be "snapshotted" and included in your **weekly** update on Manage bac
- ✓ Be used and discussed in detail during the three formal interviews
- ✓ Include brief notes and recommendations from CAS/L Coordinator given during the formal interviews
- ✓ Include both encouragements and concerns from CAS/L Coordinator throughout the process, with appropriate action taken when necessary.
- ✓ Be a source of pride for the student

The CAS/L Portfolio is used by students to:

- ✓ Plan their CAS/L Program – map out the journey, the story you WANT to tell
- ✓ Reflect on that journey and your story AS YOU ARE GOING THROUGH IT and AT THE END
- ✓ Gather evidence and document it in *some way meaningful and useful* for you
- ✓ Demonstrate when, where, with whom, how, why, they have achieved the 7 learning outcomes
- ✓ Showcase, or *demonstrate* your CAS/L program
- ✓ Advocate for themselves when applying for universities, prospective employers and demonstrating their knowledge and skills

Recommended Organization for CAS/L Portfolio:

- ✓ **Profile:** your interests, skills and talents, plans and goals for your CAS/L program. At the start of CAS/L, map your interests against the three strands of CAS/L to identify possible CAS/L experiences. A consideration of how your personal value system aligns with the values expressed by the IB, with a particular focus on the IB learner profile, could also be included when developing your *profile*. In addition, developing an awareness of yourself in relation to the CAS/L learning outcomes is a significant part of the profile. Through an understanding of the CAS/L aims and learning outcomes, you will be able to identify both short-term and long-term goals in your CAS/L program.
- ✓ **Experience:** In this part, you can chronicle your journey in CAS/L, incorporating a variety of reflections, learning moments, personal achievements, and how they have utilized the CAS stages. Here, you would demonstrate that you have actively engaged in your individualized CAS/L journey. All throughout CAS/L, you can add your reflections regarding your ongoing personal development and self-awareness.
- ✓ **Evidence:** In this section, you can collect the evidence of your involvement and achievements in CAS/L. Evidence can include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and

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so on. You can correlate your involvement with the CAS/L learning outcomes and may extend your thoughts to future ambitions within and outside the CAS/L program.

The CAS/L Portfolio IS NOT FORMALLY ASSESSED, but it is, along with the three formal interviews, the **only** way for the CAS/L Coordinator to know whether you have achieved the requirements of the CAS/L Program and recommend you for receiving the IB Diploma.

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Being Successful in CAS/L

- ✓ Read this CAS/L Student Guide completely and carefully. Refer to it when you need it!
- ✓ Attend all of the CAS/L workshops/Advisory session conducted by CAS/L Coordinator or teachers
- ✓ Meet 1:1 with CAS/L Coordinator to outline your 2-year CAS/L Program
- ✓ Diligently follow the CAS/L process & procedures as outlined
- ✓ Do your research and plan experiences using Experience Proposals on MB– identify learning outcomes you want to target and set a time frame
- ✓ From the beginning, use the CAS 5 stages *think about how you will document and evidence your journey
- ✓ Once approved by CAS/L Coordinator, carry CAS/L Experience out proactively and reflect on the learning process using the rubric.
- ✓ Self-review at the start of a CAS/L experience and set personal goals and target the learning outcomes you hope to achieve for each activity.
- ✓ Reflect frequently and continuously **during the experience** - ideally on weekly basis, [minimum 2-week rule] on the learning process in your CAS/L Portfolio. Gather evidence. Document evidence. Ensure that you are connecting your reflective evidence to working on achieving the 7 learning outcomes.
- ✓ **Weekly**, update Managebac and give snapshot of “What’s NEW” in CAS/L Portfolio – upload photos, links etc showing an update. Note: CAS/L Coordinator and/or Advisor can see # of MB logs/updates you have made.
- ✓ Read the **feedback** given to you on your MB update
- ✓ Carry out at least one prolonged CAS/L Project that includes two or more CAS/L components, uses 5 Stages and lasts min. ONE SEMESTER
- ✓ Follow the checklists and rubrics provided and ask questions.
- ✓ Over time, ensure you have a balanced program with experiences that are C, A and S
- ✓ Login to MB weekly <https://aislagos.managebac.com/login> to give brief report on progress and upload “snapshot” of CAS/L Portfolio
- ✓ Be organized, clear and concise with your records and reflections.
- ✓ Attend all CAS/L related assemblies, workshops/sessions, meetings, interviews and advisories that will inform you of CAS/L elements and/or give you time to work on it.
- ✓ Seek help from others and your CAS/L Coordinator and/or CAS/L Advisor whenever you need it...don't wait!
- ✓ Be honest about your progress and engage in ongoing dialogue about it
- ✓ When CAS/L Experience, Series of Experiences, or CAS/L Project are completed, CAS/L Coordinator marks as “complete” and hours are sent to AISL Activity Register for AISL Board Policy of Community Service completion. Note: some may need prior “Supervisor” completion form signed first.
- ✓ Be patient – it gets easier with practice over time
- ✓ Participate in scheduled meetings with CAS/L Coordinator and/or designated CAS/L Advisor
- ✓ Show evidence of achievement in each of the 7 CAS/L learning outcomes through thoughtful reflections.
 - By April of Year 2, we should see **each** learning outcome in MB filled up to minimum 50% (on bar graph)
- ✓ Complete all tasks and experiences in connection to the CAS/L program
- ✓ Always act with integrity and academic honesty, avoid malpractice

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Although it is best to stick with the program you have created once it has begun, any experience changes, and or extraordinary needs can be considered in consultation with the CAS/L Coordinator. Any program changes will require approval.

Can I “fail” CAS/L?

Yes. You CAN “fail” CAS/L. Both IB and AISL Diplomas require successful completion of CAS/L Program for graduation.

Unsatisfactory work on the following by the CAS/L DUE DATE during Senior year of high school, may result in not meeting the expectations of CAS/L:

- Not showing consistent community engagement through Creativity, Activity, and Service Learning Experiences for 18 months of the program
- Not showing sufficient evidence of active engagement via reflection/evidence in portfolio
- Not showing sufficient and/or clear evidence of achieving ALL of 7 learning outcomes via pointed and focused reflection/evidence in portfolio
- Not having a quality CAS/L project and/or unable to Demonstrate/Communicate 5 stages/ Achievements of the project
- Not meeting 7 learning outcomes

For Full IB Diploma students, an extension up to one year, can be applied for and if approved, your IB Diploma may be awarded once CAS is successfully completed, assuming all other DP requirements were met and IB exams were passed.

For AISL Diploma only candidates, successful completion of CAS/L program will satisfy all AISL “Service” graduation requirements.

It is YOUR ultimate responsibility to ensure you put in the work, get help when you need it, and successfully complete requirements of CAS/L.

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Taking the First Step : Check list

- ___ 1. Read this Student Guide in its entirety and jot down your questions and/or concerns
- ___ 2. Email Mrs. Freund (cfreund@aislagos.org) to set up your one on one first interview about your 2-year CAS/L program
- ___ 3. Get started, using the 5 Stages of CAS/L as your framework, investigate possible experiences you could do, and ADD detailed Experience Proposal on managebac “CAS” page for review and approval.
NOTE: You can start activity and start documenting evidence even if experience is not approved yet in MB. Don't wait. When CAS/L Coordinator has the time, you will be given feedback to make changes or it will be approved.
- ___ 4. Decide how you will document and evidence your CAS/L journey (each experience and all projects)
Photo evidence ___ Video evidence ___ Documents ___ Created material ___ Journal entries ___ etc
- ___ 5. Set up your CAS/L Portfolio and turn it into this [Google Form](https://goo.gl/forms/woMmMI2DWY2haSv02) (<https://goo.gl/forms/woMmMI2DWY2haSv02>)
- ___ 6. Start your activity and begin documenting experiences with reflection/evidence
- ___ 7. Once your activity is approved, continue your work, using the 5 Stages of CAS as your framework: Investigation, Planning & Purpose, Action, Reflection and Demonstration/Communication
- ___ 8. Remember to seek help at any time: Go to SL Divisional Rep first (Ms. Valentino) or see Mr. Freund
- ___ 9. Update your CAS/L Portfolio minimum 1x bi-weekly but ideally 1x per week. Report the update in MB by posting update link and/or brief descriptive snapshot of the updated information.
- ___ 10. Attend all CAS/L workshops/talks/advisory sessions conducted by Mrs. Freund and or teachers.
- ___ 11. Stay positive and remember the primary goal is *YOUR PERSONAL GROWTH...so enjoy the journey!*
- ___ 12. When the time comes, set up “check up” 2nd interview with Mrs. Freund.

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IMPORTANT LINKS & FORMS

GENERAL CAS/L PROGRAM INFO

1. [CAS/L at a Glance : Two Year Calendar](#)
2. [CAS/L Completion Checklist](#)
3. [CAS/L 2 yr Individual Plan \(with Monthly Assessment\)](#)
4. [CAS/L Project Proposal Form](#)
5. [Form to SUBMIT PROJECT PROPOSAL](#) (all projects: Service, Non-Service, IB CAS, CAS/L)
6. [Project **funding** approval form](#)
 - a. [Funds Request Form](#) (Once funding approved, so you can get money)
 - b. [Funding Flowchart](#) (image)
7. [Guide to Managebac](#)
8. [Using 5 Stages](#)
9. [Planning for the Learning Outcomes](#)
10. [Risk Assessments during Investigation](#)
11. [Beginner's Guide to Reflection](#)
12. [Preparing for CAS/L Interviews](#)
13. [TOK connection](#)
14. [CAS/L Parent Permission Slip](#) - **FOR ALL CAS/L RELATED TRIPS OUTSIDE OF SCHOOL HOURS**
15. [Student Contact Info Disclosure Permission Slip](#)

SERVICE LEARNING IMPORTANT INFO

1. [Service Learning Website](#): One Stop Place for ALL things involving service to community
2. [Service Learning Handbook](#) - Mandatory procedures & forms are for all Service Oriented Experiences

More Examples of CAS/L Projects:

- Creativity & Service: Photography club decide to offer their photography talents as a service to families who may not be able to afford family portraits.
- Activity & Service: Students organize a student led coaching program that offers its' services to the AISL ASAs and/or Saturday Sports programs.
- Creativity & Service: Students help a local school in need to beautify their school environment. Then create a brochure/booklet with images and information about the school for the purpose of community awareness, school promotion, and helping the school receive private donations.
- Creativity and Service: Students of Economics researched self-help groups within the area of development economics. They conducted online research looking at methods of microfinance in the country and initiated a self-help group in a community near their school which led to a microfinancing system implemented using the self-help group in the community.
- Creativity, Activity, Service: Creative and coordinated a brand new "Run for the Cause" event to benefit a local NGO. Organized student teams to participate from school and also participated in the run.
- Creativity and Service: Students interested in what they learned about racism in history class, developed an online forum where people impacted by racism can tell their story and as a community raise awareness for stopping racism world-wide.
- Service and activity: Sports, Exercise and Health Science students took role as personal trainers at the school. They developed a personal training program to help aspiring high schoolers meet their fitness and health goals.
- Service and creativity: Group of theatre students created theatre workshops for underprivileged young adults. Eventually this became a local theatre production that involved people from the community.
- Creativity, activity, and service: Students developed a Health and Wellness Community Program that offered exercise classes to the local community. They developed a full on marketing campaign to help promote it.
- Creativity and Service: Students interested in science and technology, planned, organized, and ran a Google Science Fair at school.