

Creativity, Action & Service Learning (CAS)

West Sound Academy requires all students in all grades to participate in activities that are creative, active or service orientated outside their normal academic classes. CAS activities can be initiated by the student or the school. Some activities will involve one, two or all three: creative, active and/or service. CAS should involve:

- Real, purposeful activities, with significant outcomes and demonstrated perseverance
- Personal challenge—tasks must extend the student and be achievable in scope
- Thoughtful consideration, such as planning, reviewing progress, reporting
- Reflection on how activities relate to 8 specific learning outcomes

Learning Outcomes

When recording your CAS activities please write reflections on how those activities may have met these learning outcomes. Not every activity will result in meeting all learning outcomes but many will meet most. Use the questions next to each one to help you write reflections.

Increased your awareness of your own strengths and areas for growth

Did I discover something I am good at? Was I uncomfortable with any part of the activity? Would I do it again? What would I do differently?

Undertook new challenges

Is this something new that I have never done before? Why was I inspired to take on this new challenge?

Planned and initiated activities

Did I initiate this activity myself or with others? Did I collaborate with someone to start something new to my community even if it existed elsewhere in the world? Did I pick an idea suggested by someone else but thought it all through and executed it on my own or with others?

Worked collaboratively with others

What was the best part of working with other people in this activity? What was the hardest part of working with others?

Shown perseverance and commitment in their activities

Did I commit to this activity and perform it regularly? Did I live up to all my responsibilities assigned?

Engaged with issues of global importance

If a thousand people did this same activity would it have a positive effect on a large group of people? Is this activity serving a problem that exists globally and not just in my own community?

Considered the ethical implications of their actions

If a thousand people did this same activity would it have a positive effect on a large group of people? Do I feel I made a difference for the better with this activity? What group is most positively affected by this activity?

Developed new skills

What did I learn that I didn't know before? Have I used physical or intellectual skills in a new way or for the first time?

Struggling to write a reflection?

Reflections don't always have to be in the form of a written journal entry. You can sketch a drawing, paste in a photograph, ask someone else to write about you, record a discussion, make a collage, write a poem or song, create a blog, etc. If your reflection comes in any form other than a journal entry, make sure you still record its existence in your journal so that you, your advocate and the CAS coordinator can refer to it. For example, "For this activity, I wrote a blog post, which can be found at... (blog address)."

Learner Profile

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| Inquirers | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| Knowledgeable | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| Thinkers | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. |
| Communicators | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |
| Principled | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |
| Open-minded | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| Caring | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. |
| Risk-takers | They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. |
| Balanced | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| Reflective | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |