



International School of Kenya

HS CASL

Creativity, Activity, Service Learning

STUDENT HANDBOOK



Empowering students to create solutions for tomorrow's challenges



International School of Kenya

EDUCATIONAL AIMS

We strive to develop students of character who learn, create, act and solve in a collaborative and engaging environment.



HS CASL

Creativity | Activity | Service | Learning

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“There is more in you
than you think”

Kurt Hahn



ROUND SQUARE

Round Square schools share a passion for experiential learning. Together we work hard to ensure that our students have every opportunity to achieve in ways and to levels beyond their perceived limits. We also believe that in order to prepare for adult life, young people must be encouraged to discover and embrace the similarities and differences between cultures and nationalities in ways that promote meaningful and lasting understanding, tolerance and respect.

The Round Square approach does not focus on what is taught but rather how learning takes place. It recognizes that learning is most effective when it is practical, cross cultural and collaborative, and when it is infused through a broad spectrum of co-curricular activities.

At Round Square we care passionately about what happens in the future to our world and to the fascinating variety of cultures and communities it supports. We want those communities to thrive and prosper and care about each other in mutual cooperation. As educators we believe that we have a responsibility to shape the way in which the next generation of business, political and community leaders understand, prepare for and respond to this challenge.

IDEALS

Round Square schools are characterized by a shared belief in an approach to education based on six pillars, our IDEALS, drawn from the theories of education philosopher Kurt Hahn. These are:

INTERNATIONAL

Students learn to see themselves as global citizens and to look beyond gender, class, race, nationality and culture to understand human nature.

ENVIRONMENTALISM

Students learn about the fine balance needed to maintain a healthy interdependent relationship between human beings and the planet.

LEADERSHIP

Students learn that true leadership is serving of others and is found in those whose convictions are rooted in personal responsibility, kindness and justice.

DEMOCRACY

Freedom of thought and speech is greatly

encouraged and appropriate forums and channels of communication are set in place.

ADVENTURE

Schools offer activities that foster a spirit of adventure and allow students to discover that they are capable of more than they might have imagined.

SERVICE

A service project that includes interaction with and appreciation of diverse social or cultural backgrounds can increase international mindedness and engagement with issues of global significance.

Purposeful relationships between students and community members leading to sustainable service projects are potentially the most rewarding for all concerned.



Today is a great day!
K & M & G! q & h!
Deion 198

CHOOSING A CASL ACTIVITY

Creativity, Activity, Service, Learning

Creativity is interpreted broadly to include a wide range of activities that involve creative thinking. Creativity provides students with the opportunity to explore their own sense of original thinking and expression.

Activity is focused on getting involved in physical exertion that contributes to a healthy lifestyle. The aim of Activity is to promote lifelong healthy habits related to physical well-being.

Service requires 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.

Learning involves the useful application of what you have learned into real life. You research real community needs, then plan and respond by taking action.

Throughout the process, reflection on what you have experienced helps you understand new learning.

MINIMUM REQUIREMENTS

Over the year, students will be required to undertake;

- a) At least one sustainable service-learning project (approximately 9 visits / Semester), and
- b) At least one new action activity, and
- c) At least one new creative activity, and
- d) ManageBac blog, which is updated **at least twice a month for each activity**.

DUE DATES:

Semester One,

Fill in ManageBac Profile (<https://iskenya.managebac.com>)

October 9th

Completed reflections due in Managebac

December 1st

Semester Two,

Final reflection uploaded to Managebac (Grade 12 students only)

April 6th

Completed reflections due in Managebac (Grade 9 - 11 students)

May 4th

HS CASL PROGRAM

STUDENT RESPONSIBILITIES

You have 3 main responsibilities between now and October 20th:

- Create CASL program
- Add your CAS activities
- Complete your program activities

1. Create a CASL activity

Log on to ISK ManageBac site on <https://iskenya.managebac.com> and fill in your profile. Your Managebac password will be sent to your ISK email address.

2. Add your CAS activities

Watch this video to learn how to add your CAS activities in Managebac. <https://goo.gl/kdiuGN>

3. Complete your program activities

Reflect at least once a month for each activity.

Once your CASL activity has been approved, you can start uploading reflections by clicking Add New Reflection in the sidebar. You can also add journals, websites, YouTube videos, photos, and files to your reflections.

ADVISORS RESPONSIBILITIES

1. Approve your advisees CAS activities
2. Check your advisees are reflecting **twice** a month
3. Comment on your advisees Managebac program one semester at least

ROUND SQUARE ACTIVITIES AT ISK

Examples

The following school-based activities are all suitable for CAS. This is not, however, a full list and new opportunities appear every year. A list of updated activities to choose from each semester will be published on the website and in Moodle. **Your own ideas for activities outside school are also strongly encouraged.**

You are expected to undertake a minimum of three activities, preferably for the duration of your IB CASL programme.

Creativity	Activity	Service
Debating	Zumba	Greenhouse
HS Jazz Band	President's Award	Wednesday service projects
Drama Productions	Mount Kenya climb	Under construction
Learn a new instrument	Football	Students for Environment
Model United Nations (MUN)	Dance activity	ISK Reading mentor
Artsco	Golf	Interact service activities
Journalist Club	Tae Kwon Do	Global Issues Network
Dance	Yoga	Orphanage visits
Round Square	Basketball	KSPCA
Photography	Rugby	Reforestation
Drumline	Swimming	Operation Smile
Acapela	Tennis	Friends of Kenya



ELEMENTS OF REFLECTION

Reflection is central to building a deep and rich experience in CAS. Developing a culture of reflection helps students recognize and understand how to be reflective as well as deciding the best methods and appropriate timing. Student learning is enhanced by reflection on choices and actions. This enables students to grow in their ability to explore skills, strengths, limitations and areas for further development. Through reflection students examine ideas and consider how they might use prior learning in new contexts. Reflection leads to improved problem-solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities.

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.

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.

Forms of Reflection

Reflection can appear in countless forms. CASL 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 CASL 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.



EXPERIENTIAL LEARNING & REFLECTIVE WRITING

ManageBac Blog

This part consists of doing the activity but also recording your experiences, thoughts and learning in a blog in the ISK CASL site <https://iskenya.managebac.com>.

The website <http://help.managebac.com/support> has a students tab where all the information a student requires is. This site is accessible from school and home. Students should reflect at least once a month for each activity.

You will have some time during advisory to work on and discuss your diary, but you will also need to record your thoughts in your own time as well. ADD PHOTOS, LINKS TO FILM FOOTAGE OR SOUND. Be as creative as you like or not.

It may help to consider some or all of the following when making an entry in your blog:

1. What is your aim? What do you wish to accomplish?
2. How is your service project related to classroom learning? What skills have you used?
3. How successful have I been? What difficulties were encountered and how did I overcome them?
4. What do you hope to learn from this activity about yourself or about other people? (Examples might be: self-confidence; modesty; respect; awareness; responsibility; curiosity; honesty; objectivity; commitment; initiative; determination; new skills, the ability to meet challenges.)
5. What would you change if you did this same activity again?
6. What have you learnt from your involvement in CASL about real life experiences?
7. What did I learn about myself? What did I learn about other people?
8. Identify a person, group or community that you have gotten to know at the site, who is significantly "other" for you. What are the challenges facing them that particularly got to you? What is one way in which you allowed yourself to be changed as a result of knowing these people?
9. How does this experience reflect the Round Square pillars? (See page 4)
10. ISK characteristics are experienced in your project? (See back page)

YEAR 12 CASL – LEARNING OUTCOMES FINAL REFLECTIVE ESSAY
All year 12 students need to complete final essay in your blog by April 4th

CASL students 800 words

Before you begin your final essay ensure you have completed the following:

1. Make sure your blogs for each activity are up to date
2. Get your activity supervisor to fill in an evaluation form. Remember your activity supervisor may access your blog to write his evaluation.
3. Write a final reflection on each activity (see below)
4. Complete the final essay reflecting on your whole experience and refer to the eight learning outcomes below.
5. Ensure your CASL Advisor has written a comment in your program planner.

FINAL ESSAY

Your final essay must demonstrate how the **eight learning outcomes** were achieved or not achieved.

LEARNING OUTCOMES

What have you learnt from your participation in CASL activities?

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, "Have these outcomes been achieved?"

As a result of their experience as a whole, including their reflections, CASL aims to develop students who are:

- **Identify own strengths and develop areas for growth.**
They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
- **Demonstrate that challenges have been undertaken, developing new skills in the process**
A new challenge may be an unfamiliar activity, or an extension to an existing one.
- **Demonstrate how to initiate and plan a CASL experience**
Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects. For example, ongoing school activities in the local community, as well as in small student-led activities.
- **Shown commitment to and perseverance in CASL experiences**
At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- **Demonstrate the skills and recognize the benefits of working collaboratively**
Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.
- **Demonstrate the engagement with issues of global significance**
Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).
- **Recognize and consider the ethics of choices and actions**
Ethical decisions arise in almost any CASL activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CASL advisers



Sample Student Reflection

After incessant hours of practicing flute and occasionally sacrificing my academic grade, I received first place in the Dallas Symphonic Festival. This was completely new to me because in all the competitions I participated, I always received 2nd, 3rd, or even no place.

I acquired two important realizations from this experience. First, I learned that judges look at the whole performance. When I walked into my audition room, I was so nervous that I messed up on the very first note. I was quite flustered, and my accompanist and I had to start over. Throughout the five minutes and thirty seconds of my music, the B flat swam back and forth in my head. At the end of my audition, I was quite sure that I did not even place due to that one note but rather the judge said, "You overcame your first mistake very well." I did not know what to make of this comment because I thought the judges only looked to mistakes to

penalize. However, she assured me that the most important element in music is the whole performance not the trivial mistake. In addition, it was how I reacted after the mistake that mattered. My ability to still give my best performance knowing that I had messed up is part of musicianship. But I know that is not quite true. My ability to spring back up after a mistake is not only part of musicianship but also part of life. Whenever I fall, I need to push myself up from the ground and run the journey of life again.

The second realization is actually rather depressing. After I got over the shock of getting 1st place, instead of feeling happy, I felt relief. I was relieved that I had another proof of my passion that I could include in my college resume. After the relief, a wave of anger and sadness came over me. I felt as if I had deceived my

passion for music for merely an achievement. Even though it is not possible for me to go from defeat to defeat, from competition to competition without some level of strong passion, I was saddened that there were ulterior motives to my winning that I had to prove my passions to college admissions officers by winning.

In retrospect, I do not think I learned two different lessons that day. I believe it was merely two faces of the same realization. While the society does care about the overall performance, what counts are the results. I acknowledge that it is impossibility for colleges to look into every applicant's passion, but why do these passions have to turn into mere calculations in the process?

I was actually quite ambivalent about including the second, rather sad epiphany about this experience because it was not a "positive" learning. However, life is not always happy, and throughout life, all of us are going to face the harsh and benevolent realities. Therefore, I included the second portion.

PROGRAM NOTES

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International School of Kenya

EDUCATIONAL AIMS

We strive to develop students of character who learn, create, act and solve in a collaborative and engaging environment.

CHARACTERISTICS OF ISK STUDENTS

PRINCIPLED

Students will act with integrity and honesty, with a strong sense of fairness and justice. They will take responsibility for their own actions and the consequences that accompany them.

RESPECTFUL

Students will demonstrate respect for the dignity of the individual, groups and communities in their interactions.

OPEN-MINDED

Students will understand and appreciate their own cultures and personal histories and will be open to the perspectives, values and traditions of other individuals and communities.

CARING

Students will show empathy, compassion and respect towards the needs and feelings of others.

RISK-TAKERS

Students will approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They will be brave and articulate in defending their beliefs.

BALANCED

Students will understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

REFLECTIVE

Students will give thoughtful consideration to their own learning and experience. They will be able to assess and understand their strengths and limitations in order to support their learning and personal development.

PERSEVERING

Students will persist in a task or course of action and seek solutions to problems despite challenges, failure or opposition.

ISK STUDENTS WILL APPLY THESE CHARACTER TRAITS IN ORDER TO COMMUNICATE, LEARN, CREATE, SOLVE AND ACT IN WAYS THAT WILL ENRICH THEMSELVES, THEIR COMMUNITIES, AND THE WORLD AROUND THEM.

