



MS CASL PROGRAM 2019/2020

CREATE, ACT, SERVE, LEARN

There's more in you than you think.

Kurt Hahn



EDUCATIONAL AIMS

We strive to develop globally minded students who actively learn, create, solve and engage in the world.



Empowering students to create solutions for tomorrow's challenges



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 seek out, discover and embrace the similarities and differences between cultures and nationalities in ways that promote meaningful and lasting understanding and respect.

Democracy

Students are encouraged to develop a spirit of equality, fairness, justice and a desire to do what is right for the greater good.

Environmentalism

Students are encouraged to understand our place in the universe, the forces that shape our surrounding and the impact we have on those surroundings.

Adventure

A spirit of adventure is characterised by those who push themselves beyond their perceived limit, cross boundaries and discover that they are capable of more than they thought.

Service

An approach to teaching and learning that addresses authentic need through active engagement in our local and global communities.

Leadership

Leadership recognises that successful leaders are driven by a desire to be of service to others and to nurture, guide, develop and help them to improve and succeed.

THE CO-CURRICULAR PROGRAM

ISK's co-curricular program is essential to student development. It provides a structure for experiences that reinforce the curriculum and extend learning through exploration, character building, community engagement and the pursuit of individual passions.

Service Learning is an approach to teaching and learning that addresses authentic need through active engagement in our local and global communities.

ISK Service Philosophy

Service Learning:

- Is linked to the curriculum
- Involves positive and meaningful action
- Engages student voice and choice
- Considers the sustainability of programs and partnerships
- Creates opportunities for participants to be enriched by diverse perspectives
- Nurtures social responsibility and global citizenship
- Is mutually beneficial to participants
- Inspires reflection

CREATE, ACT, SERVE, LEARN

Over the year, students will be required to complete the below. These activities should happen outside of the curricular classes and student's own ideas for activities outside school are also strongly supported.

1. **Create** - At least one creative activity.
2. **Act** - At least one action activity.
3. **Service** - At least one sustainable service project (approximately 9 visits per semester).
4. **Learn** - A reflection **for each activity undertaken**
5. In addition to the CASL requirements, each student is strongly encouraged to be involved in **at least one leadership opportunity** that is aligned with our Round Square Ideals. This can include attending one of the 2 Leadership Seminars, being a Student Ambassador, attending one of the monthly Leadership Round Tables, being a part of Earth Day or Peace Day planning committees, being on the Social Planning Committee, or helping to plan and implement Proud to Be Me Day or a House captain position.



COMMUNICATE

Reflection is central to building a deep and rich experience in CASL. Reflection is a dynamic means for self-knowing, learning and decision-making. In Middle School, reflection of CASL activities is supported through the advisory program.

Four elements assist in the CASL 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.

Written and verbal reflections are the most common ways students reflect. These are important methods; however, keep in mind that meaningful reflection can be expressed in various ways. Often, written reflection cannot express the depth of experience in the way that visual, auditory or kinesthetic means of reflection can. Examples of student written reflection are included in this document.

Visual reflection can be accomplished through:

- photography
- painting
- animation
- sculpting/ceramics/mosaic
- prints
- textile and needlework.

Kinesthetic reflection can be accomplished through:

- dance
- theatre
- mime
- role play

Auditory reflection can be accomplished through:

- lyrics
- rap
- jingle
- melodies.

By engaging in diverse forms of reflection, students may discover their preferred ways to reflect and integrate reflection by choice into their daily lives.



Reflection Guiding Questions

1. What is your aim? What do you wish to accomplish? (prior to commencing your activity)
2. How is your service project related to classroom learning? What skills have you used? Give examples.
3. Did you plan or initiate any activities?
4. How successful have I been in collaborating with others? What difficulties were encountered and how did I overcome them?
5. What did you learn from this activity about yourself or about other people? (Examples might be: self-confidence, risk-taking, respect, responsibility, curiosity, honesty, objectivity, commitment, initiative, determination, new skills, the ability to meet challenges, the ability to solve problems?)
6. What would you change if you did this same activity again?
7. What have you learnt from your involvement in CAS about real life experiences?
8. What did I learn about myself? What did I learn about other people?
9. Identify a person, group or community that you have gotten to know. 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?
10. How did this experience reflect the ISK educational aims?

CASL POSSIBILITIES

CREATIVITY	ACTIVITY	SERVICE
Drama productions	Soccer/ football	Environmental groups – recycling, reforestation, planting trees, farming, Karura Forest
Upcycle sewing	Basketball	Work with Foundations for example, The Disabled Foundation, The Heart Foundation or The Red Cross
Card and board games	Volleyball	Reading program at a primary school
Art or Photography activities	Coaching of junior students	Backstage team for events, especially theatre productions
Dance	Choreo Inc Dance	Any service activity done outside school
Chess Club	Intramurals	Managing a website for a disadvantaged community
Photography club	Yoga	Service projects both on Wednesday afternoon or student initiated outside the school.
Learning an instrument	Tennis	Guides and assistants in school functions
Math Olympiad	Gymnastics	Playing music at local festivals
World Scholar's	Athletics	Amnesty International
Model United Nations (MUN)	Aerobics / Zumba	Working in kindergartens and aged care
Writing a book for ES students	Expeditions and camping trips	Round Square student committee
STEM Activities	Badminton	Student ambassadors

CASL RUBRIC

Teacher Name: _____

Student Name: _____

CATEGORY	Exceeds	Meets	Approaching	Below
Reflections	The reflections were well written and described the activity in great detail. They also shared insights, anecdotes, evaluations or other thoughtful perceptions about the program &/or the experience.	The reflections were well written and described the activity. They also shared some insights &/or evaluations about the program &/or the experience.	Some of the reflections were well written and described the activity. More information and effort is required.	Little or no effort was put into reflecting on the activities.
Creativity	The student's activities in Creativity are inspiring and passionate. The project was unique &/or done with a high degree of commitment &/or success.	The student's activities in Creativity are evident and complete. The project was successful and a true learning experience.	The student's activities in Creativity were attempted, though not complete. More effort, motivation and attendance would have made this a more valuable learning experience.	Little or no effort was made or represented in this area.
Action	The student's participation in Action are inspiring and passionate. The project was unique &/or done with a high degree of commitment &/or success.	The student's participation in Action are evident and complete. The project was successful and a true learning experience.	The student's participation in Action were attempted, though not complete. More effort, motivation and attendance would have made this a more valuable learning experience.	Little or no effort was made or represented in this area.
Service Learning	The student's activities in Service Learning are inspiring and passionate. The project was unique &/or done with a high degree of commitment &/or success.	The student's activities in Service Learning are evident and complete. The project was successful and a true learning experience.	The student's activities in Service Learning were attempted, though not complete. More effort, motivation and attendance would have made this a more valuable learning experience.	Little or no effort was made or represented in this area.

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