

IB CAS AND HS CASL HANDBOOK

CREATIVITY • ACTIVITY • SERVICE • LEADERSHIP



International School of Kenya

Empowering Students to Create Solutions for Tomorrow's Challenges

PASSION • CREATIVITY • AMBITION



International School of Kenya

Empowering students to create solutions for tomorrow's challenges

Creativity, Activity, and Service (CAS)

Creativity, Activity, Service, and Leadership (CASL)

HIGH SCHOOL STUDENT HANDBOOK

CAS: IB Diploma Students

CASL: All High School Students (Non IB Diploma)

*“There is more in you than you think”
- Kurt Hahn*



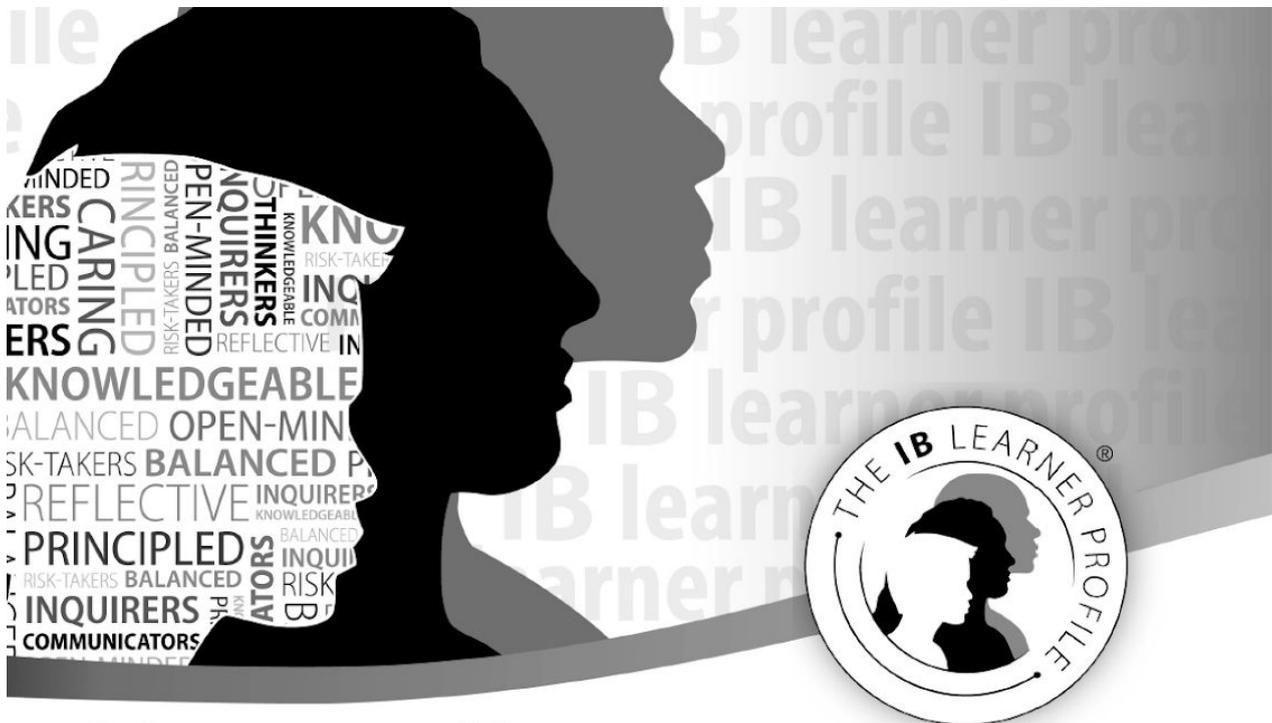
EDUCATIONAL AIMS

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

Through CAS, students are able to develop and demonstrate the IB Learner Profile attributes in real and practical ways



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Executive Summary - CAS/L at a Glance

- **CAS/L** is an acronym for Creativity, Activity, Service, and (Leadership). CAS/L is at the heart of the IB Diploma program and ISK. CASL is an ISK graduation requirement and CAS is an IB diploma requirement.
- CAS/L complements a challenging academic program in a holistic way by providing opportunities for **self-determination, collaboration, accomplishment and enjoyment**.
- Students engage in **CAS/L experiences** involving one or more of the strands of CAS.
- Through the **CAS/L portfolios**, students provide evidence of their involvement in CAS/L activities.
- **CAS stages** (investigate, preparation, action, reflection, and demonstration) are used as a framework for CAS experiences and CAS project.
- CAS/L coordinator/adviser conducts **CAS interviews** to determine if the students are on the right track and offer further guidance.
- CAS/L emphasizes **reflection**, which is central to building a deep and rich experience in CAS/L and for personal growth.

CAS/L Minimum requirements

CAS students should continually be involved in	CASL students should continually be involved in
<ol style="list-style-type: none"> 1. Sustainable service-learning projects; 2. Action activities; 3. Creative activities; 4. Undertake a CAS project in collaboration with others for a minimum period of one month; 5. Maintain a CAS portfolio in Managebac with evidence of their involvement in CAS activities; 6. ManageBac blog, which is updated twice a month for each activity and reflects on the 7 learning outcomes. 	<ol style="list-style-type: none"> 1. Sustainable service-learning projects; 2. Action activities; 3. Creative activities; 4. Undertake a CASL project in collaboration with others for a minimum period of one month; 5. Maintain a CASL portfolio in Managebac with evidence of their involvement in CASL activities; 6. ManageBac blog, which is updated once a month for each activity and reflects on the 7 learning outcomes.
Final essay reflective - 1200 words due by March 22	Final essay reflective essay - 800 words (grade 12 only) due by March 22

What is CAS? What is CASL?

CAS is at the heart of the IB Diploma program and ISK. It is designed to strengthen and extend students' personal and interpersonal learning. The program is for all IB Diploma students and is a graduation requirement for ISK students. The CASL program is for all grade 9 and grade 10 students and all grade 11 and 12 students *who are not enrolled in the full IB Diploma*. This handbook encapsulates the information previously in CAS handbook and CASL booklet.

CAS/L is organized around the three strands of **Creativity**, **Activity** and **Service**.

Creativity - exploring and extending ideas leading to an original or interpretive product or performance.

Activity - Physical exertion contributing to a healthy lifestyle.

Service - collaborative and reciprocal engagement with the community in response to an authentic need.

CASL begins at the start of grade 9 and continues to the end of grade 10 or through the end of grade 12 for non-IB Diploma students. CAS formally begins at the start of IB Diploma (grade 11) and continues regularly for 18 months with a reasonable balance between creativity, activity and service. Though not formally assessed, **successful completion of CAS is a requirement for the award of IB Diploma**. [IB CAS overview](#). **CASL is a requirement for ISK high school diploma HS handbook under graduation requirements pg 17-18.**

Aims of CAS/L for Students

1. Enjoy and find significance in a range of CAS experiences.
2. Purposely reflect upon experiences.
3. Identify goals, develop strategies and determine further actions for personal growth.
4. Explore new possibilities, embrace new challenges and adapt to new roles.
5. Actively participate in planned, sustained, and collaborative CAS projects.
6. Understand they are members of local and global communities with responsibilities towards each other and the environment.
7. Support students in finding wellness through the pursuit and exploration of the three strands.

A student's completion of CAS/L is based on the achievement of seven CAS/L learning outcomes realized through the student's commitment to his/her/their CAS/L programme.





CAS/L Learning Outcomes

LO1	Identify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO2	Demonstrate that challenges have been undertaken, developed new skills in the process.
Descriptor	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
LO3	Demonstrate how to initiate and plan a CAS/L experience.
Descriptor	Students can articulate the stages from conceiving an idea to executing a plan for a CAS/L experience or series of CAS/L experiences. This may be through collaboration with others. Students may show their knowledge and awareness building on a previous experience, or by launching a new idea or a process.
LO4	Show commitment to and perseverance in CAS/L experiences.
Descriptor	Students demonstrate regular involvement and active engagement in CAS/L.
LO5	Demonstrate skills and recognize the benefits of working collaboratively.
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS/L experiences.

LO6	Demonstrate engagement with issues of global significance.
Descriptor	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
LO7	Recognize and consider ethics of choices and actions in planning and carrying out CAS/L experiences.
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS/L experiences.

Responsibility of a CAS/L student

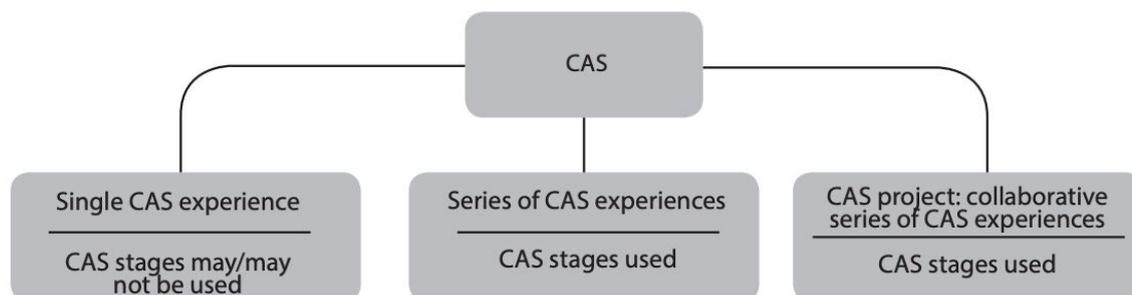
Key to a student's CAS/L experience is **personal engagement, choice** and **enjoyment** of CAS/L experiences. Students are expected to:

- ❖ approach CAS/L with a proactive attitude
- ❖ develop a clear understanding of CAS/L expectations and purpose of CAS/L
- ❖ explore personal values, attitudes and attributes with reference to the IB learner profile and IB mission statement
- ❖ determine personal goals
- ❖ discuss plans for CAS/L experiences with the CAS/L coordinator/or CAS/L advisor
- ❖ understand and apply the CAS/L stages where appropriate
- ❖ take part in a variety of experiences, some of which are self-initiated, and at least one CAS/L project
- ❖ become more aware of personal interest skills and talents and observe how these evolve in the the course of the CAS/L program
- ❖ maintain a CAS/L portfolio and keep records of CAS/L experiences including evidence of of achievement of the 7 learning outcomes
- ❖ understand the reflection process and identify suitable opportunities to reflect on CAS/L experiences
- ❖ demonstrate accomplishments within their CAS/L programme
- ❖ communicate with the CAS/L coordinator/adviser or CAS/L supervisor in formal and informal meetings
- ❖ ensure suitable balance between creativity, activity and service in their CAS/L programme
- ❖ behave appropriately and ethically in their choices and behaviours.

CAS/L Experiences

A CAS/L experience is a specific event in which a student engages with one or more of the three strands of CAS/L. It can be a single event or may be an extended series of events.

Although singular unplanned experiences may lead to personal development, a meaningful CAS/L programme should be made up of planned CAS/L experiences.



CAS experiences and stages (IB CAS guide, 2015)

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

Activity - going on a hike on the mountain

Service - students plans a number of visits to volunteer in a local children's home

Activity and Service - a group of students plans and hosts a football tournament for the local community

To be or not to be CAS/L?

The CAS/L coordinator/adviser assists students in understanding what may or may not be a CAS/L experience. As a student, it's important to ask yourself the following questions before planning a CAS/L experience:

- ❖ will the experience be enjoyable?
- ❖ does the experience allow for development of personal interest, skills and/or talents?
- ❖ what new possibilities or challenges could the experience provide?
- ❖ what might be possible consequences of your CAS/L experience for you, others and the environment?
- ❖ which CAS/L learning outcomes may be addressed?

CAS/L Stages

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS/L experiences, as well as areas for growth and development. Students investigate what they want to do and determine the purpose for their CAS/L experience. In the case of service, students identify an authentic need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specific resources and timelines, and acquire any skills as needed to engage in the CAS/L experience.

3. **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS/L to further understanding, to assist with revising plans, to learn from experience, and to make explicit connections between their growth accomplishments and learning outcomes for personal awareness. Reflections may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS/L experience through their CAS/L portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.



The 5 stages of CAS (CAS guide for students graduating 2017 and thereafter)

CAS/L Project

A CAS/L project is a collaborative, well considered series of sequential CAS/L experiences, engaging students in one or more of the CAS/L strands of creativity, activity, and service lasting at least one month. CAS/L students must be involved in at least one CAS/L project during their CAS/L programme.

The primary purpose of the CAS/L project is to ensure participation in sustained collaboration. Through CAS/L projects, students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities.

A CAS/L project should use CAS/L stages as a framework for implementation to ensure that all requirements are met. A CAS/L project can address any single strand of CAS/L, or combine two or three strands. See some examples below for guidance purposes only.

Creativity - student group plans, designs, and creates a mural

Service - a group of students set up and conduct tutoring for people in need

Service and Activity - students plan and participate in the creation of a botanical garden with their community

Creativity, Activity, and Service - students rehearse and perform a dance production for a retirement home.

Experiential Learning and Reflection Writing

Being reflective is one of the attributes of the IB learner profile *“We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”*

The emphasis in CAS is on AFFECTIVE reflection, characterised by reflecting on attitudes, feelings, values, principles, motivation, emotions, and self-development. Reflect on worthwhile moments, for example **when a moment of discovery is happening, a skill is mastered, a challenge is confronted, emotions are provoked, achievement deserves celebration.**
Reflections should describe how the 7 CAS learning outcomes have been achieved.

When writing your reflections, the following 4 elements help in the reflective process. The first 2 elements form the foundation while the last 2 add greater depth and expand perspectives. Remember to be **honest** about your experiences.

1. **Describe what happened:** Retell your memorable moments, identify what was important or influential, what went well or was difficult, obstacles and successes.
2. **Express feelings:** Articulate your emotional responses to your experiences.
3. **Generating ideas:** Re-think or re-examine choices and actions. This increases awareness about self and situations.
4. **Asking questions:** Questions about people, processes or issues prompt further thinking and ongoing inquiry.

A student might also want to ask themselves the following questions when reflecting:

- ❖ *why did I make this particular choice?*
- ❖ *how did this experience reflect my personal ideas and values?*
- ❖ *in what ways am I challenged to think differently about myself and others?*
- ❖ *how did I feel about the challenges?*
- ❖ *what happened that prompted particular feelings?*
- ❖ *what choices might have resulted in different feelings and outcomes?*
- ❖ *how did this experience reflect the ISK educational aims?*
- ❖ *how did this experience support my wellness or the wellness of my community?*

The following questions might also be helpful especially for service project reflections

- ❖ *What is your aim? What do you wish to accomplish? (prior to commencing your activity)*
- ❖ *How is your service project related to classroom learning? What skills have you used? Give examples.*
- ❖ *Did you plan or initiate any activities?*
- ❖ *How successful have I been in collaborating with others? What difficulties were encountered and how did I overcome them?*
- ❖ *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?)

- ❖ *What would you change if you did this same activity again?*
- ❖ *What have you learnt from your involvement in CAS/L about real life experiences?*
- ❖ *What did I learn about myself? What did I learn about other people?*
- ❖ *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?*
- ❖ *How did this experience reflect the ISK educational aims?*

Video on Reflection Writing

[This video](#) provides a more indepth look at effective reflective writing.

Forms of Reflection

A student can choose which method works for them, that best enables them to explore their experience. Reflections may include photos, posters, videos, poems, or songs.

CAS/L Portfolio

All CAS/L students are expected to maintain and complete a CAS/L portfolio as evidence of their engagement with CAS/L and their achievement of the 7 CAS learning outcomes. At ISK, the portfolio is maintained on Managebac. A portfolio should include the CAS/L experience blog approved by the student's advisory teacher, meaningful reflections, and evidence of CAS/L involvement (photos, videos etc.) Experiences must be approved by the supervisor directly, not the advisory teacher. If an experience is supervised by a non-ISK teacher, the CAS Coordinator will approve the experience.

Minimum Requirements for CAS students (IB diploma students)

Over the period of 18 months, students will be required to continuously (ideally on weekly basis) undertake:

1. Sustainable service-learning projects;
2. Action activities;
3. Creative activities;
4. Undertake a CAS project in collaboration with others for a minimum period of one month
5. Maintain a CAS portfolio in Managebac with evidence of their involvement in CAS activities;
6. ManageBac blog, which is updated **twice a month for each activity and reflects on the 7 learning outcomes.**

GRADE 12 IB CAS – Learning Outcomes Final Reflective Essay

Final essay (1200 words) should be completed in your Managebac blog by March 22nd

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

1. Blogs for each activity are up to date in ManageBac;
2. Complete the final essay reflecting on your whole experience and refer to the seven learning outcomes;

3. Ensure your CASL Advisor has written a comment in your program planner each semester.

Minimum Requirements for CASL Students

Over the course of 18 months (**for non DP students in gr 11 and 12**) and over the course of one year (**for students in grade 9,10**), students will be required to continuously (ideally on weekly basis) undertake:

1. Sustainable service-learning projects;
2. Action activities;
3. Creative activities;
4. Undertake a CASL project in collaboration with others for a minimum period of one month;
5. Maintain a CASL portfolio in Managebac with evidence of their involvement in CASL activities;
6. ManageBac blog, which is updated **once a month for each activity and reflects on the 7 learning outcomes.**

GRADE 12 CASL Learning Outcomes Final Reflective Essay

Final essay (800 words) should be completed in your Managebac blog by March 22nd

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

1. Blogs for each activity are up to date in ManageBac;
2. Complete the final essay reflecting on your whole experience and refer to the seven learning outcome;
3. Ensure your CASL Advisor has written a comment in your program planner each semester.

Due Dates

Semester One

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

October 2nd

Completed reflections due in Managebac

November 20th

Semester Two

Final reflection uploaded to Managebac (grade 12 students only)

March 23rd

Completed reflections due to Managebac (grade 9-11 students)

April 27th

Creating your CAS/L Profile and Adding Experiences on Managebac

1. Create a CAS 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://www.youtube.com/watch?v=V7Si0HvGcLc>

3. Complete your program activities

Once your CAS/L 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. Reflections must be linked to one or more of your targeted learning outcomes.



Reflection: Photo from empathyeducates.org



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.

<p>INTERNATIONALISM Students learn to seek out, discover, and embrace these similarities and differences between cultures and nationalities in ways that promote meaningful and lasting understanding and respect.</p>	<p>DEMOCRACY Students are encouraged to develop a spirit of equality, fairness, justice, and a desire to do what is right for the greater good.</p>
<p>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.</p>	<p>ADVENTURE A spirit of adventure is characterized by those who opus themselves byone their perceived limit, cross boundaries, and discover that they are capable of more than they thought.</p>
<p>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.</p>	<p>SERVICE An approach to teaching and learning that addresses an authentic need through active engagement in our local and global communities.</p>



Round Square Activities at ISK

The following school-based activities are all suitable for CAS/L. 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. **Your own initiatives for activities outside school are also strongly encouraged.**

You are expected to undertake activities balancing the 3 strands of CAS/L, for the duration of your IB CAS/L programme. Many activities may fit into multiple categories such as organizing and participating in drama production to raise awareness around a particular issue which combines creativity and service.

Creativity	Activity	Service
Creative Writing	Zumba	Greenhouse
Composers Club	President's Award	Hearts
Drama Productions	Track and Field	Construction by Design
Learn a new instrument	Football	Students for Environment
Model United Nations (MUN)	Dance activity	Handout
Artsco	Golf	Interact Club
Book Club	Tennis	Global Issues Network
Dance	Yoga	Plastiki Rafiki
Photography	Basketball	KSPCA
Chess Club	Rugby	Karura
Acapela	Swimming	Operation Cure
	Volleyball	Round Square

Student Reflection Samples

A sample of series of written reflections

Varsity Basketball

Early season

The U20 basketball season is going well. Training sessions with Mr M are really challenging me in terms of my fitness. In the practice drills, I had the opportunity to practice my dribbling which is so crucial to being a point guard. An area that I want to work on this season is my court awareness. I look at Sean who knows all the plays and is able to analyse the defensive strategy of the opposition. I want to learn more from him. I also want to work on jumpshots. To this I really need to focus on coordination and timing. One of my biggest hurdles is going to be balancing my workload with this. Now that I am in grade 12 and DP exams are ahead, I know that I will have to manage my time well. I've decided that no matter how busy I might be, I will show commitment to basketball by turning up to all the Friday practices, running twice a week and keeping up my weights schedule at the gym.

Mid season

Analysing the filmed footage of our last game helped me to see that I need to work on my man on man defence. A few times in the game I was slow on getting back to defence, which meant that my opponent had some fast breaks. I felt like I'd let my team down at the time and hope that by sticking closer to my opponent, I can avoid this happening so often. I really need to work on my speed. Keeping up with my fitness and working on more explosive stops and starts will help. What I love about this game is that there's always more to learn. My jumpshots are improving and the focus on coordination and timing seems to be working. I've learnt a lot from John in this respect. He gave me some tips that made a big difference. This is one of the benefits of working in a team. I was able to help in some of his dribbling drills. It's great that we look out for each other. We're pretty tight and we work well together. The number 5 from the opposition was super aggressive and kept mouthing off but the team was able to remain composed and retain their sportsmanship. I have a lot of respect for my teammates that are able to maintain their cool especially when they were constantly fouling us and the ref didn't always call it. While this was totally frustrating for us, we have learned that it's better to keep our heads in the game rather than get angry towards the ref or opposition. In the end, our composure helped us to stay focused on the game, communicate well with each other and have a better result. We didn't win but we learned a lot and I am grateful for the opportunity to play against the top team in the league.

Mid season

We won our game this week, however I didn't get much playing time - for the second week in a row I might add! I know I'm still a part of the team and blah blah blah, but I don't think that the coach is making a fair decision. I have not missed a training session yet this year, and I always try my best at training. But the coach is putting some others on the field who, I admit, are a bit better than me, but they haven't trained once! And it seems a bit patronising when the coach says that I'm still a part of the team. It makes me want to give up and not play anymore, but that goes against what I value about hard work and trying to do my best.

End of season

I'm happy with how the season turned out, and how I improved. There were times when I was a bit disheartened about not getting enough game time, however I kept training hard and my skills improved. As a result, I got more game time - I'm proud of this as I worked hard and did achieve something. Though we didn't make the finals, we should still remain positive about the improvements we made as a team. The coach played a big part of this - I can see the importance of leadership and how influential it can be to team performance. I've also realized that there are

some characteristics of a leader that I need to work on if I want to be a good leader.

A Sample of expressions of observations, thoughts and feelings by a student

"I was just in town and standing in front of a store. A bearded man came by and politely asked another man who was passing by, 'Excuse me, can you help me?' This other man, much more affluent by the look of his clothes, replied in a very rude and abrupt tone, 'I don't have time for that right now!' and kept walking. I suppose he thought the bearded man was going to ask him for money. But that wasn't the case. After he stomped off this man turned to me and asked the same question. It turned out all he wanted was for someone to unclip a watch that was clipped to the back of his pack so he could go in and buy a battery for it. Not a huge request. I was glad to be able to help after the first man had treated him so rudely. This experience reminded me how important it is to stop, look, and listen. "As one of my service experiences I wanted to help an elderly person as I realized that their problems are sometimes neglected or forgotten. That is why I turned to a nurse so that she could find a person in need of help and willing to be helped. I stayed in contact with the nurse and after a while she gave me the name and address of an old lady whom she described as lonely and having problems with walking. I was happy that I found the opportunity to offer my help to a person in need. On one day the nurse and I visited the elderly lady in her flat. Beforehand, the nurse informed me that the lady used to work physically and retired early (at the age of 45 due to health problems). I got acquainted with her and from that day on I started visiting her regularly once a week. "I went for walks with the lady and every week we went shopping to the nearest supermarket. However, the most important task turned out to be far more difficult than I had expected. I made the greatest effort to make the woman cheerful, to create a friendly warm atmosphere, but I noticed how reserved and depressed she was. She mentioned the fact that she had been lonely for a long time and it stuck in my memory. It made me realize how loneliness affects the human psyche. "At the beginning I found it very difficult to make her smile, because she was only saying how miserable her life was and complained about the problems that she faced. I tried to show my understanding and convince her that life is worth living regardless of the difficulties one faces, but it seemed to me that it did not speak to her.

Student reflection through poetry

Let me not forget the memory of reunion.
Let me not forget the time, space, place, or the embrace.
The passing sound of suitcase wheels, interrupting announcements,
The ever growing feeling of relief, and love.
Let me not forget the moment when nothing else mattered,
Responsibilities, expectations, standards, pressure,
Slipping through my fingers as they wrap themselves in this reality.
Let me not forget the peaceful bliss as the tears glided down my cheeks;
Tears of joy, of content, of ecstatic happiness.
Let me not forget the fulfillment of those anticipating months.
Let me not forget that despite the previous distance, everything was renewed.
A friendship not worn by separation, but rather solidified in faith.
The faith that this moment would come, and would come many times again.
Let me not forget that some things can never be broken. Let me not forget.

References and Other Resources

References

International Baccalaureate Creativity, Activity, Service guide - for students graduating in 2017 and thereafter.

[Linked here](#)

International Baccalaureate Creativity, Activity, Service online conference resources (Aug - Sept 2020) facilitated by John Cannings

International Baccalaureate website

<https://ibo.org/programmes/diploma-programme/curriculum/creativity-activity-and-service/>

The 'Reflection' Image (EmpathyEducates.org)

<https://empathyeducates.org/reflection/>

Kurt Hahn quote <http://www.kurthahn.org/quotes/quote4.html>, accessed August 31 2020.

ISK HS handbook 2020-21

<https://resources.finalseite.net/images/v1598623887/iskenya/y3qjaixbnofyjt0gcmda/ISKHighSchoolHandbook2020-21.pdf>

Student Support Resources

CAS Trips - YouTube

[What is CAS?](#)

[CAS Experience and Planning for CAS Experience](#)

[CAS Reflections animation](#)

[7 CAS Learning Outcomes](#)

Hull University Library - YouTube

[Reflective writing](#)