

CAS HANDBOOK



CANADIAN
INTERNATIONAL
SCHOOL

Bangalore, INDIA

**SHAPING THE FUTURE...
TOGETHER! TODAY!**

WWW.CANADIANINTERNATIONALSCHOOL.COM

CREATIVITY

ACTIVITY

SERVICE

CAS HANDBOOK

(2019 – 2020)

OUR COMMITMENT TO QUALITY

A quality International education is available to every student at the Canadian International School. The degree of quality is dependent on various levels of responsibility; The Directors, the Head of School, the Principals, Vice Principal, Coordinators, School Leadership Team, Committees, classroom Teachers, all Parents including Boarding Parents, and the Students themselves who must work as a team for success. The product of our school is the net result of efforts applied at each of these levels.

DEFINITION OF LEARNING

Learning at CIS is a transformative process that leads to conceptual understanding, demonstration of competencies through application, and character development as seen through the CIS Core Values.

MISSION STATEMENT

CIS is a culturally-rich mosaic serving each student by providing a world-class international education, nurturing potential, developing life-long skills, and preparing students for an ever-changing global community.

OUR MOTTO

Shaping the Future....Together! Today!

VISION STATEMENT

Canadian International School strives to be recognized as one of the finest educational institutions in East Asia.

CORE VALUES

INTEGRITY

At CIS, Integrity is a guiding principle:

- Integrity in academics
- Integrity in relationships
- Integrity in decision-making

We strive to be guided by strong moral principles in all that we do.

INSPIRATION

At CIS, Inspiration is a guiding principle:

- Inspiring each other
- Inspiring the love of learning
- Inspiring confidence
- Inspiring to be the change

We strive to unlock the unlimited potential of the entire CIS community.

RESPECT

At CIS, Respect is a guiding principle:

- Respect for individuality
- Respect for community
- Respect for diversity
- Respect for our environment

CARING

At CIS, Caring is a guiding principle:

- Caring for self
- Caring for each other
- Caring for the social, emotional, and academic needs of all students
- Caring for the global community

We strive to act with empathy and kindness towards each other and the changing World around us.

JOY

At CIS, Joy is a guiding principle:

- Joy of learning
- Joy of teaching
- Joy of discovering,
- Joy of connecting with our school, our community and the World beyond.

We strive to harmonize work, achievement, and fun!

CANADIAN INTERNATIONAL SCHOOL OVERVIEW

Canadian International School offers a child centered, play--based Preschool and Kindergarten program, along with the Cambridge Primary curriculum in Grades 1 - 5, Cambridge Lower Secondary/IGCSE is offered in Grades 6 to 8 and Grades 9 to 10 respectively; the IB Diploma Programme in Grades 11 and 12 completes our PK-Grade 12 program of study.

Canadian International School is accredited by both the Council of International Schools (CIS) as well as by the New England Association of Schools and Colleges (NEASC). Canadian International School recently had its NEASC/CIS Accreditation 5 Year Review Visit and now looks to further grow the school's facilities and expand its educational programs, raising the bar a bit higher with each passing year. CIS is a spacious and airy campus with a wide variety of facilities to promote its educational mission.

**COMPILED BY
CAS COORDINATOR**

SOURCE

Creativity, Activity, Service guide (For students graduating in 2017 and after)

Published March 2015 By

International Baccalaureate Organization

15 Route des Morillons 1218 Le Grand-Saconnex Geneva, Switzerland

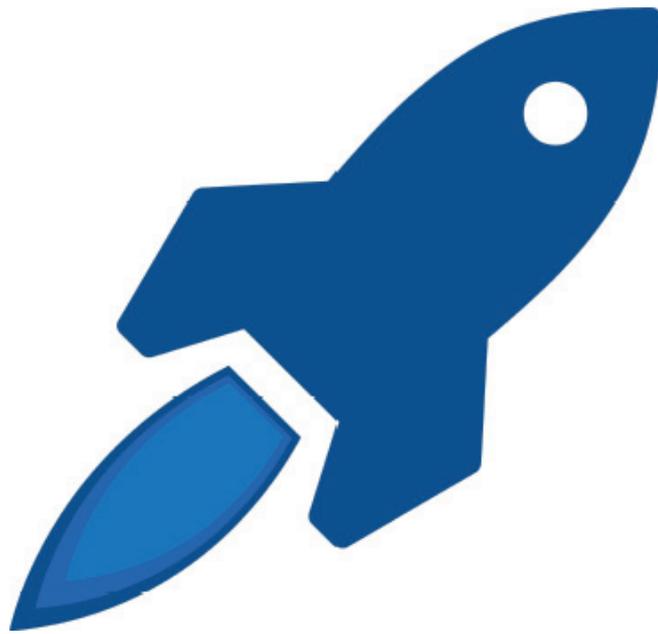
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IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB LEARNER PROFILE

The aim 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 person.

THE DIPLOMA PROGRAMME

The Diploma Programme is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

CAS WITHIN THE IB CONTINUUM OF INTERNATIONAL EDUCATION

All IB programmes address students' cognitive, social, emotional and physical well-being and offer opportunities for students to become active and caring members of local, national and global communities. CAS represents part of the Diploma Programme's ongoing commitment to the IB learner profile.

As the IB's mission in action, the learner profile concisely describes the aspirations of a global community that shares the values underlying the IB's educational philosophy. CAS continues to develop students' ability to engage in critical reflection, offering increasingly sophisticated opportunities for students to analyse their own thinking, effort and performance. Students also learn how to set challenging goals and develop the commitment and perseverance to achieve them.

The elements of approaches to learning and the attributes of the learner profile highlighted and developed across the continuum of IB programmes are lived through the variety of CAS experiences and CAS project(s). Further, during CAS students continue to develop individual and shared responsibility, and effective teamwork and collaboration.



NATURE OF CAS

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning.

CAS is organized around the three strands of creativity, activity and service defined as follows.

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.

The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented interviews students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasizes reflection which is central to building a deep and rich experience in CAS. 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.



AIMS OF CAS

The CAS programme aims to develop students who:

- Enjoy and find significance in a range of CAS experiences.
- Purposefully reflect upon their experiences.
- Identify goals, develop strategies and determine further actions for personal growth.
- Explore new possibilities, embrace new challenges and adapt to new roles.
- Actively participate in planned, sustained, and collaborative CAS projects.
- Understand they are members of local and global communities with responsibilities towards each other and the environment.

CAS LEARNING OUTCOMES

Learning outcome 1: Identify own strengths and develop areas for growth.

Suggested descriptors for the student:

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others.

Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process. Suggested descriptors for the student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area.

Learning outcome 3: Demonstrate how to initiate and plan a CAS experience.

Suggested descriptors for the student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.

CAS LEARNING OUTCOMES

Learning outcome 4: Show commitment to and perseverance in CAS experiences.

Suggested descriptors for the student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project.

Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively.

Suggested descriptors for the student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

Learning outcome 6: Demonstrate engagement with issues of global significance.

Suggested descriptors for the student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity.

Learning outcome 7: Recognize and consider the ethics of choices and actions.

Suggested descriptors for the student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.



RESPONSIBILITY OF THE CAS STUDENT

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

CAS students are expected to:

- Approach CAS with a proactive attitude
- Develop a clear understanding of CAS expectations and the purpose of CAS
- Explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- Determine personal goals
- Discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- Understand and apply the CAS stages where appropriate
- Take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- Become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- Demonstrate accomplishments within their CAS programme
- Communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- Ensure a suitable balance between creativity, activity and service in their CAS programme
- Behave appropriately and ethically in their choices and behaviours.



What Is NOT CAS

CAS is not for scoring points. It should be an engaging activity that a student feels passionate about and intrinsically worthwhile. This activity should not only be rewarding to the students but also mutually beneficial to the community.

CAS happens when you are in an active role. There should be interaction. If you are passive, no real reflection is possible.

Examples of activities which cannot be considered CAS are listed below:

- any class, activity or project that is already part of the Diploma Programme
- an activity for personal reward, financial or benefit-in-kind
- simple, tedious and repetitive work
- passive pursuit, e.g. museum, theatre, exhibition, concert visits
- part of family or religious duty
- work experience that only benefits the student
- fund raising with no clearly defined end in sight evaluate your performance
- activities that cause division amongst different groups in the community
- Working in an old people's or children's home when you:
 1. have no idea of how the home operates
 2. are just making sandwiches
 3. have no contact at all with the old people or children
 4. actually do no service for other people
- an activity where there is no responsible adult on site to supervise

REFLECTION

Being reflective is one attribute 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.”

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.

ELEMENTS OF REFLECTION

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.

1. 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.
2. Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
3. Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

EXTENDING REFLECTION

Having established an effective understanding of the four elements of reflection, students develop higher-order thinking skills by critically examining thoughts, feelings and actions, thereby synthesizing their learning.

TIME FOR REFLECTION

Purposeful reflection is about quality rather than quantity. The appropriate occasion, amount and method is the coordinator’s decision. Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection. Reflection is most meaningful when recognized as a personal choice.

A minimum of 3 reflections per term (300-350 words), for each activity, is sufficient. The student should adhere to the deadlines set by the coordinator for submission of reflections. Failing this requirement will result in the activity being deleted from the CAS Portfolio. This will eventually effect continuity of 18 months of CAS in the portfolio.

REFLECTION (CONT.)

The preferred emphasis is to determine key moments during CAS experiences that inspire reflection. The following approaches may be helpful:

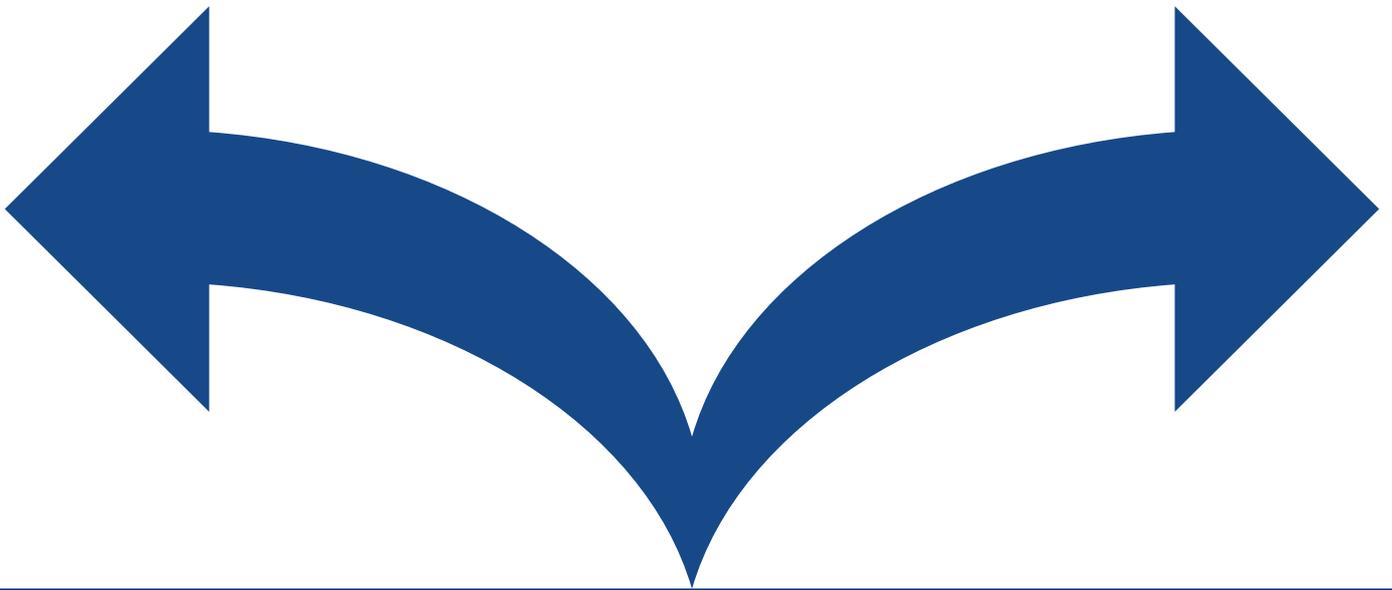
1. Students choose significant moments as the basis for reflection, for example when: - a moment of discovery is happening
 - a skill is mastered
 - a challenge is confronted
 - emotions are provoked
 - achievement deserves celebration.
2. Students reflect during or at the end of a CAS experience or series of CAS experiences, to identify important moments, mention possible learning outcomes and some of the learner profile attributes, recognize personal growth and achievements, and plan for their next CAS experience.
3. Students engage in group reflection with their peers to discover shared insights during CAS advisory or homerooms.
4. Students reflect at the beginning, during, and at the end of a series of CAS experiences. This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress, and personal growth.

Reflection offers students opportunities to understand the concept, process and value of CAS experiences. With experiences that add meaning and self-knowledge, students can adapt, adopt and integrate reflection into a lifelong practice.

FORMS OF REFLECTION:

Reflection can appear in countless forms. CAS 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 CAS experience.
- A group of students create a poster highlighting aspects of a shared experience. By encouraging students to choose forms of reflection that are personal and enjoyable, reflection becomes a means for self- discovery. 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. However, students should caption or write a journal entry about the videos and images that they upload in the CAS Portfolio. Students find greater value and purpose when they apply their own interests, skills and talents when reflecting. It is recommended that students decide which reflections will be placed in their CAS portfolio. Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes.



UNDERSTANDING REFLECTION

One way to explain reflection is to clarify what reflection is and what it is not. A helpful way to initiate discussion of the reflective process is for students to collaborate with their peers and draw up their own comparison table. This can be done during CAS advisory / homerooms.

Reflection is:

- honest
- personal
- done in many different ways
- sometimes difficult
- sometimes easy
- sometimes creative
- building self-awareness
- necessary for learning
- what I did, combined with how I felt
- surprising
- helpful for planning
- done alone or with others
- about thoughts, feelings, and ideas
- adding perspective.

Reflection is not:

- forced
- right or wrong
- good or bad
- marked or graded
- difficult
- copying what someone else said
- predictable
- to be judged by others
- only a summary of what happened
- done to please someone else
- a waste of time
- only written
- only discussion
- only led by teachers.

CAS PROJECTS AND THE 5 STAGES OF REFLECTION

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least one CAS project during their CAS programme. Primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making. A CAS 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 project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS 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 projects.

All CAS projects should use the following 5 CAS stages as a framework for implementation to ensure that all requirements are met. These 5 stages should be documented in their portfolio along with pictures as evidence.

- 1. INVESTIGATION:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
- 2. PREPARATION:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS 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 to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection 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 experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

CAS PROJECTS AND THE 5 STAGES OF REFLECTION

The CAS stages provide a framework that enables students to:

- Increase self-awareness
- Learn about learning
- Explore new and unfamiliar challenges
- Employ different learning styles
- Develop their ability to communicate and collaborate with others
- Experience and recognize personal development
- Develop attributes of the IB learner profile.

A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

CREATIVITY: A student group plans, designs and creates a mural.

ACTIVITY: Students organize and participate in a sports team including training sessions and matches against other teams.

SERVICE: Students set up and conduct tutoring for people in need.

CREATIVITY AND ACTIVITY: Students choreograph a routine for their marching band.

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.

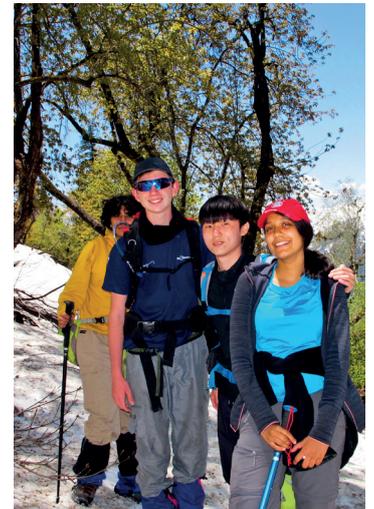
CREATIVITY; ACTIVITY; AND SERVICE: Students rehearse and perform a dance production for a community retirement home



CAS AT CIS - 2018/19 (Cont.)



CAS AT CIS - 2018/19 (Cont.)



CAS AT CIS - 2018/19(Cont.)



EXEMPLARS

DESCRIPTIONS

HABITAT FOR HUMANITY (1 DAY BUILD)

60% of people in India currently live in inhuman conditions. This painful statistic is perhaps one of the reasons that this activity to build homes is so socially important. Houses provide a safe, secure enclosure and facilitate health, education, livelihood and wellbeing of the people who live in them and call them home. This activity has been organised by Habitat for Humanity, an NGO that aims to eliminate homelessness. Through this activity, I hope to be able to see the world outside the everyday comforts that I have as well as engage in beneficial community service. I hope to learn about the construction of houses, collaborate with my peers in this endeavour and interact with new people and learn from them and their experiences.

KOPATTY OVERNIGHT TREK

India Hikes is an organisation that organises hikes to various destinations within and out of Bangalore. By being a part of this club, I hope to become more principled and with perseverance go through the fitness regime which is required to go on challenging treks. I hope to eventually reach the Himalayan summit.

PREETHI NIVAS (OLD AGE HOME)

This is a Home for the Aged that I will be visiting over the weekends. I hope to become aware of the problems and the circumstances in which these aged people are left in these Homes. I will definitely become a more caring and sensitive person by communicating with these old people. I also intend to learn some of the art/craft that is being done by these inmates and develop new skills which I can teach others.

5 STAGES OF REFLECTIONS (CAS PROJECT)

INVESTIGATION

The Terry Fox run is a marathon for cancer and I was asked if I wished to be an organiser for the Elementary run by my friend, Yaelle. I knew from previous years that the event would receive participation from CIS parents and teachers and students of international schools across Bangalore, not only building awareness on cancer but also collecting large sums as donations. Owing to the importance of the cause, I was provided with a further impetus to give my share by means of organising the event.

I am firm and work in a timely manner, making me capable of managing the volunteers. I am structured and organised in my working which means I can complete my tasks on time and with quality, without negatively impacting the project. These factors prompted me to believe I'd make a good organiser.

5 STAGES OF REFLECTIONS (CAS PROJECT) - Cont.

That said, I've never undertaken organisation for such a large scale project and I believe this will help me grow by improving my communication with the need to collaborate with many other organisers and deepen my thinking with regards to things that need to be planned, considered and made known. I think that it will test my abilities to creatively plan events for young children. In the larger context, this activity will elucidate time management as I balance this duty with my other duties.

PREPARATION

We were given clarity on roles and responsibilities as organisers by the teachers who were involved in organising. We were asked to plan events for Elementary students who would be running the TF marathon on the soccer field. To do this, we created a group chat to be able to work outside of school hours and discussed activities for the students to partake in. We used our preexisting ideas and consulted students from Elementary we knew or those whom we had observed. I talked to my sister to get this additional input. We were asked to draw out these ideas and check to see if materials for them were available at school. This was a task that I didn't take up, however. As we approached the TF run, we were asked to gather volunteers for the Drinks and Donations stall, as well as chaperones for the Elementary classes. To do the same, I created a spreadsheet and once people entered their names into it, the organisers sorted them into the different categories. Pins had to be collected and volunteers informed about the plan for the day, the former of which I did with the latter being done by Ms Asha, an organiser. The skills required for this project were punctuality, dedication and communication. Doing this project tested my inter-personal skills and organisation.

ACTION

I was sick and not in school for the two days prior to the TF run, and it may or may not have been due to that, but I wasn't the most aware of what was going on and what volunteers had to do on the day of the run. I knew some volunteers were helping on the field and others were running outside, but did they have to be somewhere before? Where did they meet the children? I was informed in the morning that volunteers for some grades had to be positioned across the path of the run, did those volunteers not have to run with the grades as I thought they had to? I was rather confused and since volunteers expected information of me, I didn't have much to give. Thankfully, an organiser Mr Gines came by to guide the students on what had to be done. I think that it'd have been helpful to clarify all aspects of the run in advance so that I wasn't left befuddled during the actual event. This is a pointer I plan to keep in mind for future opportunities.

5 STAGES OF REFLECTIONS (CAS PROJECT) - Cont.

I was positioned along the path and cheered the runners to continue along the run. I think that this was received positively by many runners who found a little extra energy to continue running. I also stayed to the end of the run along with my fellow organisers to ensure that no one was left behind or returned for a second round. This was a useful choice since some people did return for a second round and we were able to find them and ask them to return. The end of the run was characterised by people taking a drink of water or juice and a closing speech. The students and teachers involved in executing the TF run were assembled for a group picture in the afternoon, marking the end of the run, but not the spirit and fire that drove it.

REFLECTION

I think one of my big learning experiences during the Terry Fox run that I would like to reflect upon was during the allocation of positions to volunteers. I hadn't been too active on the organiser's group chat, but noticed that the team was planning to allocate positions and send out a mail asking for more volunteers. Seeing that this hadn't been done by the end of the day, I decided to do the same on the next day. I consulted the rest of the team during a later stage, but they were unhappy with how I acted without informing them. They also wanted to be allocated to the same grade, but I believed that as organisers they should spread themselves out so to be able to help out volunteers in different parts of the run: an idea which was not received well because they wanted to be in each other's company. I had a heated exchange with one of my fellow organisers, and following this, reflected upon what had happened.

Working on a project with a group of people who were close knit friends with each other, but merely friends with me made me subconsciously avoid conversations and discussions with all of them. I was only in sync with one of the organisers, but not with the one who felt like I should keep her and everyone else in the loop with things I do. I grew to recognise that while I may not feel extremely comfortable talking to them often with things I did, it was separate from our social relations and related to work. I also think that I have a tendency to hog up work and responsibilities more than I like to share or offer them, partly because I like doing things and taking charge, but also since I do not like observing a task not being done right, or on time during group work. This tendency of mine has perks as well as vices and I think being learning of the down side makes me more aware of my actions and helps me decide whether I find them agreeable or something requiring change.

5 STAGES OF REFLECTIONS (CAS PROJECT) - Cont.

DEMONSTRATION

The Terry Fox run organising taught me many things. The initial tasks of planning activities for Elementary students improved my creativity as well as increased my consideration towards the needs and likings of others.

The finding and organising of volunteers was more time-consuming than I originally thought it'd be, and I was told along the way by Ms Asha that I shouldn't bother accounting for the preferences of different volunteers. I think she made an important point: it was a tedious process and by raising the hope of people by taking in their considerations, some people may be left unsatisfied with their final posting. I believe on activities similar to this in the future, I would assign duties myself or allow people to pick options on a first-come-first-serve basis.

The feud between a fellow organiser and me brought to light one of my behavioural patterns that I hadn't heeded much in the past and allowed me to take time to consider its implications. While I am aware of why it can be perceived as problematic, the net result is usually positive and so I wish to preserve that quality in me. However, getting to know your team members can be an important process in ensuring that everyone finds certain things and processes agreeable and that is something that I definitely will keep in mind in the future.

Through this project, the organising team that I was a member of was able to successfully host the Terry Fox Run which spanned for about 2-3 hours during the morning hours of February the 3rd. Awareness was created about the TF foundation and donations made towards cancer research that proceeded towards the Tata Institute of Cancer Research. The many enthusiastic participants of the run brightened the day and elucidated the cause for the run.

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