

Scotch College



CAS HANDBOOK



2017/18
ACADEMIC YEAR

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PHILOSOPHY OF CAS

The IB Diploma is strongly committed to the principle of developing the whole person, and central to that is CAS. We want to help you develop as young men over the course of the next two years. In developing the whole learner, CAS is meant to support, and be supported by, your academic disciplines, it aims to foster international-mindedness by thinking globally and acting locally, and to develop your self-awareness and a sense of identity (Creativity, Activity, Service Guide 2017, 2015, p. 7).

CAS is driven by the goals of the IB Diploma, and in fact the goals of your education through the MYP: “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” and “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 mission statement).

Your CAS experience should encourage you to explore issues of global significance and in so doing allow you to examine links between the local and the global.

It should encourage you to consider the contexts and views of others, that the principles and values you develop here, that you’ve developed as you grow up, are reflected upon throughout your lifetime.

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 kind of young men aspire for you to become.

Through CAS, you’re encouraged to grow both personally and socially, developing skills such as cooperation, problem-solving, conflict resolution and creative and critical thinking, as well as developing your own identity. You will cultivate the habit of reflecting on your actions and experiences, and you’ll also learn how to set challenging goals and develop your commitment and perseverance to achieve them.

STRUCTURE OF CAS

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. Creativity covers art, music and dance, but also covers debate, MUN, science club and other activities that require presentation.
- **Activity** - physical exertion contributing to a healthy lifestyle. Examples include planning and leading an expedition, individual and team sports, and in some cases, PE. Action can also include physical activity involved in carrying out creative and service projects.
- **Service** - collaborative and reciprocal engagement with the community in response to an authentic need.

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.

DURATION OF CAS

- CAS begins at the start of the Diploma programme and continues on a weekly basis for at least **18 months**.
- Students are expected to spend a minimum of **3 hours per week** participating in CAS activities. This includes the time you spend actually undertaking CAS experiences, recording evidence of participation and on reflection.
- There should be a balance between the 3 strands (with a minimum of 30 hours per strand).
- Students must be involved in at least one CAS project during their CAS programme (details of this will be provided at a later date).

ASSESSMENT

- CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved the seven learning outcomes.
- Students do not receive a CAS grade. CAS is pass or fail and you cannot receive an IB diploma without passing CAS.
- 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.

CAS LEARNING OUTCOMES

There are 7 learning outcomes in CAS.

LO 1	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.
LO 2	Demonstrate that challenges have been undertaken, developing 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.
LO 3	Demonstrate how to initiate and plan a CAS experience
Descriptor	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
LO 4	Show commitment to and perseverance in CAS experiences
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO 5	Demonstrate the 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 experiences.
LO 6	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.
LO 7	Recognize and consider the ethics of choices and actions
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

CAS STUDENT RESPONSIBILITIES

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
- 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

CAS EXPERIENCES

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands.



Figure 1 CAS experiences

- A CAS experience can be a single event or may be an extended series of events.
- A CAS project is a collaborative series of sequential CAS experiences lasting at least one month (see the section on CAS project for additional criteria).

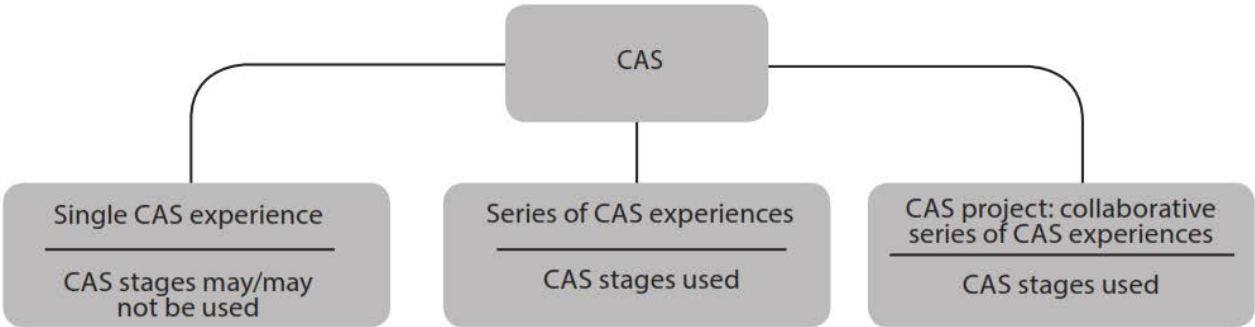


Figure 2 CAS experiences and stages

How do I know if an activity counts as a CAS experience?

- A CAS experience **must** fit within one or more of the CAS strands
- A CAS experience **must** provide opportunities to develop the attributes of the IB learner profile
- A CAS experience **must not** be included or used in the student's Diploma course requirements; if you are being assessed for the activity as part of another IB subject, it cannot count as CAS

Ask yourself these questions to help you decide if an activity counts as a CAS experience or not:

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

Further guidance:

1. CAS experiences need a **supervisor**.
2. CAS experiences should have **clear goals** and be **planned** so as to achieve these goals.
3. CAS experiences should be **challenging** but achievable.
4. **Long-running** CAS experiences are preferable to one-off experiences.
5. CAS experiences should be **real** and **purposeful** with significant outcomes.
6. CAS experiences should involve **collaboration** with others.
7. CAS experiences should be **student initiated** as much as possible.
8. Students **cannot be paid** for CAS experiences.
9. Activities that are family chores or are primarily concerned with helping family members are not CAS experiences.
10. The CAS coordinator must approve CAS experiences.

THE CAS STAGES

The CAS stages are presented as a framework to assist you as you consider what you would like to do in CAS, make plans and carry out your ideas. This is applicable with CAS experiences and the CAS project.

The CAS stages (adapted from Cathryn Berger Kaye's "The five stages of service learning", 2010) offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.

These CAS stages represent a process and sequence that can assist you in many aspects of your lives. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure that they can then apply to future situations with confidence.

The CAS stages framework:

- promotes students' self-awareness
- enhances students' willingness to step outside their comfort zone
- supports different learning styles
- develops students' ability to collaborate and communicate
- enables all students to experience personal development.

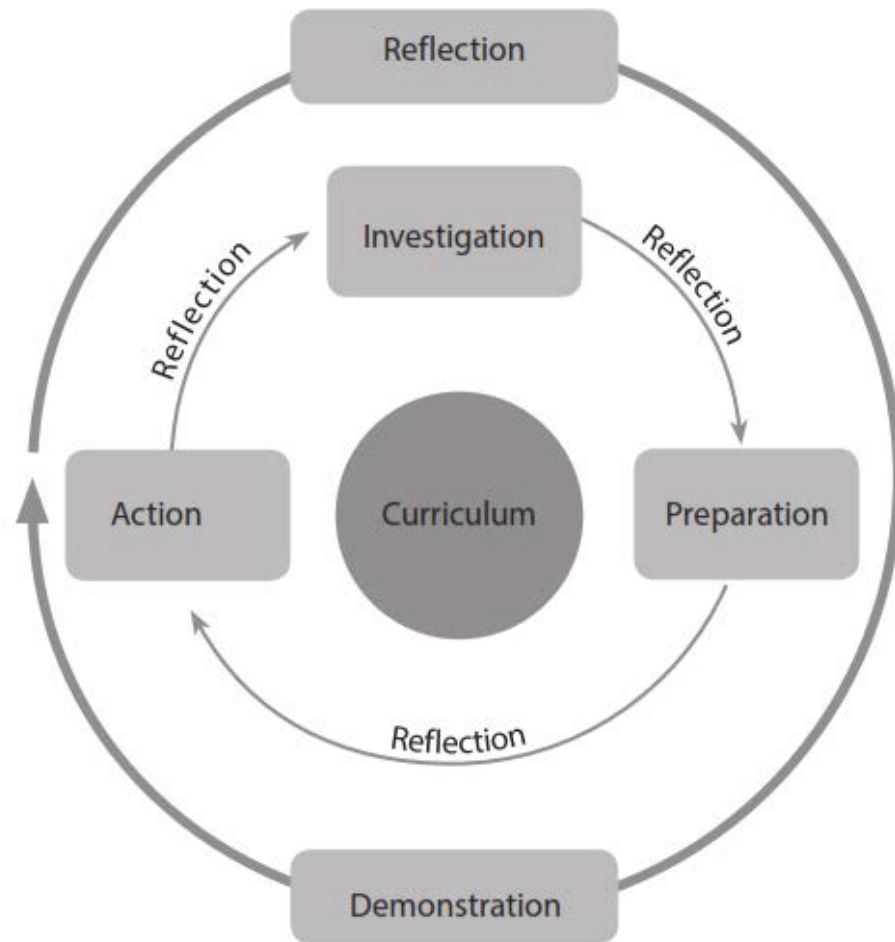


Figure 3 CAS stages

The five CAS stages are as follows:

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.

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.

Action: Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.

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.

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.

Note: For singular CAS experiences, students may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

THE CAS PROJECT

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.**

The primary purpose of the CAS project is to ensure participation in sustained collaboration. 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 CAS stages as a framework for implementation to ensure that all requirements are met.

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.

Examples:

- Creativity: A groups of students 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 a marching band.
- Service and creativity: Students plan and participate in the planting and maintenance of a garden with members of the local community.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavour as well as personal growth.

TYPES OF CAS ACTIVITIES

There are two types of activities in CAS, planned and unplanned.

PLANNED

For instance, you might do a **Creativity** activity, and you're interested in theatre, so you decide to work on a theatrical monologue. For investigation, the student asks the librarian or theatre teacher for suggestions and reads several selections. For preparation, the student gathers needed props and a hat and scarf for a costume.

Alternatively, for **Activity** you might decide to go on a series of six hikes with increased challenge. For investigation you do research about hikes and determines which would be the best sequence. To prepare, you get supplies for each hike including water, snacks, ropes and a map.

In undertaking **Service**, if you wanted to promote reusable water bottles at school, for investigation you might find out how many single-use water bottles are sold each week in the canteen and do a survey of high school students to see interest in reusable bottles based on a set of environmental facts presented. For preparation, you could initiate a campaign to get pre-orders for bottles that are school colours.

If you wanted, for a **CAS project**, to work collaboratively and combine activity and service by hosting a game day for children who are carers, you could investigate by interviewing someone from ARAFMI to ensure it would be of benefit to the children. For preparation, your group would clarify roles and responsibilities of all involved, gather supplies and prepare an agenda for logistics and experiences.

UNPLANNED

There are, though, CAS experiences where the action taken is not built upon investigation and preparation.

For example:

- **Service:** A student signs up to go to a school to tutor children at the last minute.
- **Activity:** A student suddenly decides to go on a long bike ride.
- **Creativity:** A student is travelling and sees a scenario perfect for a photo essay.

Both types are equally valid within CAS; however, using the CAS stages usually deepens and strengthens the CAS experience for the student. Part of the reason we plan now is so that you have a balance between the two categories.

CAS TIMELINE

CAS Learning Outcomes

Learning Outcome		
Y1: SPT	W3 W5 W7-8 W9	CAS Launch Day CAS Homeless Connect and OzHarvest Day 1 st Interview 1 st semester planning due CAS classes – exploration of learning goals, CAS activities, CAS project logistics, reflection in CAS
Y1: SUT		Project planning CAS classes – the CAS stages, reflection workshop, documenting CAS experiences, model service workshop ManageBac portfolio
Y1: AUT	W2	CAS 2 nd semester planning due CAS project focus – investigation, planning, collaboration CAS and academic subjects – review and planning
Y1: WIT	W5-6 W9	2 nd Interview Documentation for Y1 of the IBDP to be up to date – evidence, process – planning and investigation, demonstration, reflection
Y2: SPT	W3	CAS Y2 planning due – done in light of Y1 review interview
Y2: SUT		Continuation of CAS experiences
Y2: AUT	W4-6 W6 W9	3 rd Interview Final holistic reflection due CAS portfolio to be completed, signed off by CAS supervisor

DOING A CAS EXPERIENCE

The ManageBac system provides much of the capacity you require to plan, seek approval, conduct and complete a CAS experience.

	Step	What to do
Approval Stage	<p>Proposing an experience This is done in consultation with your CAS coordinator, but is also done formally on ManageBac</p>	<p>Add CAS experience to ManageBac.</p> <ol style="list-style-type: none"> i) Log onto https://scotchwa.managebac.com ii) Click CAS >> click Activities >> click Add CAS Experience iii) Complete online form, identifying learning outcomes and providing an outline of the proposed activity, as well as anticipated hours, and the strand to which the activity belongs. iv) If the experience(s) constitute a project, then click that option <p>Click Add CAS Experience button (at bottom of the page)</p>
	<p>Approval Once you have approval, you can include the experience as part of your CAS portfolio.</p>	<p>CAS coordinator will use ManageBac to approve or reject the experience, or will ask for clarification.</p>
Experience in progress stage	<p>Investigation and planning You need to investigate or explore your own strengths, weaknesses, interests, priorities, skills, and goals as you plan your CAS journey.</p> <p>You must also plan individual experiences, or series of experiences, as well as your project.</p>	<p>You can submit evidence of investigation and planning the same way you log evidence, as detailed below.</p> <ol style="list-style-type: none"> i) Log onto https://scotchwa.managebac.com ii) Click CAS >> click Activities >> click on the name of the activity in the Activities box >> on the right-hand side click on the link that says Evidence iii) Upload PDFs, emails, interviews, research summaries, brainstorming, mindmaps, and any other artefacts documenting your investigation and planning <p>You will need to upload your planning documents from the CAS Launch Day booklet, including the self-audit, the academic subjects planning, and your semester planning documents.</p>

	<p>Evidence You must supply evidence of the learning outcomes for the experience. Evidence can include a digital journal, blog, website, YouTube file, photos, or any other digital file. The evidence is all stored on ManageBac and can be accessed from anywhere with Internet access. We also recommend retaining your own copies.</p>	<p>i) Log onto https://scotchwa.managebac.com ii) Click CAS >> click Activities >>click on the name of the activity in the Activities box >>on the right-hand side click on the link that says Evidence iii) Select type of evidence and add evidence</p> <p>When complete click the Add Evidence button at the bottom.</p>
	<p>Logging Hours You are required to keep a record of the dates and hours that you spend on your activities.</p>	<p>You can do this in ManageBac itself, or can keep an Excel spreadsheet. You submit the file as evidence on ManageBac.</p>
	<p>Ongoing Reflection Reflection is a critical part of active learning, and essential to the satisfaction of the learning outcomes.</p> <p>Reflections can be written, verbal or video, or could involve collages, mindmaps, poetry, or any other form which captures the experience, reflects on feelings and thoughts, and attends to the learning outcomes.</p> <p>Reflections can and ought to be written regularly and at any stage, especially significant junctures.</p>	<p>You can type reflections straight into ManageBac.</p> <p>i) Log onto https://scotchwa.managebac.com ii) Write a reflection under Reflection and Evidence</p> <p>You can also upload audio or visual files and PDFs.</p>
Experience completion stage	<p>Summative reflection It is especially important that students reflect at the end of experiences, using the models provided and meaningfully engaging with the learning outcomes.</p>	<p>You can type reflections straight into ManageBac.</p> <p>i) Log onto https://scotchwa.managebac.com ii) Write a reflection under Reflection and Evidence</p> <p>You can also upload audio or visual files and PDFs.</p>
	<p>Complete the CAS Supervisor Completion Form and have it signed by yourself and the experience supervisor and submit it to the CAS Coordinator. The CAS Coordinator keeps this form.</p>	<p>i) Log onto https://scotchwa.managebac.com ii) Click CAS >> click Files iii) Download CAS Activity Supervisor Completion Form</p> <p>Print out the form.</p>

IDEA STARTERS FOR SERVICE

Ideas for direct service

With people

- Coach children in sports
- Deliver meals to people living with a medical condition
- Play music with elders to have an exchange of skills and learn about each other's music preferences and talents, and then perform as an ensemble for others
- Serve food at a soup kitchen

With the environment

- Restore the local area around a lake or the river
- Prepare the soil and beds for in the Junior School garden and plant with the boys

With animals

- Help at an animal shelter with data entry and dog walking
- Assist with a pet adoption outreach program at community events

Ideas for indirect service

With people

- Prepare meals in a soup kitchen
- Take part in a walkathon to raise money for a cause
- Prepare activity kits for children for a women's shelter
- Write brochures for organizations
- Build a not-for-profit organization's website or provide content
- Create a newsletter for a retirement community
- Record audio books for people who are visually impaired

With the environment

- Prepare signage for a local wetland
- Grow seedlings for distribution
- Initiate a school compost to reduce food waste in landfills
- Create a website with information about flora and fauna for a local park

With animals

- Collect needed supplies for a wildlife rescue centre
- Bake dog biscuits for an animal shelter
- Make colouring books with protection tips on local endangered animals for a local primary school

Ideas for advocacy service

With people

- Organize a letter-writing campaign for a cause
- Host a speaker and film series to raise awareness for the community
- Plan a conference to raise awareness about education equity

With the environment

- Provide reusable water bottles to replace single-use water bottles
- Promote a “just use less” campaign to reduce quantities of what is put in trash and recycling bins

Ideas for research service

With people

- Conduct hands-on research about how interaction improves quality of life for residents at an elderly care facility
- Prepare a public service outreach process to identify local veterans willing to be interviewed, and then conduct the interviews for an historical society
- Record oral histories for a local history group

With the environment

- Use photography to inform about the first flush from a storm drain by your school
- Interview administrators at local landfills to learn about community habits that support collections of trash to recycle and food waste for composting
- Analyse items collected in a community or beach clean-up to develop a campaign (advocacy service) that prevents the items from being littered again

With animals

- Conduct a behaviour study of zoo animals or shelter animals
- Monitor numbers of stray animals, combine findings with interviews and surveys to determine opinions of advocates, opponents and the general public, and offer recommendations to improve local policies
- Assist with tracking and monitoring of bird migratory paths.

LINKING TO ACADEMIC SUBJECTS

Studies in language and literature

CAS experiences that could be derived from this subject group include:

- creative writing producing audiobooks for an organization serving people who are blind, writing articles about CAS or CAS projects for school and local newspapers,
- raising awareness about issues treated in literature, teaching younger students how to debate
- writing a movie/play script and making a movie/play.

Language acquisition

CAS experiences that could be derived from this subject group include:

- developing pen-pal networks
- providing language lessons to those in need
- developing language guides using technology
- creative writing in the language being studied
- writing articles on the culture of the language studied
- producing materials explaining CAS in the language being studied
- raising awareness of the culture of the language being studied through articles, a website or
- other forms of communication.

Individuals and societies

CAS experiences that could be derived from this subject group include:

- creating displays and planning an assembly on history, particularly of the area around the school
- recording the oral histories of people living in a retirement home and creating family memoirs
- raising awareness of recycling within the school

- mapping resources in the local area, such as recycling centres, youth organizations or social
- enterprises, and initiating CAS experiences that extend and support these resources
- researching development projects in the community and supporting initiatives such as the
- construction of a community centre or a school
- working with local initiatives that support the United Nations Sustainable Development Goals
- arranging a simulation, a game or a school debate addressing local or global political issues for other students
- investigating ways of contributing to strengthening peace and peaceful behaviours in and outside of school
- raising awareness of human rights issues through international and local organizations
- supporting asylum seekers and migrants in integration in the culture and community of the new home country
- creating a social enterprise addressing a community need
- researching the philosophy of CAS
- discussing and investigating ways of supporting the role of active citizenship in the local
- community
- initiating a campaign that replaces bullying with respect for all within the school.
- building a garden for those in need.

Sciences

CAS experiences that could be derived from this subject group include:

- forming an astronomy club for an elementary school to encourage younger students to be more
- aware of the universe
- raising awareness after testing local water quality
- raising awareness by monitoring air quality around the school
- raising awareness by monitoring traffic close to playgrounds

- creating and maintaining a nature reserve on campus
- helping remove invasive species of plants from the local environment
- helping to clean the beach or river foreshore and developing a plan to keep the trash from returning to the area
- advocating healthy eating habits with younger students
- engaging with the school canteen to promote healthy school meals and develop initiatives for healthy eating and drinking
- helping maintain a local nature reserve
- raising awareness of local nature reserves through a blog or website
- collecting data on school waste to inform future policy
- forming an environment club to investigate local issues such as recycling, domestic waste disposal, sourcing of food in supermarkets and reducing energy use at school
- promoting environmental initiatives such as eliminating the use of disposable plastic bottles on campus
- forming a club to promote awareness of global environmental issues
- forming a local collaborative project with another school to address environmental issues
- helping measure fitness of athletes in school sports teams
- promoting participation in physical exercise, for example, “walk to school” groups.

Mathematics

CAS experiences that could be derived from this subject group include:

- teaching younger children to overcome mathematics challenges
- maintaining financial accounts for a local charity
- assisting students with learning support requirements in mathematics
- assisting a sports club or team with pre- and post-fitness assessment statistical analysis
- hosting a series of mathematics events for parents and the community to build an appreciation for mathematics
- creating a video series of “mathematics adventures” for younger children
- assisting a local organization in developing a business plan

- learning how to do tax preparation and offering free services for elders or low-income populations
- designing and painting a mural celebrating mathematics through the ages
- planning a “mathematics scavenger hunt” at school to reveal all the places mathematics is part of everyday life.

The arts

CAS experiences that could be derived from this subject group include:

- attending and performing at an International Schools Theatre Association festival
- creating artworks to donate to hospitals, aged-care facilities or refugee centres
- creating community projects such as performances or photo exhibits for hospitals, aged-care facilities or refugee centres
- creating a performance for local schools with an educational message, for example, how to better protect the environment
- competing in external theatre competitions
- organizing a flash mob
- creating a mural or public sculpture for a children’s hospital, local childcare or community centres
- creating a social blog with a public purpose for other students
- creating performances for local theatre, community and cultural festivals
- collaborating with charities and organizations to design posters for their causes and special events
- creating posters for not-for-profit organizations with an educational message
- designing theatre spaces for local communities
- creating the lighting and/or set for theatre productions
- establishing an exhibition for the work of local schoolchildren
- establishing a production company/festival for staging performances for the school and/or community
- establishing a virtual, online exhibition to exchange student artwork with other schools around the world

- establishing an inter-school festival staging pieces of theatre or a series of events that includes both training and performance elements
- establishing and running ongoing art classes in a particular media, style or technique for the benefit of the school and/or community
- establishing and running ongoing training in a particular style for the benefit of the school and/or community
- filming theatre performances and sports events
- forming a band and performing at a function
- offering design and promotional services to support school or community productions
- offering services in technical theatre, back stage and front of house, to support existing productions or curriculum productions
- ongoing training in a physical performance style or training methodology
- ongoing training in art-making media, styles and/or techniques with external visual artists or providers
- ongoing training in theatrical styles and training methodologies with external theatre companies or providers
- organizing a photo exhibition
- participating in external visual arts exhibitions or competitions
- performing to raise funds for charity
- performance and technical production opportunities with amateur and professional-amateur theatre companies or groups
- producing a film on working with a charity/group in need
- production design or set/costume/properties construction for school or local theatre, musical or dance productions
- taking dance lessons that lead to theatrical performance. (Creativity, Activity, Service Guide 2017, p. 5)