

CAS "Service" Guide

Teaching strategy: Understanding four kinds of action for meaningful service

The CAS stages assist CAS students to organize and plan meaningful service experiences. This interactive strategy provides specific examples of service learning experiences organized in the four different ways students take action.

- **Direct service:** Student interaction involves people, the environment or animals.
- **Indirect service:** Although students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest.
- **Research:** Students collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice.

Often student action results in a combination of these different ways to do service. When possible, having **direct action** is of great value for student learning, and ideally is part of their CAS experience.

A set of student documents is provided to introduce each type of action. Each includes:

- an example—a thorough service learning example in a student's voice
- design your own—for students to design their own service learning example following these models.

These are best used with students working in pairs or small groups.

For each type of action, be sure to review the list of **ideas** provided to further stimulate possibilities for meaningful CAS service experiences.

Direct service example: In support of people with memory loss

Note: With **direct service**, you see the people who will benefit from your actions or interact with the environment or animals. In all cases, the action is intended to have reciprocal benefits for all involved.

Investigation: After reading articles about challenges facing people who have had strokes, head injury, or dementia, I contacted a local day care center for people experiencing memory loss. I interviewed the education director about what helped people the most; she said exercise and conversations. She agreed I could visit on Saturday mornings on a regular basis to lead sitting and standing exercises and visit.

Preparation: I developed a series of simple exercises, beginning with those someone can do sitting down. I showed them to a relative who is a physical therapist and she helped me make adjustments. Later, after leading the sitting exercises several times, I developed some for standing and again reviewed these with my cousin. I also began adding music since I found everyone liked moving to music. This led me to find songs from their era.

Action: Leading 30 minute exercise routines on Saturday mornings, twice per month was the initial plan, though I went more often. Because these became popular, I would lead two or three sessions a visit, offering one sitting session, one sitting and standing session, and one walking session (added later). Also I would stay and have conversations for 30-45 minutes each visit.

Reflection: I found writing after each session was so important for me to describe what happened, because sometimes I was upset. My grandmother had passed away and she had Alzheimer's and sometimes the residents reminded me of her. Other times I was so excited that I just had to write about a new accomplishment I noticed for one of the participants. In IB Art I found myself drawing some of the faces so I began sketching on occasion to accompany my writing. I found reflection to be an unexpected helpful way to put all the pieces together.

Demonstration: I created a virtual space that had a video of me with some friends doing my exercise routines, written reflections, a thank you letter from the agency, my sketches, and an email my cousin sent me about how I inspired her to donate her time—she came with me on occasion to help me develop more exercises. What was most enjoyable was leading some of the routines on the day we showcased our CAS experiences and also showing photographs which the agency gave me permission to take and use.

Direct Service: Your Turn

Investigation often involves:

- Media—articles, videos, books
- Interviews—questioning experts
- Surveys—finding out from many
- Observation—onsite viewing

Tutoring Refugee Children

Investigation:

After reading an article describing struggles of refugee families, I set up a meeting to interview a refugee worker from a local organization. He invited me to visit and spend an hour at the after school program. I found that children needed books and art experiences and the teachers confirmed this was a real need.

Preparation:

Action:

Reflection:

Demonstration:

Teaching Gardens

Investigation:

A school parent led a workshop for students about community gardens and I joined a group going see several locations where gardens are used to teach local residents how to grow food and plant their own gardens. They explained there is a need for teachers on to promote gardening skills. I enrolled in a course to become a City Garden Leader and teach classes to the public about planting and maintaining their own gardens.

Preparation:

I completed the course that included gardening techniques, composting, and plant selection. We learned about tools and formed teaching teams and practiced leading lessons for other students and family members.

Action:

Reflection:

Demonstration:

Direct service: Design your own

How should you decide what to do? Consider:

- What are my interests?
- What are my talents and skills?
- What are areas in which I want to grow, strengthen or improve?

Name of plan:

Investigation:

Preparation:

Action:

Reflection:

Demonstration:

Ideas for direct service

With people

- Coaching children in sports
- Delivering meals to people living with a medical condition
- Leading resume-writing workshops for people who are unemployed
- Organizing or assisting at a blood drive
- Playing music with elders to have an exchange of skills and learn about each other's music preferences and talents, and then performing as an ensemble for others
- Distributing plants at a farmer's market to promote home-grown container gardens
- Serving food at a soup kitchen

With the environment

- Restoring a stream
- Preparing the soil and beds for an elementary school garden and planting with the children

- Growing seedlings for distribution
- Installing raised-bed gardens for a senior centre
- Establishing a recycling programme at city hall
- Making a storm-water garden

With animals

- Helping at an animal shelter with data entry and dog-walking
- Assisting with a pet adoption outreach programme at community events
- Leading a workshop on pet care
- Setting up a turtle sanctuary in partnership with a community organization

Indirect service example: Providing content for an organization website

Note: With indirect service, you do not see the recipients of your action; however, actions are based on verified community needs.

Investigation: I remembered from a school-wide food drive that the receiving organization had a fairly undeveloped website. I had been studying about issues of local and world hunger in an IB subject, and thought to address this topic, and remembered that website. After reviewing the site again, and talking with the director of the organization, they agreed I could make a written proposal of what I could offer. Since I want to study graphic design and technology, this is a great fit.

Preparation: I looked at other websites that seemed to be rich in content and took notes. A few of my friends were helpful in brainstorming with me and helped come up with categories of content. I decided to focus on providing content that would help schools learn about local hunger and be more effective in doing food collections that more effectively meet local needs. The organization let me visit several times as part of my planning so I assisted with food collections, sorting, community networking, and, along the way, interviewed different staff members.

Action: I created a set of materials for elementary children to learn about hunger; this included a short story to read that provided useful information, a puzzle to complete, and a document to download with items the food bank needed; this document could easily be updated. After receiving comments from the organization's education director, I made revisions and prepared a comparable set for secondary students. Then I wrote a short guide to running a food drive based on our school's experience and what I had learned at the organization. All were uploaded to the website.

Reflection: Since this was all about technology I uploaded all of my reflections onto a blog. I recruited several people to read the blog (including the education director from the agency) so I had continual feedback. In this way I could air frustrations and get immediate suggestions when needed, and also received a few accolades when I had successes which kept me motivated.

Demonstration: I made a short video that compiled elements from the entire experience, with photos, interview commentary from people at the food bank, and visuals from the website and my blog.



Indirect service: Design your own

How should you decide what to do? Consider:

- What are my interests?
- What are my talents and skills?
- What are areas in which I want to grow, strengthen or improve?

Name of plan:

Investigation:

Preparation:

Action:

Reflection:

Demonstration:

Ideas for indirect service

With people

- Assembling a photo exhibit about poverty for a gallery
- Preparing meals in a soup kitchen
- Taking part in a walkathon to raise money for humanitarian causes
- Preparing activity kits for children for an emergency shelter
- Writing brochures for organizations
- Assisting with the creation of a museum exhibit
- Making exercise videos to give to homeless shelters
- Creating a newsletter for a retirement community
- Recording audio books for people who are visually impaired

With the environment

- Preparing signage for a local wetland
- Growing seedlings for distribution
- Initiating a school compost to reduce food waste in landfills
- Creating a website with information about flora and fauna for a local park

With animals

- Making zoo toys for animals
- Collecting needed supplies for a wildlife rescue centre
- Baking dog biscuits for an animal shelter
- Making colouring books on local endangered animals for elementary schools and for tourists with protection tips



Advocacy service example: An eat-well food campaign

Note: With **advocacy service**, you give voice to a cause.

Investigation: After talking with a relative recently diagnosed with diabetes, I became curious about how diet and nutrition impact our health. I read a current nonfiction book about eating and nutrition, interviewed several people I know who seem very structured about their eating habits and learned about different approaches to health, and surveyed students in four of my classes to find out what they know or believe to be true about the relationship between food choices and health. As an athlete, this topic is important, and my investigation revealed a need: there is a lack of knowledge among youth about the importance of food choices.

Preparation: I wanted to do a poster campaign in the cafeteria, offer recipes to the school cafeteria based on my research, and cook some recipes (which I have never done before) and bring in food samples if they tasted good enough. Then I discussed with some friends and a few suggestions helped, including having students select which posters were best and then make sets for display around the school. Each of these ideas required approvals so I wrote a proposal that was accepted by my CAS coordinator and school officials. I was allowed to offer two recipes for review and if that went well provide others to the school cafeteria.

Action: The poster campaign was held over a six month period with a new poster added each month. At the end there was a vote on the top two posters and about 75 students voted. The first two recipes were successful, two more were permitted, and my cooking talents improved over time.

Reflection: I wrote my reflections though one of my friends said I should also keep a food diary to show how my eating habits evolved. I did this on and off for the duration of my CAS experiences.

Demonstration: My portfolio included posters, samples of surveys, video interviews with students who tried my recipes and the school dishes I influenced, and letters from local schools who received copies of posters. I also had food samples at a CAS event showcasing our accomplishments.

Advocacy service: Design your own

How should you decide what to do? Consider:

- What are my interests?
- What are my talents and skills?
- What are areas in which I want to grow, strengthen or improve?

Name of plan:

Investigation:

Preparation:

Action:

Reflection:

Demonstration:

Ideas for advocacy service

With people

- Leading a town hall meeting on solar energy
- Organizing a letter-writing campaign for a cause
- Hosting a speaker and film series to raise awareness for the community
- Creating comic strips or comic books to teach about emergency safety and readiness
- Planning a conference to raise awareness about education equity

With the environment

- Providing reusable water bottles to replace single-use water bottles
- Creating public service announcements on energy reduction in homes
- Organizing a flash mob to teach about recycling
- Promoting a "just use less" campaign to reduce quantities of what is put in trash and recycling bins



With animals

- Making beach signs to protect local waterways from rubbish
- Dressing as animals at risk for a public event
- Creating posters, videos and public service announcements to promote animal adoption for a shelter

Research service example: Reducing energy use

Note: With **research service**, the research done is used to advance policy or practice and serves a public purpose.

Investigation: Our school aims to be caring about the environment, however could we do more? I decided to research how much electricity the school uses and see if reduction was possible. To do this I interviewed the school custodian, collected copies of the school electricity bills to create a graph on monthly use to see highs and lows based on time of year or events, and do an energy audit (I found existing resources for this) which involved observation, notations and documentation with photography. The findings showed the school community could be more proactive in reducing usage of electricity.

Preparation: I organized my investigation findings to see behavior patterns that could be changed through information, and made several modest cost efficient recommendations for structural changes. As I added to my initial findings through continued research, I occasional met with the custodian and maintenance staff to assure their ideas and opinions were valued and included.

Action: I presented my findings and recommendations to administrators who approved by presenting at a faculty meeting. The teachers then approved the implementation of my ideas. This included a school assembly and distribution of a We Can Save checklist to every member of our school—students, teachers, administrators, and support staff.

Reflection: I prefer to do talking reflections so I kept a self-interview video-blog. I also monitored the changes in the monthly bills in comparison to prior years and this always elicited a response—often cheers! This always led to very upbeat reflections!

Demonstration: My demonstration became a school walk-through where I had information posted at key points in the school. At the end everyone understood what a HVAC (Heating, Ventilation and Air Conditioning) system is and how our participation in reducing energy saves money for the school. Copies of my study were available on the school website.



Research service: Design your own

Research service often leads to involvement in direct service, indirect service or advocacy service.

Name of plan:

Investigation:

Preparation:

Action:

Reflection:

Demonstration:

Ideas for research service

Note: These ideas for research service would be further developed as you prepare the complete content of your research to assist with public information and practice or policy development.

With people

- Assisting with a city-wide needs assessment by running focus groups
- Conducting hands-on research about how interaction improves quality of life for residents at an elderly care facility
- Preparing a public service outreach process to identify local veterans willing to be interviewed, and then conducting the interviews for an historical society
- Learning about the history of people buried in a cemetery from the 1800s to support a local museum
- Observing play habits of children in an orphanage or refugee centre to identify what skills are developed or need support

With the environment

- Using photography to collect images that inform about the first flush from a storm drain by your school
- Interviewing administrators at local landfills to learn about community habits that support collections of trash to recycle and food waste for composting
- Analysing 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

- Conducting a behaviour study of zoo animals or shelter animals
- Monitoring numbers of stray animals, combining findings with interviews and surveys to determine opinions of advocates, opponents and the general public, and offering recommendations to improve local policies
- Assisting with tracking and monitoring of butterfly migratory paths

Teaching strategy: Idea starters for service and service learning

This teaching strategy provides lists of idea starters for service based on the four kinds of action. Each includes examples of ways to interact with people, the environment and animals. The "Teaching strategy: Understanding four kinds of action for meaningful service" provides a more in-depth tool for applying the five CAS stages to service while exploring each of these kinds of service.

There are four different types of action:

- **Direct service:** students interact with people, the environment or animals.
- **Indirect service:** students do not see the recipients; however, they have verified their actions will benefit the community or environment.
- **Advocacy:** students speak on behalf of a cause or concern to promote action on an issue of public interest.
- **Research:** students collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice.

Students review the following ideas in a small group. Have them put a mark by the ideas that tap into their interests, skills and talents and add an additional mark if this service idea would provide opportunity for personal growth. They can then use the document "More ideas for service and service learning" to brainstorm more ideas. Students may want to use the newspaper for reference. The articles feature issues of local importance, which can provide additional ideas, partnerships and possibilities.

Ideas for direct service

With people

- Coach children in sports
- Deliver meals to people living with a medical condition
- Lead resume-writing workshops for people who are unemployed
- Organize or assist at a blood drive
- 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
- Distribute plants at a farmer's market to promote home-grown container gardens
- Serve food at a soup kitchen

With the environment

- Restore a stream
- Prepare the soil and beds for an elementary school garden and plant with the children
- Grow seedlings for distribution
- Install raised-bed gardens for a senior centre
- Establish a recycling programme at city hall
- Make a storm-water garden

With animals

- Help at an animal shelter with data entry and dog walking
- Assist with a pet adoption outreach programme at community events
- Lead a workshop on pet care
- Set up a turtle sanctuary in partnership with a community organization

Ideas for indirect service

With people

- Assemble a photo exhibit about poverty for a gallery
- Prepare meals in a soup kitchen
- Take part in a walkathon to raise money for different humanitarian causes

- Prepare activity kits for children for an emergency shelter
- Write brochures for organizations
- Build an organization's website or provide content for an organization's website
- Assist with the creation of a museum exhibit
- Make exercise videos to give to homeless shelters
- 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

- Make zoo toys for 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 elementary schools and tourists

Ideas for advocacy service

With people

- Lead a town hall meeting on solar energy
- Organize a letter-writing campaign for a cause
- Host a speaker and film series to raise awareness for the community
- Create comic strips or comic books to teach about emergency safety and readiness
- Plan a conference to raise awareness about education equity

With the environment

- Provide reusable water bottles to replace single-use water bottles
- Create public service announcements on energy reduction in homes

- Organize a flash mob to teach about recycling
- Promote a “just use less” campaign to reduce quantities of what is put in trash and recycling bins

With animals

- Make beach signs to protect local waterways from rubbish
- Advocate for animals at risk at an organized public event
- Create posters, videos and public service announcements to promote animal adoption for a shelter

Ideas for research service

With people

- Assist with a city-wide needs assessment by running focus groups
- Conduct hands-on research about how interaction improves quality of life for residents at an elder 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
- Learn about the history of people buried in a cemetery from the 1800s to support a local museum
- Observe play habits of children in an orphanage or refugee centre to identify what skills are developed or need support

With the environment

- Use photography to collect images that 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 butterfly migratory paths.

More ideas for service and service learning

Direct service

Indirect service

Advocacy

Research