Creativity in CAS

What can you do for creativity? Browse through this list of examples and add a new example to each category. Write down what you might do, or talk about it with a friend. You might discover just what you are looking for!

Theatre
1. Write a script for a play.
2. Participate in a community-based theatre group.
3. Design or participate in awareness-raising performances for NGOs.
4. Form a performance group.
5. Run a children's theatre group in the local community.
6. Organize an improvisation theatre troupe.
7. Learn how to perform magic and put on a magic show.
8.

Music
1. Join a choir or participate in a musical.
2. Play a musical instrument in a band or orchestra.
3. Learn to play a musical instrument or take vocal lessons.
4. Form a music group.
5. Perform for clients in aged care homes.
6. Conduct a choir or a band.
7. Host a musical event at school.
8.

Visual art
1. Produce personal artworks.
2. Paint a mural for the walls of a local primary school or childcare centre.
3. Design posters for school advertising particular events.
4. Curate the school art gallery.
5. Organize or participate in craft activities.
6. Do photo shoots for NGOs or for senior citizens.
7. Produce the school yearbook (digital or hard copy).
8. Enter a local art or photography competition.
9. Teach art for early childhood or primary school.
10.

Dance
1. Join a ballet or jazz class.
2. Choreograph a school production.
3. Run a school-based dance class.
4. Perform as a dancer in a school production.
5. Participate in annual school performers' showcase.
6. Teach a junior dance class.
7. Organize a dance flash mob.

8.

Design technology

1. Participate in design projects to improve the local community.
2. Oversee a project for school.
3. Participate in council competitions.
4. Design and create furniture.
5. Assist an NGO with designing a website or provide content for its website.
6. Help a local hospital or clinic with a redesign.
7.

Film

1. Create an awareness-raising video for an NGO.
2. Create promotional footage related to a specific cause.
3. Make a documentary or a film.
4. Join the school publicity/media group.
5. Create a video archive for a local historical society.
6. Plan a film series for a senior centre.
7. Organize a film event for a cause to raise awareness and funds.
8.

Fashion

1. Organize a recycled clothing or clothes swap group to benefit a charity.
2. Participate in a group that designs clothes from sustainable materials.
3. Organize a school-based fashion show.
4. Run a knitting group and create items of clothing for a cause.
5. Learn how to be a salesperson at a clothing charity.
6. Start a sewing collaborative to make outfits for children in need.
7. Design reusable shopping bags with fashion flair.
8.

Graphic design

1. Design and produce children's toys.
2. Design information booklets or pamphlets for a specific NGO.
3. Design storyboards for a specific purpose.
4. Create logos and designs for T-shirts with environmental messages.
5. Assist an NGO with designing a website or provide content for its website.
6. Redesign an organization's brochures, business cards and logo.
7.

Creative writing

1. Attend a course in journalism/poetry writing.
2. Edit a school newspaper or bulletin or do the same for a senior centre.
3. Create children's books for schools in need of these resources.
4. Organize a creative writing workshop.
5. Write a novella or a novel.

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6. Start a poetry project that places poetry anonymously around school or the community.
7.
Cooking
1. Cook for a locally based international festival.
2. Organize a World Teachers Day breakfast at school.
3. Create a recipe book.
4. Run cooking classes.
5. Make a "how to cook" video series.
6. Document the results of cooking a new, challenging recipe once a week.
7.
Business
1. Produce items for a school fair.
2. Support a group that raises money for small business loans for undeveloped countries.
3. Run workshops for NGOs to give them ideas for creative awareness-raising or more efficient business practices.
4. Run business-type events to train students in running a business.
5. Help a local start-up develop a business plan.
6.
Information technology
1. Teach basic ICT skills.
2. Join the technology support group at school.
3. Design digital books.
4. Design and maintain a website for an NGO.
5.
Mathematics
1. Join a mathematics group and participate in school competitions.
2. Run a problem-solving group at school.
3. Tutor "at risk" students in mathematics.
4. Design mathematical/logic puzzles for junior students.
5.
Sport
1. Coach a junior sports team.
2. Design a training schedule for a sports team.
3. Design individual training programmes for specific junior players on a team.
4. Incorporate skills from other sports into training, for example, rugby circuits into netball training.
5.
Environmental systems and societies
1. Design a recycling project for the school.
2. Investigate the use of energy in the school and provide a proposal for more efficient energy usage.
3. Create a school-based enviro-garden.
4. Participate in designing a community garden.

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5. Oversee a school landscaping project.	
6. Investigate ways to limit water consumption at school.	
7.	

Teaching strategy: Activity in CAS

Two resources follow that contain suggestions for the CAS strand of activity. **"Activity in CAS"** provides an array of ideas and options. The list can be used to provide ideas for students designing their individual CAS programmes. Many of these may also be applicable for the other two strands of CAS and could be incorporated into a CAS project. Please note that the list is not complete and students will find many activity experiences not listed below.

Before sharing this list with students, it is recommended to allow time for students to consider their interests, skills, talents and areas for growth. Letting students generate their own possibilities first assists them in developing self-awareness and confidence. A list can always be provided to extend their ideas further, such as the resources in this TSM under **"Teaching strategy: Creating a personal profile"**.

Also, teachers can use the document **"Student examples of activity in CAS"** as discussion starters.

Activity in CAS

You may already have an idea for activity. Looking for more ideas? Find a category, and circle the suggestions that stand out to you. Be on the lookout for an activity that you could improve by setting and working towards a goal. Look for something you never thought about, but that seems exciting and possible. Most of all, find an activity you would enjoy and find inspiring, challenging and personally worthwhile.

After reviewing these lists, read the "Student examples of activity in CAS" that follow.

General sports
Football (soccer)
Basketball
Athletics
Gymnastics
Swimming
Tennis
Volleyball
Badminton
Table tennis
Darts
Bowling
Curling
Hockey
Skiing
Martial arts
Weightlifting
Boxing
Diving
Cycling
Race-walking
Tumbling
Acrobatics
Wrestling
Jai-alai
Handball
Netball

General sports
Racquetball
Squash
Polo, water polo
Frisbee, ultimate Frisbee
Kick boxing
Fencing

Dance
Ballet
Jazz
Modern
Street dance
Ballroom
Salsa, Latin
Dance-a-thon participation
Twirling
Cheerleading

Gardening and nature
Farming
Rock climbing, mountaineering
Planting trees
Digging, irrigation and drainage
Hiking, trekking
Survival training

Animals
Equestrian competitions, horse and stable care and maintenance, riding and jumping lessons
Farm animal handling, care and shows, competitions
Fishing sports
Dog shows, competitions, training and care
Animal husbandry
Birding

Extreme sports
Skydiving
Rappelling
Bungee jumping
Base jumping
Para-gliding

Personal fitness
Running
Weight training, body building
Cardio workout
Spinning
Punching bag workout
Jumping rope
Trampoline
Yoga

Music
Marching band
Drumming
Parade

Skating
Ice skating
Roller-skating, roller-derby, rollerblading
Skateboarding
Long boarding

Motor sports
Dirt biking, motocross
Pit-stop crew
Auto mechanics
Motorcycle touring
Rally driving, navigating

Aviation
Piloting, flying
Gliding
Ballooning

Water sports/Boating
Waterskiing
Parasailing, kite-sailing
Sailing
Wakeboarding
Surfing
Kayaking, canoeing
Rowing
Scuba and snorkelling
Free-diving
Rafting
White water rafting

Student examples of activity in CAS

Rock climbing

Jacob had been rock climbing a number of times at an indoor rock-climbing centre. He decided that he wanted to experience rock climbing in the outdoors and improve his rock-climbing skills, so he included rock climbing as a part of his CAS programme. He set himself the goal of being able to complete a grade 17 climb within six months of climbing. He joined a rock-climbing club and ended up climbing over a number of weekends throughout his DP. In addition to written and recorded verbal reflections, he also showed evidence of participation and achievement in the learning outcomes in photographs, video and a certificate of achievement from his climbing club.

Gardening

Ethan preferred not to play team or individual sports and decided to choose vegetable gardening for his activity. It entailed time each week clearing, tilling, planting, weeding and so on. Ethan enjoyed working with his hands and found his physical fitness increased through his time spent in the vegetable garden.

Walking for fitness

Pearl did not really like sports or physical activity. After discussing her options for activity with her CAS adviser, she decided that she would conduct a "Walking for fitness" programme as a part of her CAS. She consulted her physical education teacher to develop a programme and then walked three times a week, with distances increasing over the three-month programme. Pearl was surprised with how much she enjoyed the programme and the benefits it gave her, so much so that after the three-month programme had finished, she trained for and completed a 5 kilometre fun run (which also became part of her CAS portfolio). The photo of her crossing the finish line was her favourite part of her CAS portfolio.

Basketball

Louise was a keen basketball player. When she included basketball in her planning for CAS, her CAS coordinator advised her to challenge herself by doing something new related to her involvement in the school basketball team. With the support of her team coach, she conducted a skill-training programme that focused on her dribbling and shooting from outside the key, two areas that needed development in her game. During the season her game improved, giving her greater motivation to train more. Louise became a regular member of the starting five players. Her writings that made up a portion of her reflections showed that she was very proud of her advancement.

Gymnastics

Anita had been participating in gymnastics since primary school. She regularly competed in state and national competitions. When designing her CAS programme, Anita wanted to continue to use her gymnastics for activity. Her CAS coordinator agreed but asked Anita to find new goals in relation to gymnastics. Anita decided to learn new choreographed routines for the balance beam, something she had not previously attempted.

Yoga

Timothy wanted to find an experience that would help him become more fit. After looking at various exercises, he chose yoga. He committed to a yoga class once a week and practised it at home every two days. Timothy became an enthusiastic supporter of yoga and found it both relaxed him and increased his physical strength and stamina. He evolved this enjoyment of yoga to be part of his CAS project and created a programme to teach yoga classes for the local community.

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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

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

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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

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.

More ideas for service and service learning

Direct service

Indirect service

Advocacy

Research

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Teaching strategy: Ideas for CAS projects

Duration

Approximately 45–50 minutes: Five minutes for preparing; four rounds, approximately 4–7 minutes each; debriefing for about 5–7 minutes

Activity

Use the following document to have students explore and brainstorm possibilities for a CAS project and to review all the elements of a CAS project. Most importantly, let students stretch their ideas, consider new options, and even step out of their comfort zone by changing their partner and what they do. This is an opportunity to explore new relationships and take on new and challenging roles and responsibilities.

Distribute copies of **"Ideas for CAS projects"** and review the directions with your CAS students.

The suggested time for each round is 4–7 minutes. As the facilitator, you can designate a different area of the room for each CAS project example. Students then select a theme or topic and move to that area for brief conversations. For round four, when students determine their own ideas, solicit eight suggestions and write them where they are visible to all. Allow students to select one idea for their conversation.

After all the rounds, discuss the following questions.

- What did you discover?

- What will you do as a result?

Ideas for CAS projects

How do you select a CAS project? Keep in mind that a CAS project is expected to last at least one month, although for many students this is such a highlight of their CAS programme it lasts longer. Why? The CAS project can be done with other CAS students. You get to determine what you will do, and which CAS strands—creativity, activity and/or service—you will include. You may decide to combine creativity and activity, or activity and service, or creativity and service, or all three. You may just select one. The choice is for you and the other students involved in your project.

You are about to embark on four rounds of interactions to begin to discover what you are interested in and to find other like-minded CAS students. This is to explore, not to commit. This is to have quick conversations. Later you can reflect on what you might want to do.

For each round, there are eight options. Pick one (be sure to select your choice). For each round, you will move to meet other students with that selection and have a few minutes to brainstorm ideas.

- Why did each person choose this topic?
- What would the project require?
- What would you do in the project?

Then you'll have another opportunity with another round.

The fourth round is for **other** ideas not on the lists, because there are possibilities beyond what's on the page. For the first three rounds, **select one** and join those students for a quick conversation. If you are solo, join another solo student to share ideas or think on your own.

Round one

Project ideas—select one	Conversation
Animal shelter, adoption or rescue	Would this be:
	• creativity
Bicycle repair clinics	• activity
	• service?
Children's programmes	What are your ideas?
Environmental campaign	
Hunger assistance	
Museum involvement	
Sports tournament or activity	
Theatre performance	

Round two

Project ideas—select one	Conversation
Aiding those in need **Art exhibition** **Children's hospital** **Donation campaign** **Holiday activities** **Home construction** **Puppet shows** **Zoo involvement**	Would this be: • creativity • activity • service? What are your ideas?

Round three

Project ideas—select one	Conversation
Aiding the elderly **Music concert for a cause** **Natural disaster response** **Nature adventure** **Photography club** **School TV or radio station** **Dance-a-thon** **Toy repair workshop**	Would this be: • creativity • activity • service? What are your ideas?

Round four

For this round, suggest ideas. When there are eight ideas on the list, select one and go to that group.

Project idea—Write the one you selected	Conversation
	Would this be: • creativity • activity • service? What are your ideas?

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