

How wonderful it is that  
no one need wait a single moment  
before starting to change the world.

*Anne Frank*

# **A Student Guide to the CAS Stages**

## Transforming Ideas Into *Action*

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## How to Use these Pages to Guide You through the CAS Stages

### INVESTIGATION

**Personal Inventory:** With a partner, trade papers and interview each other to uncover your interests, skills, talents and areas for growth. Your partner takes notes on *your* paper. Also, ask about helped someone and being helped, guiding us to think about *reciprocity* in service experiences. For a Group Project, make a list of the collective interests, skills and talents to reference as you move ahead.

**Finding Your Cause:** With this brainstorming page, fill in the spaces to uncover *What matters to me?* and how you can apply interests, skills and talents to improve a situation through service. Identify the cause you will pursue—to learn more about, to develop a plan, and to take action.

**Gathering Information About a Community Need** (two pages): Find out more about the cause or topic you selected with these four approaches to *Action Research*. Use this template as a guide to finding out more by using Media, doing an Interview, conducting a Survey, and through Observation/Experience. Which methods will be most helpful to find out more?

### PREPARATION

**What Government Groups and Agencies are Doing About \_\_\_\_\_:** Find out what is already being done to advance this work. Use this chart to assist you in recording what you learn.

**Proposal for Action:** This format helps with individual plans and Group Projects. Expect changes to occur, however, this makes your initial ideas concrete and develops grant writing skills.

### ACTION

**Progress Monitoring:** Keep track of what is occurring as you put your plan into action. Is change occurring? Any setbacks? Any new developments?

**Capture the Action:** A reminder to pause to capture what is occurring around you and with your own thoughts and feelings.

### REFLECTION

**A Pause for Reflection that Matters:** This is a document to guide you in considering the purpose of reflection, ways to reflect, and how to consider what moments call for reflection.

**Four Square Reflection Tool:** This is one way to keep track of a response to an experience, however remember there are many ways to reflect—in silence, walking, talking, art, poetry, movement, photography, music, to name a few. Writing is *one* way that is helpful, and these four categories can be a good beginning. Remember reflection can take place any time in the process in formal and informal ways.

### DEMONSTRATION

**Once You Know It, Show It!** Capture your experiences and outcomes. Find the best way to tell the story that matters to you using your unique interests, skills and talents.



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# Personal Inventory

## Interests, skills, and talents—we all have them. What are yours?

**Interests** are what you think about and what you would like to know more about—for example, technology, the arts, social media, or an historical event. Are you interested in animals, movies, mysteries, or travel? Do you collect anything?

**Skills and talents** have to do with things that you like to do or that you do easily or well. Is there an activity you especially enjoy? Do you have a favorite subject in school? Do you sing, play the saxophone, or study ballet? Do you know more than one language? Can you cook? Do you have any special computer abilities, like to take photographs or play soccer?

**Areas for growth** refer to abilities or qualities you aim to develop or improve.

Work with a partner and take turns interviewing each other to identify your interests, skills and talents, areas for growth, and to find out how you have helped and been helped by others.

**Interests:** I like to learn and think about . . . \_\_\_\_\_

\_\_\_\_\_

**Skills and talents:** I can . . . \_\_\_\_\_

\_\_\_\_\_

**Areas for Growth:** What I aim to develop or improve \_\_\_\_\_

\_\_\_\_\_

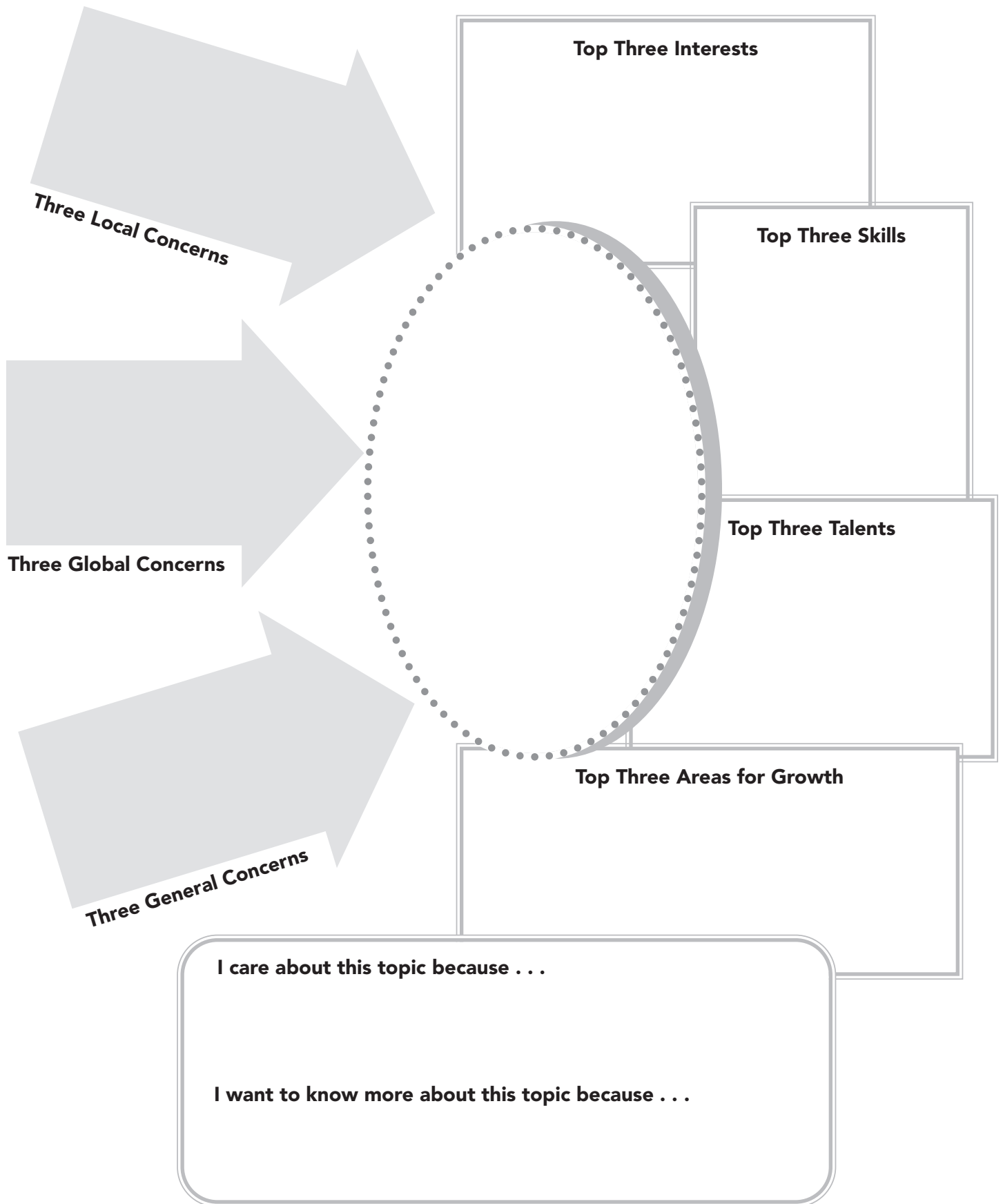
**Being helpful:** Describe a time when you helped someone. \_\_\_\_\_

\_\_\_\_\_

**Receiving help:** Describe a time when someone helped you. \_\_\_\_\_

\_\_\_\_\_

# Finding Your Cause





## Gathering Information about a Community Need

**What does your community need?** Use the questions in the following four categories as guides for finding out. You might decide to explore one topic, for example, hunger and poverty, or an environmental concern. Or you might decide to learn about general needs at a neighboring school or in your surrounding area. Each approach to finding out provides a different perspective and can guide you in identifying an authentic need to address.

### Finding out about \_\_\_\_\_

#### Media

What media (newspapers—including school newspapers, TV stations, radio) in your community might have helpful information? List ways you can work with different media to learn about issues and needs in your community.

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#### Interviews

Think of a person who is knowledgeable about this topic in your area—perhaps someone at school, in a local organization, or government office. Write four questions you would ask this person in an interview.

An interview with \_\_\_\_\_ .

Questions:

- 
- 
- 
-

## Gathering Information about a Community Need *continued*

### Survey

A survey can help you find out what people know or think about a topic and get ideas for helping. Who could you survey—students, family members, neighbors, or topic experts? How many surveys would you want to have completed? Write sample survey questions.

Who to survey:

How many surveys?

Questions for the survey:

- 1.
- 2.
- 3.

### Observation and Experience

How can you gather information through your own observation and experience?

Where would you go? What would you do there? How would you keep track of what you find out?

### Next Steps

Share your ideas. Make a plan for gathering information using the four categories. If you are working in small groups, each group may want to involve people in other groups. For example, everyone could help conduct the survey and collect the results.

***I never perfected an invention  
that I did not think about  
in terms of the service it might give others . . .  
I find out what the world needs,  
then I proceed to invent.***

*Thomas A. Edison, inventor*

# What Government and Community Organizations are Doing About

Identify a Group that is:	Key Issue	Web Sites/Other Contact Info	What They Are Doing	How Youth Can Help
Local				
Regional				
National				
International <i>The United Nations</i>		<i><a href="http://cybersc.hoolbus.un.org">http://cybersc.hoolbus.un.org</a></i>		

# Proposal for Action

Student names:

---

Teacher/Advisor:

---

School:

---

Address:

---

Phone:

Fax:

Email:

---

**Ideas:**

**Need:** Why this plan is needed.

**Purpose:** How this plan will help.

---

**Participation:** Who will be involved and what they will do.

Students:

---

Teacher/Advisor:

---

Other adults:

---

Organizations or groups:

---

**Outcomes:** What is expected to happen.

**How we will check progress and outcomes:** What evidence will be collected and how it will be used.

**Resources :** What is needed to get the job done, such as supplies.

---

Signatures:

## Progress Monitoring

### To monitor our progress I will:

 Observe Ask Questions Do a Survey Take Photos Draw Pictures \_\_\_\_\_

Date \_\_\_\_\_

**Step One: What is the need?**

Date \_\_\_\_\_

**Step Two: What has changed?**

Date \_\_\_\_\_

**Step Three: What else has changed?**

Date \_\_\_\_\_

**Step Four: What are the results?**

## **Capture the Action**

**As you put your plan into action,** use this page as a scrapbook to record what happens. Add art and photos or attach a newspaper article.

**One page may not be enough.** You may want to start your own service learning journal in a notebook or start a large scrapbook.

***What happened today?***

***Any new bright ideas to help the service experience be even better?***

***Capture the moment! Add a photo or drawing of what you did or saw.***

# A Pause for Reflection that Matters

**Because.....**

**Ways to Reflect**

**Reflection Is Not**

**Reflection Is**

**To deepen  
understanding**

**For emotional  
literacy**

## **WHEN Reflection Matters**

- When a situation seems to fly by so fast
- After an *aha!* moment of discovery
- When someone's actions stood out
- When an emotion or feeling is really powerful
- When an idea or thought or question makes new sense
- When confused or frustrated
- When really happy
  
- When ...
  
- When ...
  
- When ...

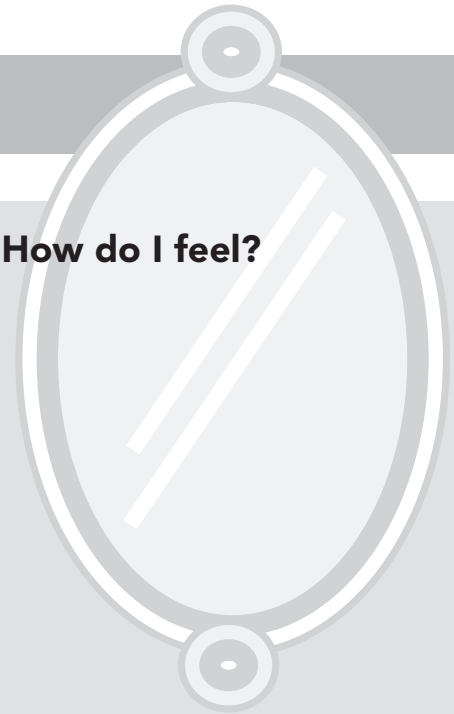
**Remember me!**



# Four Square Reflection Tool

**What happened?**

**How do I feel?**



**Ideas?**

**Questions?**



## Once You Know It, Show It!

**You've put your plan into action and seen the results. Now it's time for demonstration—**the stage where you show others what you've learned about the topic, how you learned it, and what you've contributed to the community. This demonstration can be a combination of many forms: letters, articles, pamphlet, artistic display, performance, and/or video or other forms of technology.

**To help you make the most of your demonstration, answer these questions:**

**Who is your audience?**

**What do you most want to tell about what you've learned?**

**What do you most want to tell about how you provided service?**

**Are there any community partners who you might like to participate in the demonstration?**

**What form of demonstration would you like to use?**

**On a separate sheet of paper, write your plan for demonstration.**

If you are part of a group, share your ideas for demonstration with the others you're working with. How can you best use each person's talents and skills as part of your demonstration?