

Examples of CAS experiences undertaken by students that demonstrate:

How all learning outcomes are met

Project title - 'Craft Age'-Crafts of India'

The aims/ purpose of the project: (i) reviving the indigenous crafts of India, especially jute & terracotta jewellery, creating awareness among the new generation and finding a local market for them. (ii) aims to create globally aware, socially responsible, young entrepreneurs.

Brief description of the project: *Craft Age* is a start-up business project. In the first phase, students (with clay modelling and painting skills or are interested in art and craft) learnt and made jute and terracotta jewellery. They put up stalls in the school for the exhibition and sale of the jewellery. The students had also designed a brochure for their exhibition. In the second phase of the project, the students have planned to involve the women of the neighbourhood community and train them. This would support women's economic empowerment through self-employed means. The profit generated in the first phase would be invested in the training of the women and purchasing raw materials for the project.

CAS Strand the project is based in: Creativity and Service

The Stages (how CAS experiences are initiated by the students)

- 1. Investigation:** Students had identified and confirmed the need of the project through research and consultation with the respective CAS advisers and CAS coordinator. They had also identified the students based on their skills and interest. This provide an opportunity to the students to realize the areas of personal growth.
- 2. Preparation:** Students had designed a plan appropriate to the identified need with clarification of roles and responsibilities, resource requirements, and timelines to successfully implement the plan.
- 3. Action:** Students in group implemented the first phase of the plan through research, advocacy (students spoke in the school assembly to inform the school community, learnt and made the jewellery, prepared a brochure and displayed the items in a fund raising event.) The students would now involve the neighbourhood community as the second phase of the project.
- 4. Reflection:** Students had reflected on their experience of the first phase in blog and Managebac.
- 5. Demonstration:** Students would make explicit what and how they learned and what they have accomplished, by sharing their creativity and service experience through their CAS portfolio.

Evidences of meeting learning outcomes

LO 1 Identify own strengths and develop areas for growth: Students, those who are skilled in art and designing or interested to take up the skill took part in this project. From getting trained to design and making the jewellery to selling them students got opportunity to see themselves as individuals with various abilities and skills, and also realized the scope of improvement.

LO 2 Demonstrate that challenges have been undertaken, developing new skills in the process: As this project was a new initiative, it was an unfamiliar experience to many of the students. They got an opportunity to develop their thinking, research, mathematical, communication and social skills in this process.

LO 3 Demonstrate how to initiate and plan a CAS experience: The team prepared a power point presentation and articulated the stages from conceiving the idea of the project to its implementation in the school assembly.

LO 4 Show commitment to and perseverance in CAS experiences: Students showed their commitment through their regular attendance and involvement in the planning and training session and when required stayed back after school hours to meet the target of the set task. They didn't give up at the time of difficulties and delay in achieving success.

LO 5 Demonstrate the skills and recognize the benefits of working collaboratively: The students worked in groups and was able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through this CAS experience. There were times when students had dispute, but when required they worked as a team to complete the set task.

LO 6 Demonstrate engagement with issues of global significance:

Today since the Indian market of handicrafts is being crowded by imported goods, designer costume jewellery from brand merchandise, the regional skills and art and crafts are not finding much market. Moreover due to lack of proper promotion and encouragement and finance too, these handicraft industries are being highly affected. Studies have revealed that such handicrafts have huge potential in global market. The training and involvement of the local women to start up their business would empower women and alleviate poverty.

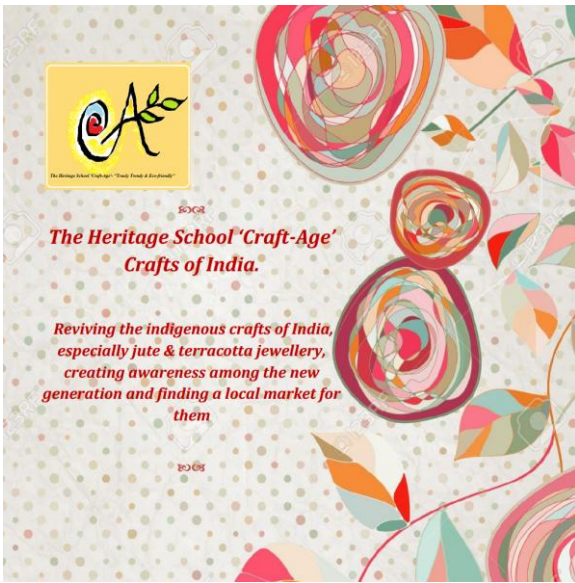
LO 7 Recognize and consider the ethics of choices and actions: In this project students are working in groups, will collaborate with other organizations outside the school community, and got opportunity (and would get many more in the second phase) to show awareness of the consequences of choices and actions while planning and carrying out the project.



a. Making of the jewellery



b. The jewellery



c. The brochure



d. Exhibition and sale

Student engagement in each of the three strands (creativity, activity and service)

Creativity

(i) Graffiti Designing

“My classmates and I went to the *Desun Hospital* for graffiti painting. I worked with my friends and we interacted with the hospital authorities to set up the place. We decided to give the wall a colourful look with a positive quotation on life. Though I have always been interested in art, Wall painting was something I did for the first time. Our intention was to beautify the environment and create a positive feeling in the minds of patients. I realised that I could work continuously for 6 hours even on a hot summer afternoon. We completed the task in a day.”



(ii) Making short films and a dedicated blog to highlight the architecture of Kolkata

“We made a collection of short films and a dedicated blog displaying the colonial buildings of Kolkata. We wanted to highlight the rich architectural heritage of the city, and need for its preservation. It was necessary to spread a social message to preserve our heritage, which cannot be resurrected if destroyed. I was involved with the videography of the short films and also helped in editing the raw footage and adding effects to make the final videos. This was a new venture for me because I had never been much associated with architecture, film making or animation. With this social message we highlighted the rich heritage we are proud of, and got to know our skills and risk taking potential. I learnt film making and the computer generated graphics part of it, since it has been one field which I was interested for a long time but hadn't got the opportunity to explore.”

[Evidence: <http://thefadingjoy.blogspot.in>]

(iii) Vertical garden and making a hydroponics display

“During the two days of Science exhibition in our school, I presented the model of ‘Vertical garden’ we made in the class and also explained the theory of hydroponics. We learnt the process of creating hydroponic displays at the Birla Industrial and Technological Museum summer camp which went into further detail regarding the theory of hydroponics. The vertical garden structure was inspired from modern landscaping techniques. The benefits of vertical gardening and hydroponics were explained in context to shrinking per person living space in developing countries. The presentation was made to an audience of varying age groups, hence varying explanations altering the content and the number of scientific theories/ terms related to the model. The model aimed at encouraging urban residents to practice gardening in a limited space in a more eco-friendly and sustainable manner. It was a matter of pride that our model won the second prize.”



a. The model of Vertical Garden

b. Our team with the trophy

(iv) Drama - Learned techniques of how to throw voice and discussed various types of stage

“As part of drama team, I learned Speech, diction, learning different accents and dialects, projection, how to vary the tone and range of your voice. I also learned Movement, entering and exiting the stage, how to stand without looking awkward and appropriately position your hands and legs. We also learned some singing and dancing since it improves our vocal skills and fluidity of movement. I also learned key properties on how to be a stage manager and props manager, and how to effectively coordinate events to allow maximum efficiency. We learned how to read a script and portray a character as well as memorizing lines accurately while not losing the 'soul' of the play. Timing the entrances and exits, as well as sounding unrehearsed and spontaneous was a challenging act in the beginning but it became more natural with practice. We also studied some playwrights and their various styles, and the messages they were trying to get across to the audiences as well as using facial gestures and emotions. The important thing I learned was how to improvise – necessary for all stage plays and other ‘live’ acting, so that if anyone says the wrong line, forgets a line, enters or exits at the wrong moment, or some disaster happens like a prop breaking or the scenery falling down you can rescue the situation and get the play back on track, ideally without the audience noticing. I also learned how to get along with everyone, work with people you may not like at all, be able to argue a point without causing offence, and when to give in gracefully.”

Activity

(i) A Garbage Free India: - Rally in Southern Avenue.

“The Garbage free India project was a collaboration of several "clean up event" organized around my city which involved a mass movement of getting the citizens involved in the **physical activity** of picking up garbage. Through this, we actually learned of the huge amount of garbage lying around different parts of the city, and several hundred citizens took up the challenge of creating an awareness to clean up one's own locality and neighbourhood. The rigorous clean ups involving hours of picking up garbage from the streets, using gloves and brooms, was an eye opening experience.” **(Photos?)**

(ii) Trekking trip in Manali

The 9 day long exhausting trekking trip at an altitude of 10000 meters above the sea level was an enriching experience for me. We bought mountaineering gear and we had to work in groups in order to achieve an array of goals set forth by our instructors through planned day to day activities near the camping sites. This experience was very fruitful, as I managed to combat my fear of heights through various physical activities such as zip lining, which involved being suspended nearly 800 feet off the edge of a cliff. This excursion was especially successful in teaching me several life skills. I overcame

my fear of paragliding, rappelling and cliff hanging. The training every morning was very rigorous. I really enjoyed the treks and I felt that the techniques learnt on the trip will surely help me in several other trips to come. I also learnt several new skills such as how to tie different types of knots for mountaineering. This trip was a test of my overall endurance and stamina.” **(Photos?)**

(iii) Playing badminton and learning new strategies

“I have been playing badminton to develop the skill of a good sport and make good use of my height. I often play in teams with friends, which involves a lot of coordination and instant reactions to try and win matches. Despite many losses in the beginning, I finally mastered the technique of the 'deflect and smash' strategy with my fellow team member, and we coordinated our strikes by cordoning off regions within which the shuttle would land probably, to give the maximum advantage. During my game, I also learnt the following:-

The Clear Shot - In this stroke, one needs to contact the shuttlecock around the middle of the racket head. The purpose of this is to make the shuttle to go high up in the air and land at the opponent's back court. I learnt to use this strategy to bring the opponent near to the fore-court and then forcing him to retract to the back to retrieve the shuttle.

The Drive Shot - The drive shot is a basic flat shot, directly hit over the net. It can sometimes be strategic to aim the shot at the opponent who will be unable to react or shift his body in time as the natural reaction is to duck the shot.

The strategies learnt at the badminton court enabled me to learn to tackle different situations. I had to be creative too, in order to decide on the nature of the shots because each game was different and I had to use innovative techniques all the time. I feel in future, when I am confronted with problems in real life, I will be able to look at things from different perspectives and use different strategies to solve problems, keeping the ethical factors in mind.”

Service

(i) étalage, Art Exhibition with a cause.

“Srirampur Child Guidance Centre is an institution that addresses the needs of differently abled adolescents and we felt it would be of great help if we could collect funds for them. We decided to have an Art exhibition cum sale as we felt art is something that is acknowledged and appreciated by people globally; people love to showcase artworks in their homes. Thus putting up an art exhibition seemed to be the best option before us. We collected paintings and photographs for a month and then put up on display the best of what we collected. All artifacts on display were contributed by our peers and teachers of the school. The exhibition was held in a very well-known art gallery of Calcutta, The Jamini Roy Gallery of ICCR.

We invited friends, parents and teachers to paint for us. We also interacted with our alumni students and requested them to contribute paintings and photographs. I had to approach various people in the process, asking them for paintings and photographs, work collaboratively with my peers and organize the entire exhibition during the exhibition, I also exercised my marketing skills to persuade visitors to buy the paintings. We also had to be careful about the finances because the goal was to raise maximum funds and also keep the expenses under control. A lot of initiative was taken by all of us to make this exhibition a success and in the process we developed new skills which we had not exercised earlier like marketing, PR and communication.”



a. Poster designed by the students

b. Paintings and photographs displayed

(ii) To teach English and math to the underprivileged children of St. Lawrence evening school

“Once a week on Tuesdays, 3 of us go to the St. Lawrence evening school to teach the underprivileged kids. I like to teach mathematics and English to these children. They have always been very interesting and intriguing subjects to me and I would love to share the knowledge I have with people who haven't had the privilege to explore it. After all, knowledge is the most important thing in today's world of globalization. "Knowledge is power ". It also gives me the experience of what it is like to be a teacher, and a new challenge that I have to overcome.

Usually, we have teamwork and coordination on the parts of the syllabus we deal with. Often I give demonstrations on the board or show videos on my phone, while others give practice questions and check for accuracy in answers as well as the methodology used.”



Teaching Mathematics in St. Lawrence evening school

(iii) Working in an old-age home- Little Sisters of the Poor - St. Joseph's Home

“I visited this old age home every Sunday and helped to serve breakfast and also helped out with chores after breakfast. I helped to prepare lunch by peeling and chopping vegetables and also helped with cleaning of the place. I also interacted with the inmates there, providing them with company by listening to their views about various social issues, their childhood days and sometimes entertaining them with music and dance. This was an area I had never ventured before. Barring my grandparents and other senior members of the family, I had never made a conscious effort to spend quality time with this age group and do something useful for them. I hoped that my service would help the inmates as well as the people who ran the home. It was a great learning experience as I was able to do something for people afflicted with old age, who have none to care for them.”



Helping to prepare lunch by peeling and chopping vegetables

(iv) Activities with underprivileged children at 'Calcutta Rescue'

Calcutta Rescue is a registered Non-Governmental Organization that operates in Kolkata and some parts of rural West Bengal. It supports poor and disadvantaged people, in and around Kolkata by providing them with free education and health care (irrespective of gender, caste or religion). I visited the school every Saturday morning and spent time with the children, doing some constructive activity that they enjoyed and at the same time learn something new each day. I conducted a wide range of activities which included creative craft academics, outings with the children and my main aim was to create a strong bond with them, make learning a fun and bring smile on their face.



a. Making Greetings card



b. Paintings on Coffee mugs done by the children



c. Celebrating my birthday with the children



d. Art lesson

Integration of one or more CAS strands in at least one project

(i) Creativity and Service

Attending Art Classes and putting up an exhibition to raise money for charity

In this project, I made oil paintings by myself and held an exhibition cum sale of these. I sold the paintings and gave the money to *Suryakiran*, our evening school for the underprivileged children and Disha Foundation where I volunteer. In the process, I had to work with the authorities at the Birla Academy, where I held my exhibition. I also had to interact with family members, friends, teachers and other acquaintances, so that they come for the exhibition and make this project a success.



a. Painting exhibition to raise money for charity



b. Media (newspaper) coverage