

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 occasionally 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

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: <ul style="list-style-type: none"> • creativity • activity • service? What are your ideas?
Bicycle repair clinics	
Children's programmes	
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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
	<p>Would this be:</p> <ul style="list-style-type: none">• creativity• activity• service? <p>What are your ideas?</p>