

Guiding questions for each learning outcome:

1. **INCREASED THEIR AWARENESS OF THEIR OWN STRENGTHS AND AREAS FOR GROWTH:** *Students are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.*
 - a. What strengths/skills did you discover you had?
 - b. What areas for growth did you discover?
 - c. How did you discover these (what happened)?
 - d. How will you develop areas for growth?
 - e. How did it feel to discover these?

2. **UNDERTAKEN NEW CHALLENGES:** *A new challenge may be an unfamiliar activity, or an extension to an existing one.*
 - a. How was this activity new to you?
 - b. How did it feel to try something new?
 - c. How did this activity go? Did it go well?
 - d. How did you overcome any obstacles you may have faced?

3. **PLANNED AND INITIATED ACTIVITIES:** *Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student led activities.*
 - a. What was the activity you planned?
 - b. What was your role in planning this activity?
 - c. How did it feel to be responsible for this activity?
 - d. How did the activity go? (Did it go as planned? How did you overcome obstacles that may have come up)?
 - e. How was planning an activity different from participating in an activity?

4. **WORKED COLLABORATIVELY WITH OTHERS:** *Collaboration can be shown in many different activities such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.*
 - a. Who did you work with?
 - b. What did you do/what was your role in the group?
 - c. How did it feel to work with other people?
 - d. How did people get along?
 - e. How did the group deal with obstacles that came up (either in planning or in relationships in the group)?

5. **SHOWN PERSERVERENCE AND COMMITMENT IN THEIR ACTIVITIES:** *At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.*

- a. What activity did you attend/do regularly?
- b. How did it show commitment? How often did you do this activity?
- c. Were there obstacles you overcame in order to stick with this activity?
- d. How did you overcome any obstacles?

6. ENGAGED WITH ISSUES OF GLOBAL IMPORTANCE: *Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly, etc.).*

- a. How does this activity relate to an issue that is of global concern?
- b. How does this issue affect people globally (you may have to do a little research)?
- c. How did your actions contribute to making things better?

7. CONSIDERED THE ETHICAL IMPLICATIONS OF THEIR ACTIONS:

Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with the CAS coordinator.

- a. In what ways did you act with honesty and integrity in this activity?
- b. How did this activity expose the attributes of a good person?
- c. Did the activity assist in introducing or reinforcing obligations we have as a member of society?
- d. What are some key personal attributes required to work fairly and justly with other people? How were they evident in this activity?
- e. Were you required to adhere to any rules/obligations in doing this activity? How well did you adhere to them?
- f. Did participating in this activity question or conflict in any way with the cultural/social guidelines in which the activity was held?

8. DEVELOPED NEW SKILLS: *As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.*

- a. What new skills did you develop?
- b. How did you develop them?
- c. How did it feel to develop a new skill?