

# CAS@Tamagawa

**Creativity, Action & Service**

## Student Guide

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玉川学園

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# Part 1

# Mission Statements and Ideologies

## International Baccalaureate Organization

### Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

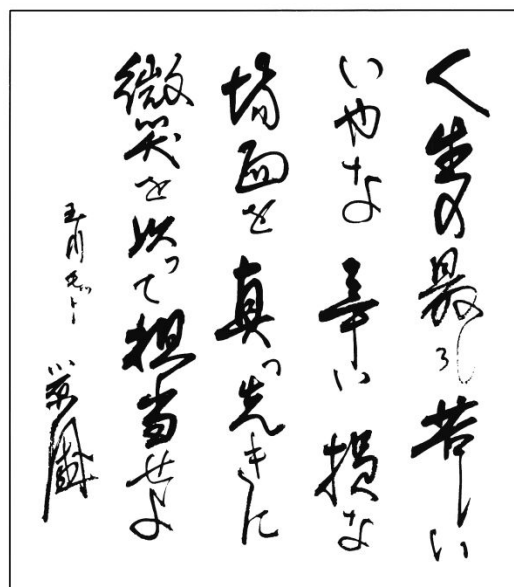
These programmes encourage students across the world to become active compassionate and lifelong learners who understand that other people, with their differences, can also be right.



## Tamagawa Academy K-12 & University Mission Statement

The mission of Tamagawa Academy is to produce the “whole” individuals who can contribute positively to both the Japanese and global society.

Tamagawa Academy is determined to cultivate pioneers in life capable of courageously facing challenges without fear of failure despite the many obstacles that may come their way.



The above quotation was written by Tamagawa Academy's founder, Kuniyoshi Obara. It can be translated as: Embrace life's most painful, trying, and unfavorable situations with a positive frame of mind.

## 12 Ideologies of Education at Tamagawa Academy K-12 & University

To achieve the above stated Tamagawa Academy K-12 & University mission, the school was founded on the following twelve ideologies of education.

### 1. "Zenjin" Education

An ideal form of education is to incorporate the values of human culture harmoniously into personality. Tamagawa Academy pursues education designed to foster the development of six values: truth, goodness, beauty, holiness, soundness and richness.

### 2. Respect for Individuality

Education must allow an individual to develop his or her unique self to the fullest, and achieve self-realization and fulfillment. Education with respect for individuality involves the development of each individual into a more attractive human being.

### 3. Self Study, Self Autonomy

Students need to learn autonomously, not only through instruction. The purpose of education at Tamagawa Academy is not merely to convey academic knowledge, but to enable students to acquire methods to find truths, through their own enthusiasm.

### 4. Highly Efficient Education

To provide smooth, efficient and appropriate education to each student, we endeavor to bolster students' academic enthusiasm and to improve efficiency, by improving the learning environment, carefully selecting teaching materials, improving teaching methods, using information technology (IT) and other means.

### 5. Education that is Scholarship

At the root of education, there are solid and eternally unchanging principles. To put these principles to work, arguments need to put forth based on evidence and scientific considerations must be accumulated, so that educational activities can be conducted with a firm belief.

### 6. Respect for Nature

Mother Nature has offered great opportunities for education. We believe that it is important to teach students to preserve our precious natural environment.

### 7. Trinity (children, parents, and teachers) in Education

The relationship between teachers and students needs to be full of warmth and trust. Cordiality is not the same thing as spoiling. As comrades pursuing the same scholastic area, disciplined but warm human relations should be appreciated.

### 8. "ROSAKU" Education

True moral and intellectual education is achieved only when students think, experience, try, create and act on their own. Tamagawa Academy aims at cultivating personalities with determination and a pragmatic mind, to integrate intellect and action through *ROSAKU*.

### 9. Uniting Opposites

We are citizens of one nation but also citizens of the world. We should always endeavor to find the best solution between two contradictory aspects, such as ourselves as individuals and ourselves as members of the society, ideals and reality, and freedom and rules.

### 10. One Who Walks the Extra Mile and One Who is a Pioneer in Life

A verse in the Gospel of Matthew says, "And whosoever shall compel thee to go a mile, go with him twain." Education at Tamagawa Academy aims to equip people with the practical capabilities of independently-minded pioneers, just like the salt that nourishes the ground and the light that falls on people.

### 11. 24-Hour Education

*Terakoya*, a traditional style of education in Japan, represents a true education that we can proudly present to the world. At *Terakoya*, teachers and students acted together, worked together, ate together, sung together and learned together. Tamagawa Academy does not aim at education within a limited time period, but at education that can be provided at any time and at all times.

### 12. Global Education

Today, internationally-minded people with a broad outlook and courage, who believe that the Earth is our home, are in demand. Tamagawa Academy aims to provide educational programs that can be offered at any place on Earth, to develop a broad international awareness among students.

## The IB Learner Profile

Through the IB Programmes, Tamagawa Academy strives to develop learners who exemplify all attributes of the IB Learner Profile, attributes which mesh well with the twelve ideologies of education at Tamagawa Academy and in particular the idealized Zenjin values of truth, goodness, beauty, holiness, soundness and richness. The IB Learner Profile attributes are listed below.

### *Inquirers*

Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

### *Knowledgeable*

Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

### *Thinkers*

Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

### *Communicators*

Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

### *Principled*

Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

### *Open-minded*

Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

### *Caring*

Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

### *Risk-takers*

Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

### *Balanced*

Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

### *Reflective*

Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

# Part 2

# What is CAS@Tamagawa?

*"There's no spell or curse except an involving heart".*

*--- L.P. Hartley in The Go-Between*

Knowledge alone can not support human ingenuity; creativity must be added to craft knowledge into progress. Thinking or mental action must be balanced by the body's need for movement; thinking and ingenuity without heart can lead to disaster.

Creativity, action and service is more than just a catchy phrase. It's a shorthand form of expressing our humanity -- our soul's need to create, our body's need for expressive, physical movement, our heart's need to help and support others.

*Our CAS motto at Tamagawa: Make it meaningful and make it real.*

1. Creativity: the arts and other experiences that involve creative thinking, whether it is making music, art, lesson plans for teaching English to children or recipes to form an international cookbook. This aspect of CAS involves you creating something new or challenging yourself by learning something outside the school curriculum.
2. Action: physical exertion contributing to a healthy lifestyle. Sports teams, yoga class, surfing, hiking or walking, if you get out and get physical in some way, you are satisfying the action aspect of CAS.
3. Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected. Build on what you learned in Service@Tamagawa and serve others in our community and the world.

CAS should involve

- Real, purposeful activities with significant outcomes;
- Personal challenges;
- Thoughtful consideration, revealing planning, reviewing progress, and reporting;
- Reflection on outcomes and personal learning.

CAS activities should

- Offer experiential learning: planning, doing, reflecting;
- Have a clear goal or outcome;
- Be planned and evaluated;



- Vary in length and the amount of commitment required from the student.

## Aims of CAS

The CAS Programme aims to develop students who are

- Reflective thinkers who understand their own strengths and limitations; identify goals and develop strategies for personal growth.
- Willing to accept new challenges and new roles.
- Aware of themselves as members of communities with responsibilities towards each other and the environment.
- Active participants in sustained, collaborative projects.
- Balanced students who enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

The CAS Programme continues for the 18 months of the DP course, starting April of Year 11 and typically completing in December of Year 12.

*Successful completion of CAS is a requirement for the award of the IB Diploma. CAS is not only part of the DP Core (along with TOK and your Extended Essay) and essential for holistic learning; CAS also connects to the Tamagawa 12 Ideologies of Education and the IB Learner Profile.*

## 12 Ideologies of Education and CAS

When students use their moral values to think of, create, and experience a CAS@Tamagawa activity they are achieving Rosaku education. Through developing their own creativity, by engaging in an active, healthy lifestyle, by service learning, students are also attaining the Self Study and Self Autonomy ideologies. A zenjin learner is a holistic learner, who learns with body, mind and spirit. We believe some of your most valuable life lessons will be outside the classroom (24 Hour Education) and we as teachers want you to unite opposites, show a deep respect for nature, and concern yourself with the worlds outside of your Tamagawa world. CAS is important to your overall education, not only as a core of the IB Diploma, but also how it aligns with Tamagawa Academy's ideals.

## The IB Learner Profile and CAS

CAS@Tamagawa activities directly link to the Learner Profile through the 8 Learning Outcomes.

### 8 Learning Outcomes of CAS

1. Increased awareness of strength and areas of growth	Reflective Balanced Thinkers
2. Undertaking new challenges.	Risk-taker Open-minded Balanced
3. Planned and initiated activities.	Inquirers Communicators Risk-takers
4. Working collaboratively with others.	Communicators Open-minded Principled
5. Showing perseverance and commitment.	Caring Principled Reflective
6. Engaged with issues of global importance.	Principled, Knowledgeable, Open-Minded
7. Consideration of ethical implications.	Thinkers Caring Reflective
8. Developing new skills.	Balanced Inquirers Risk-takers

## Step by Step: How to meet my DP CAS@Tamagawa REQUIREMENT

### *Plan Do Reflect*

1. Create your individual CAS programme, covering the 8 CAS Learning Outcomes and satisfying all three strands of Creativity Action and Service; (PLAN)
2. One of your activities must be a CAS PROJECT (PLAN) please see Appendix 1
3. For any out-of-school activity or project, you must gain prior arrival from the CAS coordinator with your CAS PROPOSAL FORM (PLAN) please see Appendix 2
4. You will keep track of your progress with Summaries, Reflections and Evidence on our MANAGEBAC website. (DO, REFLECT) Please see [Part 3](#) Intro to Managebac
5. You will have regular check-ins with the CAS coordinator, culminating in FOUR official interviews to collaborate on your CAS goals and progress. (REFLECT)
6. At least once in your CAS program, you will share an activity at an IB Assembly. (REFLECT)

*CAS activities can be initiated by students or the school. When thinking about a new activity, consider: Is the activity safe and secure, given the local circumstances? Is it an activity that will cause, or worsen, social divisions? Where are the learning opportunities for the students involved?*

*Use the lists on the following pages as your starting point, but you are responsible for creating your own individual CAS Programme that covers all three strands and the eight Learning Outcomes in a way that is meaningful and purposeful to you personally.*

*Make it meaningful. Make it real.*

## CAS@Tamagawa: Creativity

Art Club (provided by Tamagawa)	Choreography
Broadcast/ Theater Technology (provided by Tamagawa)	Creative writing - poems, short stories, plays, etc.
Brass Band (provided by Tamagawa)	Wood-work/ Design
Chorus (provided by Tamagawa)	Writing original songs
English Drama Club (provided by Tamagawa)	Learn a new musical instrument.
Handbell (girls) (provided by Tamagawa)	Learn an especially challenging piece of music/dance routine
IB Band (provided by Tamagawa)	Choreograph and participate in dance routine for sports events
Japanese Chess Club (provided by Tamagawa)	Perform music and dance in a new or especially challenging context (public audience, large audience, competition context)
Orchestra (provided by Tamagawa)	Do a world map mural project with younger students and teach about geography.
Robotics Club (provided by Tamagawa)	Teach art/music/dance to another person/group of people.
Yearbook (provided by Tamagawa)	Design a website for a school/non-profit/charity organization.
Take a ceramics class.	Design an awareness campaign for an environmental issue. This could include creating posters, creative announcements, creative presentations.
Start a photoblog or join new photographers groups on Flickr where you can share your photography and improve your photography.	Create a mini photography portfolio with a clearly defined theme, objective, and goal.
Design Programmes for UN Day/World Spelling Day/World Maths Day/International Literacy Day/Any other Day--be in charge and make it creative.	Write a poem or short story for the Yearbook.

## CAS@Tamagawa: Action

Aerobics-girls (provided by Tamagawa)	Dance classes
Archery (provided by Tamagawa)	Fitness training
Badminton (provided by Tamagawa)	Jogging/ running
Baseball-boys (provided by Tamagawa)	Hiking
Basketball (provided by Tamagawa)	Yoga classes
Cheerleader (provided by Tamagawa)	Climb a mountain.
Danish gymnastics (provided by Tamagawa)	Train and compete in a running race.
Football (provided by Tamagawa)	Help out in a community garden.
Golf (provided by Tamagawa)	Organise an activity such a mountain biking.
Judo (provided by Tamagawa)	Softball-girls (provided by Tamagawa)
Kendo (provided by Tamagawa)	Swimming (provided by Tamagawa)
Rugby (provided by Tamagawa)	Tennis (provided by Tamagawa)
Ski (provided by Tamagawa)	Track and Field (provided by Tamagawa)

## CAS@Tamagawa: Service

Thanks to our MYP Programme, Service@Tamagawa, there are many relationships already built in our larger community with opportunity for service. Please check Appendix 3 for a full list of service organizations.

Below is a list of some of the most popular Service activities our Tamagawa students have participated with in the last few years.

Beach Clean Japan (Tamagawa has links to this service)	Volunteer to help play with orphans at local orphanage
Lutheran World Service - Australia (Tamagawa has links to this service)	Teach singing/piano/guitar as a lunchtime or after school club
Machida Volunteer Centre (Tamagawa has links to this service)	Campaign the local government on an issue you feel strongly about.
Plan Japan (Tamagawa has links to this service)	Serve as a translator for school activities as and when needed.
Second Harvest (Tamagawa has links to this service)	Help a lower school club set up a website.
Unicef House (Tamagawa has links to this service)	Design and perform a creative skit about healthy eating habits for lower school.
Camps International (Tamagawa has links to this service)	Research healthy eating options and change Hungry Hideout food offerings.
Start a Model UN team	Design a poster campaign for healthy eating

## What is NOT a CAS activity?

- \* an activity you already do as part of your DP academic curriculum -- for example, part of your EE.
- \* Religious devotion.
- \* A passive pursuit, such as a visit to a museum, the theatre, concert, or sports event unless it clearly inspires work in a related activity in which a student is already engaged.
- \* Fund-raising with no clearly defined end in sight.
- \* an activity that lacks meaning, is trivial, or unauthentic. Walking your dog or watering your plants can not be action nor service unless you have authentic reasons why.
- \* any activity which you are paid for, financially or with other benefits.
- \* a required activity for an existing organization. For example, you may take dance lessons for your action element of CAS, but you can not add the annual dance recital as a special creativity or service activity if it is already required by the organization that you attend.
- \* An activity that lacks meaning or authenticity to you as a whole.

# Part 3



# An Introduction to Managebac

*(Summarizing your programme with recording and reflecting)*

Managebac is an online software/ website reporting system that helps Tamagawa Academy keep track of your CAS progress. Managebac is how you prove your participation and completion of your CAS Programme.

If a CAS Activity is not recorded in Managebac, it does not exist. Please set aside a time each week to update your CAS progress, as Managebac does require a considerable amount of writing and evidence to prove each activity.

There are two main areas of your CAS Managebac system: the (1) Summary and (2) Reflections and Evidence.

Summary requires you to explain each activity, enter in which Learning Outcomes you are meeting, and specify if it is Creativity, and/or Action, and/ or Service. Here is more information on Summaries:

## ➤ Summaries

Each summary must fully explain the CAS activity and make specific connections to every learning outcome you identify will be a part of this activity.

Follow this simple format:

Paragraph 1: With whom, where, what, when (duration, how many times a week or month, for how long, etc.) and why this activity is **meaningful** to you. Other questions to answer: how did you choose this activity? If it involves a skill (playing music, dancing) how long have you been involved and why did you start? If involving service -- how did you learn about this service opportunity? what do you hope to achieve with this activity? In short, EVERYTHING to completely describe this activity and why it fits our CAS Tamagawa motto: make it meaningful.

Paragraph 2 (and all subsequent paragraphs) --

Start the paragraph with a learning outcome heading. Then, specifically explain how this activity fits the learning outcome, your goals/ hopes in targeting this learning outcome, and what you anticipate will be the challenges and rewards, SPECIFICALLY to this activity.

Continue this format until you have addressed every learning outcome that you include for the activity.

Please see [Appendix 4](#) for a model summary.

➤ **Reflections and Evidence:**

Once you have an activity approved and entered in as a Summary, you are ready to start filling in Reflections and Evidence.

The number of Reflections and Evidence depends on the length of the activity. A one-time event (like a Beach Clean-up or a Fun-Run) may only require one or two entries. An on-going activity will need to be Reflected on every month or so, depending on the nature of the activity.

**Reflections:**

Because the reflection asks you to reflect and consider your learning or your process as you go through the activity, a diary-style form is appropriate. Diary-style form means start each entry with a date, and don't worry about formal, academic language. You do need to think about your learning outcomes, however, and be sure to address them in your entries.

Ask yourself questions to help yourself truly consider and reflect on the activity from all sides: Are you learning what you expected to learn? How? How are things different than what you expected before you started this activity? What life lesson could you take away from your experiences? What are the negatives and positives of what you are doing? How do you know your efforts are rewarding? What feelings do you experience during your activity?

Again, as with your summary, you must specifically address the learning outcomes, but in the case of on-going activities, you may only focus on one outcome per reflection -- or two or three may come up at the same time. Regardless, carefully consider your learning outcomes and how you are progressing, but make it real and meaningful. If you are not truly collaborating, reflect on why NOT. Your reflection is a chance to do just that --- reflect on what and why you are doing this activity.

**These questions can be found at the bottom of the MANAGEBAC page when you enter in a new Reflection -- you may use these questions to help you in your thoughtful reflections.**

### ➤ Managebac Questions

To guide your reflection, you may consider the following at different stages of an activity (prior to starting, during, and after completion):

- What do you perceive and notice?
- How you feel being involved?
- What do you think and feel about the activity itself?
- What does the activity mean to you?
- What value does the activity have?
- What did you learn from this activity, and how might you extrapolate from this to apply any lesson to your life more generally?

- **Evidence -- evidence is pretty straightforward. Prove your involvement with media, supporting documents, presentations, photographs or other ways to visually justify your words.**

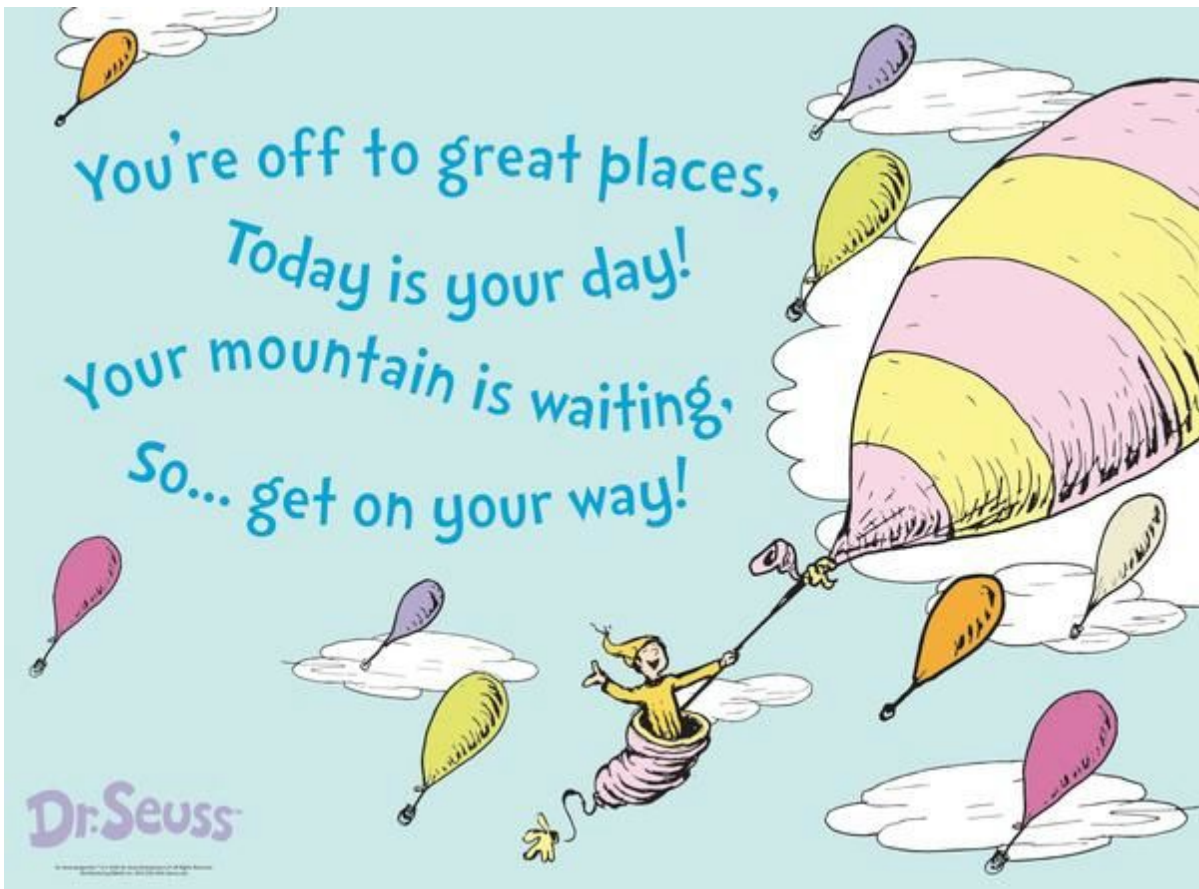
[Please see Appendix 5 for model Reflections and Evidence. .](#)

### Common Managebac Pitfalls

1. Students let too much time pass in-between updating CAS activities, and thus have a considerable amount of writing to do in order to catch up. **MAKE A PLAN** and stick to it -- a half hour a week or two hours a month devoted to updating CAS.
2. Students do not write enough for their Summary/ or Reflections. Please follow this guide closely so that you do not waste time entering an activity improperly.
3. Students forget their Managebac log-in. Just email your CAS Coordinator to send you a new invite. **IF YOU ARE SIGNING** into Managebac regularly, chances are you will not forget your log-in. **SIGN IN REGULARLY.**
4. Communication is the key. Managebac is an easy to master online systems, but don't forget to communicate regularly with your CAS Coordinator. Managebac is convenient to record and ultimately prove your CAS requirement, but collaborating with your Coordinator and your peers is the essence of CAS beliefs, so don't forget to make it meaningful and real by keeping CAS an active, creative part of your life.

# Part 4

# CAS@Tamagawa: You are now on your way!



CAS is your chance to expand your classroom learning to the world.

Make it meaningful and real.

Keep ManageBac up to date.

Enjoy CAS --- it is a reminder of what education is truly for: a balanced life of creativity and action, where you help others and constantly push yourself to grow.

## Frequently Asked Questions:

1. I only have one action activity, but many service and creativity activities. Is this okay?

It is up to you how you construct your CAS program; the IB requires that you cover all three strands of CAS, but Tamagawa Academy recommends you participate in all strands at least TWICE. Remember, activities can be on-going or a one-day event.

2. I want to create t-shirts and sell them as a fundraiser to raise money for a local seniors club. What do I need to do?

ANY activity that involves money must be approved by Morimoto sensei and then the CAS Coordinator.

3. I am running a road race in February. No one is helping me with my training. Who do I put down as my supervisor?

For any questions about supervisors, please see your CAS coordinator. If your activity fits CAS, we will find a supervisor for you.

4. I heard there are overseas programs for service learning that can count for CAS. Does Tamagawa help pay for those programs?

No. There are many great overseas organizations, and travel can be a great teacher and experience in itself. However, there are many local organizations that are just as needy and rewarding, and do not involve the cost of international travel.

5. Does Round Square, MUN, Student Council, Yearbook, etc. count for CAS?

There are many Tamagawa groups participating in activities that can be considered CAS. MERELY BEING A MEMBER OF A GROUP is not CAS, however. You must write up the specific activity and relate the activity to CAS. Please see your CAS coordinator with any questions.

6. When must I complete CAS?

Although the IB requires your CAS to be completed within a year of graduation, Tamagawa students complete their CAS by December of their senior year, immediately after their IB External Exams are finished.

7. I have a great Service@Tamagawa activity -- may I use it for CAS?

Using the connections you made with Service@Tamagawa is one of the advantages of our great MYP Service Program, but it must be a new activity. For example, if you completed an Enoshima Beach Clean-up in 9th grade, you may participate in a new Enoshima Beach Clean your 11th grade year for a CAS Activity.

## The CAS PROJECT

### *CAS Projects at Tamagawa Academy*

#### *learning about the project through inquiry*

Q: What is the difference between a CAS Project and a normal CAS Activity?

A: Like all Tamagawa accepted CAS activities, the Project must be meaningful - meaningful to you personally, but in the case of the Project, meaningful in a larger context. The project is your chance to connect with a global issue of importance, or to make the adage 'think globally, act locally' a reality.

Your project may be concerned with such issues as education, poverty, discrimination, health -- so you may organize on-going, free English lessons for children, plan, fundraise and donate goods to an orphanage, raise awareness on discrimination or a global health issue in an on-going project.

Q. Are there any special time requirements or other considerations?

A: A main focus in a Project is that you combine more than one strand of CAS, so creativity with service or action with creativity, or choose a project that incorporates all three.

Although there is no set time limit, the CAS guide encourages that all projects be of 'significant duration'. As the project is a special part of your CAS requirement, you should devote adequate time and preparation into fully completing a Project. As the name implies, a project is **not** a one-off event.

Q. Do I create a CAS Project alone?

A: Absolutely not! In fact, one important aspect of the CAS Project is the chance to collaborate with others in order to create a project that is mutually meaningful and authentic. You should create a CAS Project with one or more of your classmates.

Q. What are some examples of Tamagawa CAS Projects?

---Soap Making to sell as a fundraiser: Combining creativity and service, the girls also developed a project that played into their mutual interest of science with soap-making.

---- OCC (Operation Christmas Child): Christmas collection for an orphanage. The group organized a year in advance, researching orphanages, planning their fundraiser, and ultimately sending out Christmas presents the December of their 12th grade year. Creativity and Service.

----Kindergarten Fun: Students planned a series of Fun Days for a local kindergarten, teaching music, leading physical activities and games, and teaching English. Creativity, Action, and Service.

There are endless possibilities for authentic collaborations for CAS Projects.



## CAS Proposal Form

### Tamagawa Academy IB Programme

CAS Activity Proposal Form: to be completed BEFORE starting any outside activity.

	Student Name:			
	Purpose/Grade:	Creativity Service	Action	11 12
	<b>PART I: Overview of Activity</b>			
	Activity name/ brief description/ :			
	Duration:	Start:	End:	On-going
	<b>PART II: Charity/ Organization/ Club or NPO Information</b>			
	Organization's Name			
	Organization's Address			
	Contact's Name			
	Telephone Number			
	E-Mail Address			
	<b>PART III: Contact Information</b>			
	Student Contact:	Cell Phone Number:	Cell Phone E-Mail:	

	Parent Contact:	Cell Phone Number:	Cell Phone E-Mail:	
		Home Phone Number:	Home E-Mail:	

**PART V: Signatures and Approval**

<p>____/____/____ Mo/Day/Year</p>	<p>_____</p> <p>_____</p> <p>CAS Coordinator's Name <span style="float: right;">Signature</span></p>
<p>____/____/____ Mo/Day/Year</p>	<p>_____</p> <p>_____</p> <p>Student's First and Last Name Signature</p>
<p>____/____/____ Mo/Day/Year</p>	<p>_____</p> <p>_____</p> <p>Parent's First and Last Name <span style="float: right;">Signature</span></p>
<p>____/____/____ Mo/Day/Year</p>	<p>_____</p> <p>_____</p> <p>Head of Programme's Name Signature</p>

Appendix 3 Service Learning in the Greater Tokyo Area

Organisation	Address	Phone Number Fax	Website	Email contact
Beach Clean	〒 251-0035 神奈川県藤沢市 片瀬海岸2-19-1	0046 29 9960 (代表) 0046 29 9964 (団体)	<a href="http://www.enosui.com/event.php?month=6#top">http://www.enosui.com/event.php?month=6#top</a>	
Camps International	Unit 10 Kingfisher Park, Headlands Business Park, Salisbury Road, Ringwood, BH24 3NX •	0844 8001127	<a href="http://www.campsinternational.com">http://www.campsinternational.com</a>	Benoit Ratigan <a href="mailto:Benoit@campsinternational.co.uk">Benoit@campsinternational.co.uk</a>

Organisation	Address	Phone Number Fax	Website	Email contact
Lutheran World Service	PO Box 488 Albury Australia NSW 2640	1300 763 407	<a href="http://www.alws.org.au/grace">www.alws.org.au/grace</a>	<a href="mailto:lca.administration@lca.org.au">lca.administration@lca.org.au</a>
Machida Vounteer Center	〒 194-0012 1700-9 Kanemori, Machida, Tokyo	042-788- 4181	<a href="http://www6.ocn.ne.jp/~baan/info.htm">http://www6.ocn.ne.jp/~baan/info.htm</a>	
Plan Japan	10F& 11F SunTowers Building Sangenjaya 〒 154-8545 2-11-2 Setagaya-ku Tokyo	03-5481-0030  03-5481-6200	<a href="http://www.plan-japan.org/home/english/">http://www.plan-japan.org/home/english/</a>	Miho Otani <a href="mailto:Otani@plan-japan.org">Otani@plan-japan.org</a>
Seifuen Nursing Home Machida	7-17-13 Kanei Machida-shi, Tokyo 〒195-0072	042-735-3000	<a href="http://www.seifu-en.com">http://www.seifu-en.com</a>	Hiroshi Ishihara <a href="mailto:ishihara.h@san-ikukai.or.jp">ishihara.h@san-ikukai.or.jp</a>

<b>Second Harvest</b>	Mizuta Building 1F 〒111-053 4-5-1 Asakusabashi, Taito-ku Tokyo	03 3838 3827	<a href="http://www.2hj.org/">http://www.2hj.org/</a>	Patricia Decker <a href="mailto:volunteer@2hj.org">volunteer@2hj.org</a>
<b>Tokyo English Lifeline</b>	〒107-0062 5-4-22 Minami Aoyama, Minato-ku, Tokyo	03 3498 0261 03 3498 0272	<a href="http://www.telljp.com/">http://www.telljp.com/</a>	Christian Stevenson <a href="mailto:lifeline1@telljp.com">lifeline1@telljp.com</a>
<b>UNICEF House Japan Committee for UNICEF</b>	〒108-8607 4-6-12, Takanawa Minato-ku, Tokyo Japan	03 5789 2014 03 5789-2034	<a href="http://www.unicef.or.jp/">http://www.unicef.or.jp/</a>	

## Charities in Tokyo

Charity	World Vision Japan
Website	<a href="http://www.worldvision.jp/">http://www.worldvision.jp/</a>
Charity profile	Assistance promotional activities for people suffering from poverty, famine, disaster and war.

Charity	Religions for Peace
Website	<a href="http://saas01.netcommons.net/wcrp/htdocs/">http://saas01.netcommons.net/wcrp/htdocs/</a>
Charity profile	To recognize the importance of human dignity and life, Human Rights and the environment. We actively support and give service to others.

Charity	UNICEF Japan
Website	<a href="http://www.unicef.or.jp/">http://www.unicef.or.jp/</a>
Charity profile	UNICEF is part of the United Nations working for the rights of children.

Charity	Variety International Japan
Website	<a href="http://www.variety-club-japan.jp/">http://www.variety-club-japan.jp/</a>
Charity profile	Variety International Japan supports children with disabilities.

Charity	United Nations High Commissioner for Refugees UNHCR Japan
Website	<a href="http://www.unhcr.or.jp/html/index.html">http://www.unhcr.or.jp/html/index.html</a>
Charity profile	The UNHCR leads international action for the protection of refugees around the world effected by conflict and persecution.

Charity	UNFPA Japan
Website	<a href="http://www.unfpa.or.jp/">http://www.unfpa.or.jp/</a>

Charity profile	The United Nations Population Fund supports technology programs in developing countries around the world
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Charity	Service for Peace
Website	<a href="http://www.sfpjapan.org/">http://www.sfpjapan.org/</a>
Charity profile	Service For Peace aims to create peace around the world through learning and volunteer activities.

Charity	Service Civil International Japan
Website	<a href="http://www.sci-japan.org/">http://www.sci-japan.org/</a>
Charity profile	SCI is an international peace organization wanting to deepen people`s understanding and respect for each other, and thereby contributing to world peace .

Charity	Plan Japan Charity.
Website	<a href="http://www.plan-japan.org/">http://www.plan-japan.org/</a>
Charity profile	Plan is based on humanitarian principles, promoting children`s rights.

Charity	Peace Winds Japan
Website	<a href="http://www.peace-winds.org/">http://www.peace-winds.org/</a>
Charity profile	Peace Winds Japan is dedicated to the support of people in distress, threatened by conflict, poverty, or other turmoil.

Charity	Oxfam Japan
Website	<a href="http://www.oxfam.jp/">http://www.oxfam.jp/</a>
Charity profile	Oxfam aims to reduce the devastating impact of poverty in the world. Oxfam believe that everyone is entitled to a life of dignity and opportunity.

Charity	Nature Conservation Society of Japan
Website	<a href="http://www.nacsj.or.jp/">http://www.nacsj.or.jp/</a>
Charity profile	The Nature Conservation Society of Japan is trying to solve environmental problems.

Charity	Medecins Sans Frontieres
Website	<a href="http://www.msf.or.jp/">http://www.msf.or.jp/</a>
Charity profile	Medecins Sans Frontieres provides emergency medical assistance to people in crisis, sending doctors, nurses and other staff overseas.

Charity	Medecins Du Monde
Website	<a href="http://www.mdm.or.jp/">http://www.mdm.or.jp/</a>
Charity profile	Medecins Du Monde sends volunteer medical professionals around the world, working in humanitarian medical aid.

Charity	Japan Initiative for Youth Development
Website	<a href="http://www.jiyd.org/">http://www.jiyd.org/</a>

Charity profile	JIYD hope to promote opportunities for Japanese youth become self-sustainable and physically and mentally healthy.
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Charity	Japan Environment Association
Website	<a href="http://www.jeas.or.jp/">http://www.jeas.or.jp/</a>
Charity profile	The Japan Environment Association aims to raise public awareness and assist people's environmental conservation activities, building a sustainable society.

Charity	Shadan Hojin Jiyu Jinken Kyokai JCLU
Website	<a href="http://www.jclu.org/">http://www.jclu.org/</a>
Charity profile	The Japan Civil Liberties Union (JCLU) aims to protect and promote human rights for all people.

Charity	Japan Center For A Sustainable Environment And Society
Website	<a href="http://www.jacses.org/">http://www.jacses.org/</a>
Charity profile	JACSES aims to realize a sustainable environment and society in Japan and around the world.

Charity	Katariba
Website	<a href="http://katariba.or.jp/english/">http://katariba.or.jp/english/</a>
Charity profile	An Tokyo educational NPO that also connects to Tohoku. 'My Project' is a recommended CAS activity that would satisfy your CAS Project.

Charity	Habitat for Humanity Japan Charity
Website	<a href="http://www.habitatjp.org/">http://www.habitatjp.org/</a>
Charity profile	Habitat for Humanity aims to develop communities with people in need by building and renovating houses. The Habitat staff continues to work with disaster victims around the world, even after many aid agencies leave.

Charity	Greenpeace Japan Charity In Tokyo Japan
Website	<a href="http://www.greenpeace.org/japan/ja/">http://www.greenpeace.org/japan/ja/</a>
Charity profile	Greenpeace aims to solve the problem of climate change and energy, protect the marine ecosystem, and prevent the risks of genetically modified exercise, and pursue activities such as peace and disarmament.

Charity	Greenheart Project
Website	<a href="http://www.greenheartproject.org/en/">http://www.greenheartproject.org/en/</a>
Charity profile	The Greenheart Project is a centered around a sailing cargo ship which works with charities and governments to load aid supplies, medical and educational donations, and development support.

Charity	Global Environment Information Centre
Website	<a href="http://www.geic.or.jp/">http://www.geic.or.jp/</a>

Charity profile	GEIC aims to improve the involvement of civil society groups and people in environmental issues.
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Charity	Friends Of The Earth Japan
Website	<a href="http://www.foejapan.org/">http://www.foejapan.org/</a>
Charity profile	Friends of the Earth`s vision is to create a sustainable society where all life on the planet is in harmony and all may live a rich life.

Charity	Foundation For International Development/relief
Website	<a href="http://www.fidr.or.jp/">http://www.fidr.or.jp/</a>
Charity profile	The Foundation for International Development/Relief is dedicated to providing assistance to developing countries.

Charity	Earthwatch Japan
Website	<a href="http://www.earthwatch.jp/">http://www.earthwatch.jp/</a>
Charity profile	Earthwatch aims to research wildlife ecology and conservation, such as climate change.

Charity	Conservation International Japan
Website	<a href="http://www.conservation.org/sites/japan/Pages/partnerlandin g.aspx">http://www.conservation.org/sites/japan/Pages/partnerlandin g.aspx</a>
Charity profile	Conservation International`s mission is to conserve the Earth's living heritage and to demonstrate that human societies are able to live with nature.

Charity	Cheetah Conservation Fund
Website	<a href="http://www.ccfjapan.org/">http://www.ccfjapan.org/</a>
Charity profile	The Japanese Cheetah Conservation Fund is working in Africa with the aim of preserving the future of cheetahs.

Charity	Artists Without Borders - Artistes Du Monde
Website	<a href="http://www.artwit.org/">http://www.artwit.org/</a>
Charity profile	Artists Without Borders brings psychological relief to the victims of war in the form of art and/or entertainment. Priority is given to help the displaced and refugees of ethnic conflicts and civil wars.

Charity	Caritas Japan
Website	<a href="http://www.caritas.jp/">http://www.caritas.jp/</a>
Charity profile	Caritas Japan cooperates with the Catholic Church in the field of relief, welfare and development.

Charity	Care Japan
Website	<a href="http://www.careintjp.org/">http://www.careintjp.org/</a>
Charity profile	Care is a humanitarian organization fighting global poverty, dedicated to helping the world's poorest communities solve their most threatening problems.

Charity	Borneo Orangutan Survival Foundation
Website	<a href="http://www.bos-japan.jp/">http://www.bos-japan.jp/</a>
Charity profile	Borneo Orang Utan Survival Foundation aims to save Orangutans from extinction and support them to live independently.

Charity	BHN Association Charity
Website	<a href="http://www.bhn.or.jp/">http://www.bhn.or.jp/</a>
Charity profile	Basic Human Needs Association`s mission is humanitarian assistance by promoting basic human needs of the people in developing countries and in disaster areas.

Charity	Amnesty International Japan
Website	<a href="http://www.amnesty.or.jp">http://www.amnesty.or.jp</a>
Charity profile	Amnesty International campaigns against human rights violations. It wishes to see all of the "Universal Declaration of Human Rights applied in every country



## A Model Summary

**Goal:** I will be making posters/videos and put on Youtube for "dialog in the dark" and other events that "Children Environment Association" hold on. For videos, I will be making it for Japanese version and English version so that more people can watch my video and understand. This CAS project is related with "Children Environment Association" like my another CAS project called "sending postcards to children in Fukushima who got affected by disaster 3.11" However, this time, this project is not related with any disaster.

**Increased awareness of your strengths and areas for growth:**

I always liked designing things. Not just posters, but I also made commercial video during English class in grade 9. And that was quite successful. So, in this CAS activity, I will be using my skill to make posters and videos to let many people know about the activity called "dialog in the dark" and also other events that "Children Environment Association" hold on. This is a good chance for me to grow my skill as well because I think this is my first time to create posters or videos about something related with society for society.

**Undertaking new challenges:**

It is challenging for me because this activity is something that I planned from the beginning, and I have to contact all the staffs from the association to process my project.

**Planned and initiated activities:**

Actually, this CAS project will be processed simultaneously with another CAS activity called "sending postcards to children in Fukushima who got affected by disaster 3.11" because when I have meeting with staffs from there, I would have to talk about both things. But, they are different project. As I wrote above, I would be making posters and videos, and I would have to have a meeting with staffs and get permission.

**Working collaboratively with others:**

This project cannot be done just by my self because the process before I actually make posters and videos is much longer and important. I could even say that I am more focusing on communicating with members of society to succeed my own project. I would have to contact them with nobody's help to set a date for meeting and I would also have to keep contacting them while processing this project.

**Show perseverance and commitment:**

I'm going to show perseverance and commitment throughout the left school time by having presentations at the IB assembly occasionally. I would present the posters I make and suggest students to try the activity called "dialog in the dark" because I think this is really suitable for IB students. Also, I would present videos as well.

**Engaged with issues of global importance:**

The association I am planning to help is related with global issue and is managed in a social act as well, so there is some regulation. Therefore, I cannot process this project just by myself in a way that I want to. I have to contact with Mrs. Kiyoe Shimura and talk with her how I will be processing this activity.

**Consider ethical implications:**

I believe that the project I'm planning to do is very ethical to the environment and people both because I am trying to spread information about events that are definitely good for people and environments both. By this project, people would be more aware of those kind of activities or events and learn how to communicate with people more. And that would help the society or the world.

**Develop new skills:**

I strongly believe that this project will be a big chance to develop my new skills for example, contacting with a group or person who is outside of school without any body's help. Also, I planned this project by myself, so I think I could develop planning a new thing at the first part of this project. Moreover, I will be able to develop my communication skill, designing skill, and making appointments.

## **A Model Reflections and Evidence**

### **On-going Activity:**

Starting in July of 2013, the student continued this activity until December 2014, when she wrote her concluding entry to finish the activity. The student posted a total of 12 times for this on-going activity, posting photos and updates and consistently referring to her Learning Outcomes. Here is her final post, labeled Conclusion.

### **CONCLUSION**

**Increased awareness of your strengths and areas for growth:** I was able to use my strength which is communicational skill while having a meeting with the advertisement staff and a representative of DID. Also, I like creating advertisements, so I was able to use my strength and grow my strength at the same time.

**Undertaking new challenges:** Through this activity, I faced many new challenges. First of all, it was my first time to have a formal meeting with advertisement staff and also a representative of a group. I experienced many professional things. Also, it was my first time to create an activity and cooperate with a NPO group.

**Planned and initiated activities:** When I first started this activity, I had to have a clear plan, so sent a proposal to the group. This activity needed a careful planning.

**Working collaboratively with others:** Through this activity, I worked collaboratively with the advertisement staffs of Dialog in the Dark and also the representative of the group.

**Show perseverance and commitment:** I could show perseverance and commitment by continuing this activity for a long time and continuously making poster advertisements.

**Engaged with issues of global importance:** I was able to spread the activity of Dialog in the Dark and spread the importance of thinking from diverse perspectives such as from a visually impaired people's perspective.

**Consider ethical implications:** I considered ethical implications by spreading the importance of DID activity. I believe that the activity DID holds helps people to think a thing from many different perspectives and realize that there is not only one way to think about a thing.

**Develop new skills:** I was able to develop my skills of thinking creatively through having a meeting with an advertisement staff. Also, I learnt how to make a formal proposal paper.

### **A one-time activity**

For this activity, the student posted twice over a span of one week. The first post included photos and a general description of what happened on the day of this event, with some reference to her learning outcomes. The second post acted as her conclusion, copied here:

## CONCLUSION

Through Second Harvest, I was able to know the reality of poverty issue in Japan which is a developed country. Japan still having a poverty issue means that there are much more poverty issues going on in less developed countries, which made me get shocked. Even though I attended this activity only once, I was able to help other staffs and also use my strength, communication skills. Moreover, I learnt how to cook a large amount of food which was a precious experience because I have never seen or tried it before. I would like to attend Second Harvest again and also spread the information to the others.