



SOUTHSIDE HIGH SCHOOL

Creativity, Activity, Service (CAS) Booklet

WHAT IS CAS?

Creativity	Exploring and extending ideas leading to an original or interpretive product or performance
Action	Physical exertion contributing to a healthy lifestyle
Service	Collaborative and reciprocal engagement with the community in response to an authentic need

CAS should involve:

- Real, purposeful activities that meet one or more of the 7 learning outcomes.
- Personal challenge --- tasks must extend the student and be achievable in scope.
- Students use the CAS stages (investigation, preparation, action, reflection, and demonstration) to guide CAS experiences and projects.
- Thoughtful consideration, such as planning, reviewing progress, and reporting
- Evidence and reflection on outcomes and personal learning

CAS LEARNING OUTCOMES

As a result of their CAS experience as a whole, there should be evidence/documentation that students have participated in experiences/projects that involve one or more of the following outcomes (all 7 need to be achieved by the end of the CAS program):

1. **Identify own strengths and develop areas for growth:** Students can see themselves as individuals with various abilities and skills, of which some are more developed than others.
2. **Demonstrate that challenges have been undertaken, developing new skills in the process:** A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
3. **Demonstrate how to initiate and plan a CAS experience:** Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience or launching a new idea or process.
4. **Show commitment to and perseverance in CAS experiences:** Students demonstrate regular involvement and active engagement in CAS.
5. **Demonstrate the skills and recognize the benefits of working collaboratively:** Students can identify, demonstrate, and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6. **Demonstrate engagement with issues of global significance:** Students can identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally, or internationally.
7. **Recognize and consider the ethics of choices and actions:** Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

All seven outcomes must be touched on for a student to complete the CAS requirement. Some may be demonstrated many times in various activities, but completion requires that they have evidence of meeting the outcome ***at least once.***

WHY IS CAS NECESSARY?

- CAS provides a vital counterbalance to the academic pressures of the rest of the Diploma Programme
- Assists students with being more willing to accept new challenges and new roles
- Enables the student to be a more reflective thinker
- Students become more aware of themselves as members of communities with responsibilities towards each other and the environment
- Students become active participants in sustained, collaborative projects
- ***Students are more than just a GPA!!!***

CAS - AN IB DIPLOMA REQUIREMENT

A student who fails to satisfy the CAS requirement will not be awarded the IB diploma even if all other diploma conditions have been satisfactorily fulfilled. Fulfillment of the CAS requirement involves the following:

- 18 months of continuous creativity, activity, and service experiences/projects (begin documenting this day one of junior year)
- Completion of documentation for CAS
- Presenting your final CAS 'portfolio'

CAS.....EVERYONE PLAYS A ROLE

Responsibilities:

CAS Coordinator (Corbett)	CAS Advisors (Assigned by Corbett, if needed)	Students
<ul style="list-style-type: none"> ● Provide info to students, parents, and faculty (including CAS Advisors) about the CAS requirement ● Assist CAS Advisors (if there are any) with understanding how to manage students ● Meet with students to discuss the initial personal self-review (beginning of junior year) ● Complete CAS exit interview (April of senior year) ● Oversee CAS documentation ● Make students aware of potential CAS experiences/projects ● Make sure that the school stays updated with the latest CAS information published by the IBO. 	<ul style="list-style-type: none"> ● Approve CAS experiences/projects ● If necessary, provide feedback to students about CAS experiences/projects (via email or in person) ● Meet with students in person at least 2 times (one time each during junior and senior year; to be done by the Coordinator in the absence of advisors) ● Communicate any CAS concerns to the CAS Coordinator 	<ul style="list-style-type: none"> ● Approach CAS with a proactive attitude ● Complete the CAS initial personal self-review ● Use the CAS stages (investigation, preparation, action, reflection, and demonstration) to guide CAS experiences and projects ● Have at least 3 meetings in person with CAS Coordinator ● Take part in at least one CAS project. ● Have a balance between the CAS strands (creativity, activity, service) ● Have a balance within the CAS strands (creativity, activity, service) ● Keep records of CAS experiences/projects, CAS questions answered and reflective evidence ● Ensure that there is an adult supervisor to verify CAS experiences/projects and that they complete a supervisor review at the end of each activity (must be a non-relative) ● Demonstrate that all 7 learning outcomes have been achieved (you will label posts with these) ● Have a final meeting to show reflection on CAS program and how the outcomes were met. ● Behave appropriately, ethically, and with integrity

RECORDING AND REPORTING CAS

All activities must go through pre-approval.

In order for a CAS experience/project to be approved, you must supply the following information (*a blank CAS Activity Log is assigned to each student on Google Classroom*):

- A *detailed description* of the activity as well as your *personal goal* for doing the activity.
- Indicate the CAS strand(s) to be addressed (creativity, activity, service)
- Identify which of the 7 learning outcomes will be addressed
- Identify an activity supervisor (*non-family member*) and list their name and email address

CAS Experiences & Projects

Students must take part in and **document CAS experiences and projects on a regular basis for a minimum of 18 months**. *The earliest that a student may begin to document CAS is July 1st of junior year, and all documentation must be completed by spring break of senior year.*

GUIDELINES FOR CAS EXPERIENCES AND CAS PROJECTS

The Initial Personal Self-Review

All students are required to complete the CAS Initial Personal Self-Review by Nov. 15th of junior year in the diploma program. This form will get students to begin making connections about how things they are currently doing or would like to pursue in the future may relate to their potential CAS experiences/projects.

The CAS Stages

The CAS stages (adapted from Cathryn Berger Kaye's "Five Stages of service learning", 2010) provide the framework for students to consider, make plans for, carry out, and reflect on their CAS experiences/projects. The five CAS stages are as follows:

- 1. Investigation** - Identifying interests, skills, and talents to potentially use for CAS experiences/projects and areas for personal growth and development.
- 2. Preparation** - Determining roles, responsibilities, necessary resources, and an action plan.
- 3. Action** - Implementation of the idea or plan to meet the CAS experience/project
- 4. Reflection** - Describing what happened, expressing feelings, formulating ideas, and making connections.
- 5. Demonstration** - Make it clearly known what was learned and accomplished.

CAS Experiences

The following guidelines should be applied when deciding if something may be considered a CAS experience:

- Meets one or more CAS strands
- Meets at least one of the CAS learning outcomes
- Based on a personal interest, skill, talent or opportunity for growth
- Provides opportunities to develop attributes of the IB learner profile
- Is not used or included in your DP course requirements

CAS Projects

All students must be involved in **at least one CAS project** (*In the pre-approval form, there is a box for students to check to let you know if that particular activity is a CAS project*).

Although only one is required, it is recommended that students engage in more than one CAS project over the duration of their CAS program. In addition to the criteria stated above for CAS experiences, the following must be in place in order for the experience to count as a CAS project:

- Is AT LEAST 1 month (4 weeks) in length from planning to completion

Completing CAS Experiences/Projects

In order for a CAS experiences/project to be marked as complete, the following must be done in addition to the information stated above (via the CAS Journal):

- Provide reflective evidence in the 'reflections' section (recommendation of 1 per week of activity)
- Have a completed supervisor review (through an email to Dr. Corbett or an uploaded evaluation)

Posting Reflective Evidence

For each CAS experience/project, students **must have some sort of reflective evidence posted on the collective CAS Journal (southsidecas.blogspot.com)**. Reflective evidence, in addition to a reflective statement, may be documented in the following ways:

- **Pictures (with captions)**

- Creating and posting the link to videos
- Creating and posting the link to websites
- Another creative form of reflection (*must be previously approved by the CAS Coordinator*)

There needs to be **at least one form of reflection for each experience/project**, but for longer range activities, students are encouraged to submit more reflective evidence in this section. **It is recommended to provide at least one form of reflective evidence per number of weeks that the activity occurs** (ex. For an activity taking place over 8 weeks, a student should have 8 forms of reflective evidence documented).

Additionally, students will need to **answer any additional questions posed by the CAS Coordinator** regarding any activities and reflections completed.

UNDERSTANDING THE CAS STRANDS

Below is a description of the CAS strands.

<p>CREATIVITY Exploring and extending ideas leading to an original or interpretive product or performance</p>	<p>May cover a wide range of arts and other activities that the student engages in to design and carry out service projects (creativity of the mind). Activities may include arts and crafts, choir, band, acting, debate, singing, dance, photography, or any other creative activity. Appropriate 'creative' CAS activities should not involve just "more of the same" (ex., more practice, more concerts, etc.) and should not met by the appreciation of the creativity of others (ex. attending a concert or art exhibition)</p>
<p>ACTION Physical exertion contributing to a healthy lifestyle</p>	<p>May include many types of physical activities such as participation in expeditions, individual and team sports and physical training. It can also include carrying out creative and service projects and service training. These activities include school or community sports, mountain climbing, skiing, gardening, martial arts classes or competitions, coaching, club participation, or any charitable activity participation, such as a March of Dimes Walkathon. Should not involve just "more of the same"----more practice. "Extending" the student may go further (ex., Trying a team sport instead of an individual sport, coaching a little league team, etc.).</p>
<p>SERVICE Collaborative and reciprocal engagement with the community in response to an authentic need</p>	<p>Involves community or social service. It can include environmental and international projects. Service work would consist of volunteering at a local hospital or nursing home, working on a Habitat for Humanity house, tutoring, participating in student government or service on community organizations or committees, working in a recycling program, or organizing your own recycling project. Service can also include participating in a local or international fundraising event and traveling to another country for humanitarian purposes. The service activity must have learning benefits, which rule out mundane, repetitive activities and "service" without real responsibility.</p>

CAS experiences/projects in the various CAS strands (creativity, activity, service) may fall into the categories below

<p>Ongoing</p>	<p>The student may already be engaged in an activity that falls into one or more CAS strands. Students may continue but are encouraged to extend or develop participation if appropriate.</p>	<ul style="list-style-type: none"> -Learning to play a new instrument for a school performance -Continuing service at the Humane Society but seeking a different area of expertise
<p>School-Based</p>	<p>Activities sponsored by the school or school organizations that may fall into one or more CAS strands.</p>	<ul style="list-style-type: none"> -Learning to play a new position on the school basketball team -Participating in the International Festival
<p>Community-based</p>	<p>Activities sponsored by the local community.</p>	<ul style="list-style-type: none"> -Working with a group to create a community garden
<p>Individual</p>	<p>The student engages in a solitary activity in which they work towards a personal goal.</p>	<ul style="list-style-type: none"> -Composing a song -Attending a gym

WHAT MAY COUNT AS CAS?

Generally, an experience/project may be **acceptable** if:

- The activity falls under one or more CAS strands (creativity, activity, service).
- The student can demonstrate how one or more learning outcomes will be met.
- The student can demonstrate how they will personally grow from the experience.
- The activity has real consequences or benefits for the student and/or others.

Unacceptable projects include

- Anything for which money is paid.
- Anything that is for a grade or needed for high school/IB credit.
- Time spent on simple, tedious, and/or repetitive tasks (ex. filing, replacing books on library shelves, shredding paper).
- Family duties, religious devotions, or proselytizing.
- Passive pursuits (ex. going to a museum or concert will not count as creative).
- Activities that cause division among different groups in the community.
- Any course that is part of your IB Diploma Programme

Political and Religious Activities

Since this is an international program of study, the IB has no view on whether or not it is appropriate for students to be involved in political/religious activities as part of their educational experience. When determining if an activity within one or both of these areas should be submitted for CAS approval, please consider the following:

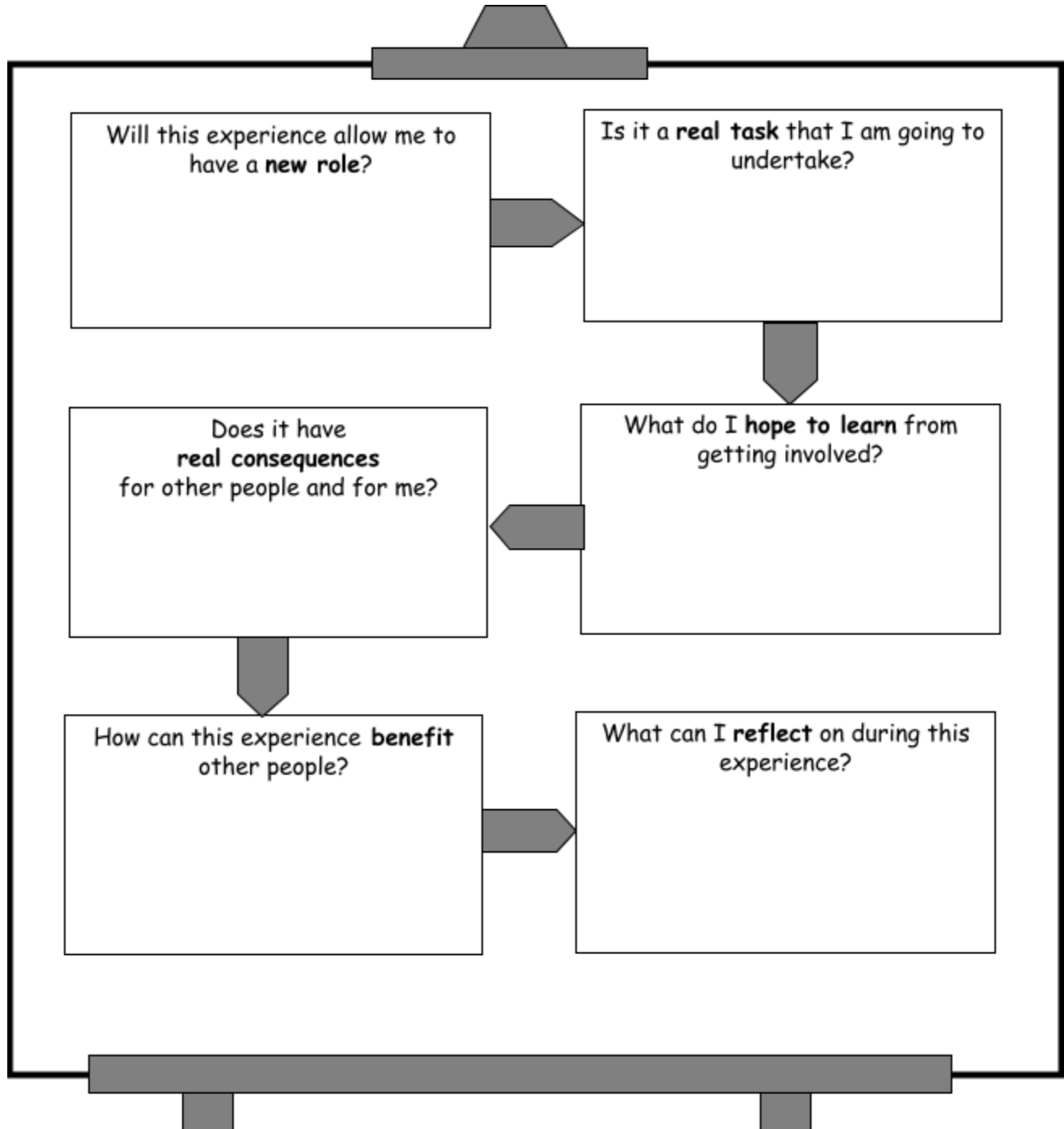
- Does the activity meet the requirements above for something that counts as CAS?
- Could the activity be interpreted as proselytizing by others?
- Does the religious activity take place during regularly scheduled worship?
- Is it an activity that will cause or worsen social divisions?
- Is the activity safe and secure, given the local circumstances?
- What are the learning opportunities for the student?

When in doubt, please discuss the activity description and goals with Dr. Corbett before beginning the activity to see if it will count.

Experience/Project:

GUIDING QUESTIONS

The following guiding questions may help you determine whether an intended experience/project qualifies as CAS:



Who will be my adult supervisor?: _____
Which strand(s) of CAS will this experience/project cover?: __C __A __S
Which of the learning outcomes does this experience/project meet?: __1 __2 __3 __4 __5 __6 __7

SAMPLE CAS EXPERIENCES & PROJECTS

CAS and the Diploma Programme

Students should be able to see connections between CAS and the various subject groups that they are studying in the Diploma Programme. Below are sample CAS experiences and projects and how they may be tied to the Diploma Programme groups:

	Sample CAS Experience/Project	<i>Creativity</i>	<i>Activity</i>	<i>Service</i>
Group 1 (Language & Literature)	Producing audiobooks for the blind	✓		✓
Group 2 (Language Acquisition)	Provide language lessons to those in need	✓		✓
Group 3 (Individuals & Societies)	Record the oral histories of people living in an elderly residential facility	✓		✓
Group 4 (Sciences)	Form an chemistry club for younger students	✓	✓	✓
Group 5 (Mathematics)	Help low-income groups with their taxes			✓
Group 6 (The Arts)	Take dance lessons that lead to a theatrical performance	✓	✓	

Additional Sample CAS Experiences & Projects

Activity	C	A	S
Teaching children with disabilities to swim	✓	✓	✓
Coaching a softball team	✓	✓	✓
Teaching young students how to play the guitar	✓		✓
Working with children to paint murals	✓	✓	✓
Choreographing a routine for the marching band	✓	✓	
Leading a hiking expedition	✓	✓	✓
Rehearse and perform a dance production for a community retirement home	✓	✓	✓
Exchanging artistic or musical skills with other local schools	✓		✓

CAS CALENDAR OF DEADLINES

<u>Junior</u>	<i>After the first day of school and by Nov. 15th</i>	<ul style="list-style-type: none"> ● Meeting with CAS Coordinator ● Students begin posting CAS experiences/projects
<u>Junior</u>	<i>Ongoing</i>	<ul style="list-style-type: none"> ● Regularly work on a variety of CAS experiences/projects ● Post reflective evidence frequently and complete CAS questions as experiences/projects are completed ● Update CAS AT LEAST once every two weeks ● Meet individually as needed with CAS Coordinator as needed
<u>Junior</u>	<i>By May 15th</i>	<ul style="list-style-type: none"> ● Discuss plans for summer CAS experiences/projects with CAS Coordinator
<u>Senior</u>	<i>By Sept. 15th</i>	<ul style="list-style-type: none"> ● Review CAS status with IB counselor
<u>Senior</u>	<i>Ongoing</i>	<ul style="list-style-type: none"> ● Regularly work on a variety of CAS experiences/projects ● Post reflective evidence frequently and complete CAS questions as experiences/projects are completed ● Update CAS AT LEAST once every two weeks ● Meet individually as needed with CAS Coordinator as needed
<u>Senior</u>	<i>By the Monday after spring break</i>	<ul style="list-style-type: none"> ● All CAS experiences/projects are completed along with all necessary documentation.
<u>Senior</u>	<i>By March 15th</i>	<ul style="list-style-type: none"> ● Meet with CAS Coordinator through to review all CAS experiences/projects and how the 7 learning outcomes were met. ● CAS Coordinator verifies completion of the CAS program

CAS PLANNING SHEET

<p>Experiences: List possible experiences you may have in or out of school. Include:</p> <ul style="list-style-type: none"> ● Service activities ● School clubs ● Sports activities ● Band/Music/Art ● Other 	<p>C, A, or S? Identify each activity as Creative, Activity, or Service (or a combination of the three)</p>	<p>Learning Outcomes: Identify the Learning Outcomes (#1-7 listed on the next page) you would accomplish with each experience. If an experience does not result in at least one learning outcome, then it is NOT A CAS EXPERIENCE</p>	<p>CAS Project: At least one of your experiences should last for a minimum of 1 month (4 weeks). Which of the experiences listed could be considered a CAS project?</p>

Bring this completed form with you to the CAS Coordinator by Nov. 15th of your junior year.