WHY CAS?

You are more than just a grade and CAS moves you out of the academic realm and encourages you to learn through real life experiences. As you participate in interesting activities we ask you to consider how these have affected you and how you have grown as a person through the experience. It should be challenging and enjoyable. **Successful completion of CAS is a requirement for the IB Diploma!**

Aims of CAS
You will:

- Reflect on your experiences-you understand your own strengths and limitations and you identify goals and strategies for personal growth.
- Accept and design new challenges and take on new roles.
- Develop an awareness of yourself as a member of communities with responsibilities toward others and the environment
- Participate in sustained, collaborative projects
- Balance your activities in a range of experiences involving intellect, physical, creative and emotional

Important to note:

- **CAS activities should continue on a regular basis over the 18-month period starting September of your Junior year and ending March 5 of your Senior year.**
- **Your activities should be reasonably balanced over the three areas Creativity, Action, and Service with approximately 50 hours each for a total of 150 hours.**
- **The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week).**
- **It is the experience and reflection upon the experience that is most important; this is not merely a logging of hours exercise.**
CAS
Creativity, Action, Service

CAS is the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. There are three interwoven strands characterized as follows:

**Creativity**
"In order for an activity to be considered creative, you must be making or creating something. Whether it be drawing your own sketches or composing your own music or dance routine and performing it, you must be the one creating it." “Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects” (IBO.org)

**Action**
In order for your activity to be considered action, you must be doing something physically challenging for you—physical exertion contributing to a healthy lifestyle. You could be playing on a sports team or dancing with a dance troop.

“Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects” (IBO.org)

**Service**
Service encompasses a host of community and social service activities. It is an unpaid and voluntary exchange that has a learning benefit for the server.

The rights, dignity and autonomy of all those involved are respected.

It involves interaction with others. Some examples include helping children or the elderly, working in food pantries, or hospitals, or cleaning a polluted river in your neighborhood.

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**Examples of approved CAS:**

<table>
<thead>
<tr>
<th>Creativity:</th>
<th>Action:</th>
<th>Service:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper</td>
<td>Stage Crew</td>
<td>Tutoring</td>
</tr>
<tr>
<td>Yearbook</td>
<td>Sailing, diving, wilderness, kayaking, forestry, hiking</td>
<td>Volunteering in hospitals, nursing homes, daycare, food pantry</td>
</tr>
<tr>
<td>Literary magazine</td>
<td>Land beautification projects</td>
<td>Red Cross, homeless shelters</td>
</tr>
<tr>
<td>Design for drama or dance</td>
<td>Competitive athletics</td>
<td>Coaching with recognized youth organizations</td>
</tr>
<tr>
<td>Choral or instrumental</td>
<td>Clubs or organizations involved</td>
<td>Service work with scouting program</td>
</tr>
<tr>
<td>Creating Music</td>
<td>With physical activity (yoga, karate(</td>
<td>Mission projects (Non- proselytizing)</td>
</tr>
<tr>
<td>Display at an art show</td>
<td>Biking</td>
<td>Habitat for Humanity</td>
</tr>
<tr>
<td>Art director</td>
<td>Running/Marathon</td>
<td>Tree planting, Humane Society</td>
</tr>
<tr>
<td>Theater costume designer/</td>
<td>Challenging exercise program</td>
<td>Preparing Model UN activities</td>
</tr>
<tr>
<td>Set designer</td>
<td></td>
<td>Recycling/Beautification/sustainability projects</td>
</tr>
</tbody>
</table>

WHAT MAKES IT CAS?

ALL CAS ACTIVITIES NEED TO MEET THESE FOUR CRITERIA:

1. Real purposeful activities, with significant outcomes
2. Personal challenge-tasks must extend you and be achievable in scope
3. Thoughtful consideration such as planning, reviewing progress and reporting
4. Reflection on outcomes and personal learning

CAS IS NOT...

- When you are in a passive rather than an active role. There should be interaction. If you are passive, nothing of real value, either for you or for others results from what you are doing.
- Any class, activity or project that is already part of your Diploma Programme course.
- An activity for which you are personally rewarded either financially or with some other benefit (unless this is passed on to some worthy cause)
- Doing simple, tedious and repetitive work, like shelving books or filling envelopes
- Working in a home for the elderly or for children where you have no contact with the children.
- A passive pursuit such as a visit to a museum, theater, art exhibit, concert or sports event
- All forms of duty within a family
- Work experience that only benefits you
- Fundraising with no clearly defined end in sight
- An activity where there is no leader or responsible adult on site to evaluate and confirm your performance
- Prostletising
- More of the same-what you already do with no new learning and challenge.

For more ideas of worthwhile service projects can be found by visiting the websites of various IB World Schools.
8 LEARNING OUTCOMES

As a result of your CAS experience as a whole, including your reflections, there must be evidence that you have:

Increased your awareness of your own strengths and areas for growth
You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.

Undertaken new challenges
A new challenge may be an unfamiliar activity, or an extension of an existing one.

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.

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.

Shown perseverance 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.

Engaged with issues of global importance
You 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).

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

Develop new skills
As with new challenges, new skills may be shown in activities that you have not previously undertaken, or in increased expertise in an established area.

***All eight outcomes must be present for completion of the CAS requirement. Some will be demonstrated many times in a variety of activities, but completion requires some evidence of every outcome. The focus on these outcomes emphasizes the quality of a CAS activity and its contribution to your personal development as most important.
YOUR CAS RESPONSIBILITIES:
The CAS programme is your responsibility. You “own” your CAS programme. We will provide
guidance; however, the CAS experience is personal and only you can build a program that meets
your needs. There are requirements that must be met.

1-Pre-planning (Appendix 1 &2)
You must self-review at the beginning of your CAS experience and set personal goals for what
you hope to achieve through your CAS programme. This will involve identifying your interests,
strengths, weaknesses, and resources. Goals for each activity must be approved by the CAS coordinator!

2-Create your CAS Plan (Appendix 3-4)
You must take part in a range of activities, including at least one project, which you initiated
yourself. You should take part in activities that involve you in the school community, local
community, national community, and the international community. You should plan on
spending half a day at school week (three to four hours per week) or approximately 150 hours
in total, with a reasonable balance between creativity, action and service (approximately 50
hours each). All activities must be pre-approved by the CAS coordinator!

Reminder -when creating your CAS plan it should include the following:
- Activities that vary in length and in the amount of commitment required, but none should
  be trivial. You should be considering activities that require a time commitment of between
  10 and 20 hours. However, it is the quality of a CAS activity that is of most importance, not
  the hours spent on it.
- Be involved in at least one project involving teamwork that integrates two or more of
  Creativity, Action and Service and is of significant duration.
- Activities that are a new challenge to you
- An activity that is an extension of an existing one
- Activities where you learn a new skill
- Participate in one or more activity that supports the IB theme “Sharing out Humanity”
  while engaging with issues of global importance (either locally, nationally, or
  internationally)
- As a rough rule of thumb you will be taking part in between six and eight substantial
  activities over the two year CAS programme, with at least two activities, and no more than
  five, in each category.
- At least one project that you initiated yourself

3-Carry out your CAS Plan-Do it! (Appendix 5)
You must plan your activities, carry them out, and reflect on what you have learned. All
activities require an adult (non-family member) supervisor and they need to complete the
supervisor form. If your supervisor is on NHS campus an email with the information will
suffice. Supervisor forms turned in upon completion of each activity and reflections on
your work should be documented at least every other week and will be reviewed by the
CAS coordinator.
4-Reflect, Record, and Report

You must keep records of your activities and achievements, including a list of the principal activities undertaken and take photos, whenever possible. Reflect about your activity weekly. *Different kinds of reflection work for different people.* Its extent should match the significance of the particular activity to you. There is no point writing lengthy accounts about relatively routine experiences.

<table>
<thead>
<tr>
<th>Reflection may be:</th>
<th>Documentation of reflection may be in the Form of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Public or private</td>
<td>• weblogs</td>
</tr>
<tr>
<td>• Individual or shared</td>
<td>• Illustrated displays</td>
</tr>
<tr>
<td>• Objective or subjective</td>
<td>• Scrapbooks</td>
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<tr>
<td></td>
<td>• Written notes</td>
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<td></td>
<td>• Journals</td>
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<td>• Videos</td>
</tr>
</tbody>
</table>

4A-On Developing Reflection, Recording, and Reporting

Reflection is a skill that needs to be developed. We do not assume it comes naturally and acknowledge that it is uncomfortable for some. Reflection develops over time and requires guidance and practice.

Fundamentally ask yourself questions such as:
- What did I plan to do?
- What did I do?
- What were the outcomes, for me and for others with whom I was working?

Go deeper:
- How did I feel?
- What did I perceive?
- What did I think about the activity?
- What did the activity mean to me?
- What was the value of the activity?
- What did I learn from the activity and how did this learning change my perspective? ...and that of others?

Consider ethical questions (the following examples are relating to service):
- What is service?
- Why is service to the family not considered a service?
- Am I trying to help or empower people with service?
- What obligation do I have to the person who is being served?
- How do I finish a service relationship?
- What do I do if the person does not want my service?
# CAS Calendar - Procedures and Major Deadlines

<table>
<thead>
<tr>
<th>Month</th>
<th>Grade 10</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAY</td>
<td><strong>CAS Information Session</strong> Study this handbook.</td>
<td>Your CAS programme starts on the first day of school.</td>
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<tr>
<td></td>
<td>See the CAS Coordinator to answer your questions about CAS. Design a first draft of your CAS programme you will attempt to follow for the next two years</td>
<td>Activities undertaken before the first day of school cannot count for CAS</td>
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<tr>
<td></td>
<td></td>
<td><strong>Self reflection and CAS Plan discussion meeting with CAS advisor</strong></td>
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<tr>
<td></td>
<td></td>
<td>Undertake activities, collect evidence and write reflections</td>
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<tr>
<td>JANUARY</td>
<td>2nd CAS Plan discussion meeting Interim review</td>
<td></td>
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<tr>
<td></td>
<td>(40 hours due)</td>
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<tr>
<td>MARCH</td>
<td>Make possible change to CAS plan if desired.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undertake activities, collect evidence and write reflections</td>
<td></td>
</tr>
<tr>
<td>APRIL</td>
<td>Make an appointment to see the CAS coordinator if you are not on track.</td>
<td></td>
</tr>
<tr>
<td>MAY</td>
<td>Your CAS programme should be at least 1/2 complete by the end of this month.</td>
<td>Meet with CAS Coordinator. Submit all reflective work (70-80 hours due)</td>
</tr>
<tr>
<td></td>
<td>Plan summer CAS activities.</td>
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<tr>
<td>JUNE - AUGUST</td>
<td>Vacation – time for outside school CAS activities.</td>
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<td>Activities can be uploaded over the summer, but the CAS Coordinator will not be checking CAS Manager every day.</td>
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<tr>
<td>SEPTEMBER</td>
<td>3rd CAS Plan discussion meeting (100 hours due)</td>
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<tr>
<td>Grade 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>Undertake activities, collect evidence and write reflections.</td>
<td>Make an appointment to see the CAS coordinator to discuss progress</td>
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<tr>
<td>DECEMBER</td>
<td>Undertake activities, collect evidence and write reflections</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(140 hours done)</td>
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<tr>
<td>JANUARY</td>
<td>You should be nearly done!</td>
<td>Compile your evidence that you have met the learning outcomes</td>
</tr>
<tr>
<td>FEBRUARY</td>
<td>Undertake activities, collect evidence and write reflections</td>
<td>Finalize everything this month.</td>
</tr>
<tr>
<td></td>
<td>Finalize everything this month.</td>
<td><strong>Print and submit 10 pages of evidence/reflection.</strong></td>
</tr>
<tr>
<td>MARCH</td>
<td>Final CAS Programme Presentation</td>
<td>Submission of CAS Completion Form (SFS) and 2-4 page essay.</td>
</tr>
</tbody>
</table>

**Monthly:**
- Undertake activities, collect evidence and write reflections
- Discuss your progress with IB group members.
- Attend monthly meetings in the Memorial Hall Classroom.
- Meet with your CAS advisor or CAS coordinator if necessary
- Check that your reflections are up to date
- Take photos, videos and keep your records
Appendix 4
DOES AN ACTIVITY QUALIFY?

You must have your CAS activities approved in advance by the CAS Coordinator. This sheet will help you determine if your planned activity is suitable for your CAS portfolio. You only need to complete this sheet if your CAS coordinator asks you to.

Complete the guiding questions below and complete the CAS Activity Evaluation Rubric on the back of this sheet.

Activity title: _______________________

Is the activity a **new role** for me?

Is it a **real task** that I am going to undertake?

Does it have **real consequences** for other people and for me?

What do I hope to **learn** from getting involved?

How can this activity **benefit other people**?

How does this activity relate to the **Learning Outcomes**?

How can I **reflect** on this activity?

**Have you found an adult supervisor yet?**
email address is:
telephone number is:
name is: