

Table of Contents

	Page
What is CAS?	2
What is not CAS?	3
IB learner profile	4
PHILOSOPHY/AIMS of CAS	5
8 LEARNING OUTCOMES	6
CAS Guidelines for SHHS	7
Timeline for SHHS CAS	8
Student Checklist	9
Tips for parents	10
CAS Activities	11
Forms	12

What is CAS?

CREATIVITY, ACTION, SERVICE

CAS is at the heart of the Diploma Program (DP). It is one of the three essential elements in every student's DP experience. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- **Creativity – arts and other experiences that involve creative thinking**
- **Action – physical exertion contributing to a healthy lifestyle**
- **Service – unpaid, voluntary exchange that has a learning benefit for the student while respecting the rights, dignity and autonomy of all involved**

All CAS activities need to meet these 4 criteria:

- **Real purposeful activities with significant outcomes**
- **Personal challenge – extend the student**
- **Thoughtful consideration – planning, reviewing progress, reporting**
- **Reflection on outcomes and personal learning**

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the DP. A good CAS program should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

Concurrency of learning is important in the DP. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the program, and certainly for at least 18 months.

Successful completion of CAS is a requirement for the award of the IB Diploma.

CAS is not formally assessed but students must document their activities and provide evidence that they have achieved the eight learning outcomes.

WHAT IS NOT CAS?

If CAS becomes a points-scoring exercise, rather than an interesting variety of activities that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community, then its purpose is lost. Generally, CAS is not taking place when you are in a passive rather than an active role. There should be *interaction*. If you are passive, even though some benefit to others may occur, real reflection is difficult, and the purpose of CAS is not reached. Examples of activities which at first sight would appear to be inappropriate are listed below.

- Any class, activity or project which is already part of the student's Diploma Program.
- An activity for which a student is personally rewarded either financially or with some other tangible benefit (unless this benefit is passed on in full to a worthy cause).
- Doing simple, tedious and repetitive work, like returning school library books to the shelves.
- Working in an old people's or children's home when the student:
 - has no idea of how the home operates
 - is just making sandwiches
 - has no contact at all with the old people or children

(The above example can be applied to many other activities purporting to be CAS.)

- A passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity.
- All forms of duty within the family.
- Work experience which only benefits the student.
- Fund-raising with no clearly defined end in sight.
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.
- Activities which cause division amongst different groups in the community.

There are many valuable and meaningful programs that are associated with church. We encourage those activities; however, for church activities to be included they must be limited to those that do not proselytize. As with all CAS activities, communication with me ahead of time can help to clarify questions and avoid confusion.

GUIDING QUESTIONS

The following questions may help students determine whether or not an intended activity qualifies as CAS.

- 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?
- What can I reflect on during this activity?

The IB learner profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They 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	They 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	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They 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	They 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	They 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	They 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	They 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	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They 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.

PHILOSOPHY OF CREATIVITY, ACTION, SERVICE

- Counterbalance to academic self-absorption
- Education of the whole person
- Education beyond the classroom
- Development of attitudes and values which transcend race, religion, gender and politics
- Promotion of international understanding
- Encouragement of new skills and interests
- Encouragement of a sense of responsibility to all
- Development of a spirit of discovery and self-reliance
- Challenge to the student
- Establishment of links with local, national and international communities
- Service to the community as a complement to intellectual development in the academic curriculum
- Promotion of more informed and understanding attitudes
- Development of awareness, concern for and ability to work with others
- Sharing energies and talents

AIMS

The aims of the CAS requirement are to enable students to develop:

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

8 Learning Outcomes

As a result of their entire CAS experience, including reflections, there must be evidence that students have:

1. Increased their awareness of their own strengths and areas for growth
2. Undertaken new challenges
3. Planned and initiated activities
4. Worked collaboratively with others
5. Shown perseverance and commitment in their activities
6. Engaged with issues of global importance
7. Considered the ethical implications of their actions
8. Developed new skills

CAS GUIDELINES SHHS

1. A **Preliminary CAS Project Proposal form** should be submitted prior to beginning any activity. If you choose to participate in an activity without submitting a proposal, you run the risk of the activity not counting.
2. One activity can count in two or more categories as long as the activity has the appropriate characteristics. For example, if you are painting scenery for a play, you may cover creativity, action and service
3. All activities must be overseen by a sponsor of some kind. (Parent's cannot act as sponsors.)
4. You can begin working on your CAS after completing your sophomore year. CAS is no longer an hour counting endeavor, but it requires a consistent effort for 18 months while in the Diploma Program.
5. Neither the student nor their parent can act as the sponsor of a CAS activity. Nor can they act as the authority to verify student participation.
6. Journaling must take place during each activity to record the student's experiences, thoughts, feelings. Each activity must be finalized with a reflection of the experience and submitted to the CAS coordinator.
7. At the end of the official CAS experience, each DP candidate must complete a critical reflection of the entire CAS experience.
8. Your CAS experience must have an "international flavor". Refer to the Philosophy of CAS. For the CAS experience to be in harmony with the IB philosophy, DP candidates must reach beyond their local communities. At least one activity must be international in some way.

TIMELINE FOR CAS PROGRAM

First Year

May (end of 10 th grade)	Initial meeting with prospective Diploma Candidates/families – overall introduction to CAS philosophy, aims, timeline, and procedures
August	First school year meeting - clarify communication, review procedures, answer questions
May (end of 11 th grade)	Second school year meeting with DP candidates.

Second Year

August (start of 12 th grade)	First school year meeting.
February	Second school year meeting. (seniors only)
April 15	Final deadline for completion.

CAS IS CONSIDERED COMPLETED WHEN ALL NECESSARY PAPERWORK IS FINISHED AND TURNED IN TO THE CAS COORDINATOR

STUDENT CHECKLIST

The following checklist should help you. Check each box when you are sure that you understand.

I have carefully read through the information and fully understand the CAS requirements.	
I know that I can always discuss CAS issues and concerns with the CAS coordinator.	
I know who the CAS coordinator is.	
I know that I must maintain a balance between Creativity, Action and Service.	
I must submit a <u>Preliminary CAS Project Proposal</u> form <u>BEFORE</u> undertaking any CAS activities, or risk the project not counting.	
I have an adult supervisor for each activity I undertake.	
I am aware of the CAS timetable and I am prepared to follow it.	
I know that I must reflect on each activity upon its completion.	
I have copies of these evaluation forms.	
I am aware that I must submit a final comprehensive reflection to the CAS coordinator at the end of my CAS experience.	

TIPS FOR PARENTS

Parental encouragement and support is often a vital part of helping students complete the IB diploma. Here are some ideas of how you as a parent can encourage your son or daughter.

- Familiarize yourself with CAS requirements
- Discuss the requirement/opportunity with your child.
- Share your own volunteer experience with your child and reflect on what you have given and gained through volunteering.
- Explore your child's interests and look for possible related CAS opportunities.
- Many students who have chosen the IB program have had experience with volunteer activities in middle school. Encourage your child to build on previous successful volunteer experiences.
- Be willing to be involved – come to games, plays, and concerts. Support their activities by providing transportation, talking with them about their experiences, even participating in volunteer experiences with them.
- **ENCOURAGE YOUR CHILD TO START EARLY.** CAS is not difficult if you start early.

CAS ACTIVITIES

CREATIVITY

Theater
 Chorus
 Orchestra
 Band/Color guard
 Chess Club
 Debate Club
 Dance classes
 Art classes*
 Art Club*
 Chess Club
 Science Club
 Yearbook
 Prom Dress swap/sale
 Spanish Club*
 German Club*
 Video Club
 Appalachian Service Project
 Storytelling*

ACTION

Baseball
 Basketball
 Football
 Golf
 Soccer
 Tennis
 Wrestling
 Swimming/Diving
 Cheerleading
 Dance
 Track & Field
 Softball
 Volleyball
 Blood Drives
 Walk-A-Thons*
 Lake Cleanup
 Martial Arts*
 Coaching
 Student Council
 Hiking
 Trail Maintenance –
 Buffalo Mtn. Park
 Bays Mountain
 Disc Golf
 Appalachian Service Project

SERVICE

Boys Club
 Ronald McDonald House
 Second Harvest Food Bank
 Salvation Army
 Amistades*
 Red Cross*
 Habitat for Humanity
 Coalition for Kids
 Interact Club
 Beta Club
 HOSA
 Campus Cleanup
 Buddy Walk
 Christmas Box*
 Special Olympics
 Big Brother/Sister
 Crumley House
 Fresh Start Surgical Gifts*
 FCCLA
 JC Parks and Rec.
 Appalachian Service Project
 Storytelling Festival*
 UMOJA Festival*
 Gray Fossil Site

East Tennessee State University is a possibility for many good multicultural/international opportunities.

Many approved CAS projects dealing with environmental concerns have the potential for international impact.

* Activities with potential for an international scope.

FORMS

1. Initial CAS Planning Program
2. CAS Project Proposal
3. CAS activity log
4. CAS activity self-evaluation (AEF)
5. CAS individual student completion form
6. CAS progress conference form (Mr. McPherson)

INITIAL CAS PLANNING FORM

Please write clearly.

Name _____

Grade _____

Date _____

Please list your planned CAS activities and goals at this point. This form simply gives us an idea of your plans for your CAS career. It is understood that Activities and Goals may change during the CAS program.

ACTIVITIES

Include a brief description of each activity. Will they be Creativity, Action, Service, or a combination of one or more? If you know who the adult supervisor will be, please include the name.

GOALS

Based on your current understanding of CAS and IB, what do you hope to accomplish through your CAS program?

Preliminary CAS Project Proposal Science Hill High School

(This form must be submitted to CAS coordinator **BEFORE** a project is begun.)

Name _____ Grade: _____

1. *Briefly describe the activity you wish to undertake:*

2. *Which area(s) of CAS will it cover and how?*

3. *What do you hope to gain/learn from doing this activity? What is/are your goal(s)?*

4. *How might others benefit from this activity?*

5. *Where, how often, and for how long will the activity take place?*

STUDENT AGREEMENT *I will commit myself to the activity for the duration to the best of my ability. I understand that failure to meet my commitment without valid reason will jeopardize. It is also understood that this activity can only be canceled through negotiation with the supervisor and CAS coordinator.*

Student Name: _____ Phone: () - _____ - _____

Student Signature: _____ Date: _____

SUPERVISOR AGREEMENT *The student has provided information about the CAS program and I understand what my role as supervisor is. I agree to monitor the student's progress and to sign the student's CAS journal on a regular basis to assure that he/she is satisfactorily fulfilling the agreed function. Upon completion of the activity, I will supply comments to the CAS Coordinator.*

Name of Supervisor: _____ Phone: (____)-____-____ Date: _____

Organization: _____ Email: _____ Signature: _____

PARENTAL AGREEMENT *I will support my child in fulfilling the requirements of this activity to the best of my ability.*

Parent Signature: _____ Phone: _____ - _____ Date: _____

CAS Coordinator Signature: _____ Date: _____

Mr. Joe McPherson - CAS Coordinator, Science Hill High School

Tel: 423-232-2204 or 423-794-0428

Email: mcphersonj@jcschools.org

