

International Baccalaureate Diploma Programme at Cobourg Collegiate Institute



CAS HANDBOOK

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What is CAS?

Creativity, Activity and Service (CAS) is at the heart of the Diploma Program. It is one of the three essential elements in every student's Diploma Programme experience. CAS allows students to demonstrate the traits of the IB Learner Profile in real, meaningful ways. CAS allows students to develop skills, explore interests, gain experiences, learn from their mistakes, and adapt so they can achieve their goals.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the grade 11 and continues regularly, ideally on a weekly basis, for at least 18 months. Students strive to have a reasonable balance between creativity, activity, and service.

Creativity: arts, and other experience that involve creative thinking or a creative skill.

Possible ideas: music or choir groups, theatre production, art show, dance, taking a community art or photograph class, organizing an event, learning a new skill, wood working, student council.....

Activity: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

Possible ideas: school or community sports, individual exercise, mental health

Service: an unpaid and voluntary exchange that has a learning benefit for the student. Doing things for others.

Possible ideas: Coaching young children, giving lessons, tutoring students, homework clubs, organizing school intramurals, participating in Terry Fox Run or 30 hour famine, relay for life, volunteering at seniors residence, advocacy, being active with social issues.....

The 5 CAS stages for each experience

- 1) Investigation:
 - identify interest, skills and talents
 - identify areas of growth and development
 - identify community needs that need to be addressed

- 2) Preparation
 - develop a plan of action to be taken
 - identify resources needed and timeline
 - risk assessment

- 3) Action
 - Implement your idea or plan

- 4) Reflection
 - ongoing
 - describe what happened, express feelings, generate ideas and raise questions
 - make connections between growth and accomplishments and the learning outcomes

- 5) Demonstration
 - Share CAS experiences through a portfolio
 - Final interview with CAS Coordinator

Outcomes addressed (all 7 must be addressed at some point)

- 1) **Strength and Growth:** identify own strengths and develop areas for growth
- 2) **Challenge and Skills:** Demonstrate that challenges have been undertaken, developing new skills in the process
- 3) **Initiative and Planning:** Demonstrate how to initiate and plan a CAS experience
- 4) **Commitment and Perseverance:** Show commitment to and perseverance in CAS experiences.
- 5) **Collaborative Skills:** Demonstrate the skills and recognize the benefits of working collaboratively
- 6) **Global Engagement:** Demonstrate engagement with issues of global significance
- 7) **Ethics of Choices and Actions:** Recognize and consider the ethics of choices and actions.

Expectations and Guidelines

- expectation of a few hours per week, with a guideline of approximately 150 hours in total.
- hour counting is discouraged, it is about getting involved and taking risks. Not counting the number of hours an activity takes.
- over an 18-month period
- spread relatively evenly over each category of Creativity, Action and Service
- all 7 outcomes must be addressed at some point
- some CAS activities may be over an extended period of time. Others may be a single, standalone activity
- Have a balance between individual and group activities
- reflections are to be honest
- it is the reflection and reaching of outcomes that is important
- All CAS activities must be completed within grade 11 and 12.

What activities are not allowed to count for CAS

- Activities where you get paid (money compensation)
- Activities that are part of your IB school work
- Activities which are counted as service, but are actually self-serving
- Activities where you attempt to convert someone from one religion, belief, or opinion to another

The CAS Project

- At least one month's duration
- Challenges students to:
 - show initiative
 - demonstrate perseverance
 - develop skills such as collaboration, problem-solving, and decision making
- can address any single strand of CAS, or combine two or three strands.

Interviews

- At least 3 formal interviews with your CAS coordinator/advisor
 - at the start
 - end of year 1
 - completion of CAS

Documentation

-A sufficient amount of experiences (approximately 150 hours), spread relatively evenly amongst the 3 strands

-All the CAS learning outcomes need to be addressed

-All CAS experiences require

- i. Initial description outlining the experience, your plan and your goals
- ii. A supervisor for the experience
- iii. Approval by the CAS coordinator before the experience begins
- iv. Reflections throughout the duration of the experience, discussing challenges, feelings, individual growth, outcomes....
- v. Evidence. Photos, certificates of completion....
- vi. A final evaluation of your experience by your supervisor at the end of your experience. Evaluates you on whether you achieved your set goals, with the option of also writing a short comment.

CAS Experience Reflections

Below are some questions that could help guide you with your reflections

- Summarize what you did in the activity
- Explain what you wished to accomplish in the activity
- Examine your own growth during the duration of the activity
- Did your perspectives change as a result of the activity?
- What character traits or skills were required during the activity?
- What risks (not the dangerous type) did you have to take as a result of your involvement?
- Did your activity go as planned? What changes would you make?
- What lessons did you learn from others during the activity?
- What element of the IB learner profile do you feel you explore through this experience?
- How did you see yourself helping others?
- How might this activity or the lessons learned from it, continue to be part of your life moving forward?

Reflections can take a variety of forms

- Written reflections
- Photos
- Drawings
- Songs
- Poetry
- Videos

Deadline

CAS PROJECT NEEDS TO BE SUBMITTED IN MAY OF YOUR GRADE 12 YEAR

Risk Assessment (done prior to beginning an experience)

Points to consider before beginning an experience include:

- What are the potential risks?
- How will you control the risks?
- What supervision will be required? Do the supervisors need specialized skills?
- What training might students need?
- Are there any issues with transportation?
- Any particular risks associated with the activities, the environment they take place in or the equipment they use?
- How may the people involved pose risks?
- What risks might the students pose on other participants?
- What might the response be if certain risks eventuate? Who would have the various roles for tasks needed in the 'risk response'?
- What information do parents need?
- Are there any security clearances required?

CAS and the Extended Essay

CAS experiences can be the inspiration for a student's Extended Essay choice. While doing a CAS experience, the student may see a direct link to a subject matter that they want to explore further with the Extended Essay.

CAS and Theory of Knowledge (TOK)

The TOK course explores various types and areas of knowledge, as well as explores the different ways that people "know". Many questions and issues are discussed in this course, some of which may inspire ideas for CAS experiences.

Also, while doing CAS experiences, students may reflect back on the different knowledge frameworks explored in the TOK course, and how they were used during the CAS experience.

Managebac Steps

<https://cobourg.managebac.com>

- 1) Description:
 - Outline experience and goals for the experience.
 - Refer to learning outcomes (indicate which ones you will be addressing)
 - Outline any resources that you may need
 - This is what you plan on doing
- 2) Identify your experience supervisor
 - coach, instructor, advisor, supervisor
 - unique for each experience
- 3) Seek approval from CAS coordinator for each experience
- 4) Reflect and provide evidence
 - ongoing
 - reflect on the progress of your experience
 - upload evidence when possible
 - do a final reflection at the end of the experience
- 5) Seek Supervisor Review
 - at the end of the experience, your supervisor comments on your growth and whether you met your learning outcomes

CAS questionnaire

This will help match the things that you already do, along with your goals with potential CAS ideas.

- 1) What are your talents/skills?
- 2) What do you enjoy doing?
- 3) What skill or talent would you like to improve?
- 4) What are you already doing that could be part of your CAS programme?
- 5) What would you like to be involved in?
- 6) Describe a time when you helped someone else, or helped with a cause.
- 7) What issues do you have a concern or feel most passionate about?
- 8) Are there any clubs or community associations in which you could be involved with?
- 9) What would you like to learn more about, or learn how to do?
- 10) What have you always wanted to try but haven't yet?

CAS IDEAS

Experience ideas	Project ideas
<p>Community Research Biking Cross Country Running Ontario Youth Parliament Pen-palling Music Lessons Tutoring Yoga Committee's School Clubs Band Ontario Nature Youth Council Soccer Rugby Basketball Volleyball Ultimate Frisbee International School Trip Amnesty International Camping Cooking Creating Jewelry Accessories Gymnastics Learning a new language Downhill skiing Yardwork, Gardening Lifeguard certification Volunteering Attending a summer program Walking/Jogging Contributing to a magazine Helping at a nursing home Scorekeeping hockey games/ basketball games 30 hour fast Drawing Hiking Photography Drama production Website development Tournament organization Event Planning Student Council Meditation Researching social issues, and presenting findings</p> <p>Ensure a balance between CREATIVITY/ ACTIVITY and SERVICE.</p>	<p>Online Blog – study habits/ social issue Nature Challenge Not-For-Profit initiative Selling Bracelets for Charity Creating Face Masks Running a basketball camp Instagram account for mental health Community Cleanup Organizing a peer-tutoring club Organize a food drive Home restoration for an elderly population Design and create a mural Coach a sports team (organize and plan practices) Plant and maintain a community garden Plan, rehearse and preform a dance production at a retirement home</p> <p>-work collaboratively with groups of students or the wider community on your project -minimum of 1 month in duration (planning – completion)</p>

CAS and the subject groups

Studies in language and literature (English)

- produce diaries, blogs and wikis as a writing practice and a new form of communication about experiences
- produce MP3 books for the blind by reading aloud some of the literary texts of the DP course
- write articles about CAS projects for school and local newspapers
- raise awareness about issues treated in literature
- produce brochures and blogs for new students and parents about the city where the school is located.

Language acquisition (French)

- use personal experience for oral and written practice of the language
- become involved with a local or international organization, inspired by articles about human rights from a class conversation
- apply language learning to assist immigrants new to the country
- write essays about CAS projects for local newspapers or other forms of media.

Individuals and societies (History or Social Cultural Anthropology)

- create public displays and presentations on history, particularly of the area surrounding the school
- record the oral histories of community elders, or War Veterans
- raise awareness of recycling within the school and extend the programme to the community
- map area resources, such as the location of water sources in the community or recycling centres
- implement development projects that relate to geography or economics
- set up a young enterprise company for charitable purposes
- apply geography by identifying and working with migrant groups and asylum seekers
- apply philosophy content to improve their understanding of the philosophy of CAS
- examine the role of active citizenship in the local community, following sociology and anthropology discussions.

Sciences (Biology, Physics and Chemistry)

- apply physics to form an astronomy club within the school and encourage younger students to be more aware of the universe
- use chemistry to develop a water-quality project, including testing local water (or air) quality, and implement an awareness campaign
- help to remove invasive species of plants from the local environment as a part of an environmental sustainability project referenced in a biology class
- carry out a composting programme with food left over from the canteen and produce fertilizer to assist in a vertical vegetable garden in the school.

Mathematics

- teach younger children who have difficulties with mathematics
- balance the accounts for NGOs or school clubs
- assist special-needs pupils with their mathematics
- assist with the data of sports clubs' pre- and post-fitness assessment
- analyse statistics for sports teams.

The arts

- carry out a fundraising concert for a charity
- produce promotional and marketing material for an NGO
- create lighting and set for theatre productions
- create a band and perform at a function
- create posters for charities and school events