

# Creativity, Action, Service (CAS)

*"...if you believe in something, you must not just think or talk or write, but must act."* Peterson (2003)

<b>Teacher + Email</b>	Ben Kronick - <a href="mailto:ben.kronick@teacher.cis.edu.vn">ben.kronick@teacher.cis.edu.vn</a> Sophie Hoang - <a href="mailto:sophie.hoang@teacher.cis.edu.vn">sophie.hoang@teacher.cis.edu.vn</a> CAS/GIN Coordinators
<b>General Description</b>	<p>CAS is at the very heart of the IB Diploma. It aims to complement the academic demands of the course and allows each individual to improve as a complete and well-rounded human being.</p> <p>The CAS program is an essential part of any IB (International Baccalaureate) Programme. It allows students to focus on specific skills that they want to enhance and reflect on their experiences. CAS activities should continue on a regular basis for as long as possible throughout the program, and certainly for at least <b>18 months</b>.</p> <p><i>*Please note that any activity that leads to academic credit or is one where a student is paid cannot count as CAS.</i></p>
<b>CAS Aims</b>	<p>The CAS program aims to develop students who are:</p> <ul style="list-style-type: none"> <li>● Reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth.</li> <li>● Willing to accept new challenges and new roles.</li> <li>● Aware of themselves as members of communities with responsibilities toward each other and the environment.</li> <li>● Active participants in sustained, collaborative projects.</li> <li>● Balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.</li> </ul>
<b>CAS Components</b>	<p>CREATIVITY involves:</p> <ul style="list-style-type: none"> <li>● The Arts(drama, music, dance, art)</li> <li>● Other activities that involve creative thinking</li> </ul> <p>ACTIVITY aims at:</p> <ul style="list-style-type: none"> <li>● Promoting a healthy lifestyle</li> <li>● Developing new physical skills or taking existing skills to a new level</li> <li>● Encouraging active participation into social life through sports</li> <li>● Developing awareness of physical fitness and active citizenship</li> </ul> <p>SERVICE should always:</p> <ul style="list-style-type: none"> <li>● Meet actual community needs</li> <li>● Help students use new skills and knowledge in real-world settings</li> <li>● Help develop a sense of caring for and about others</li> <li>● Improve the quality of life for the person(s) served</li> <li>● Have value, purpose, and meaning with real consequences</li> </ul> <p>Reflection is one of the most academically rigorous components of a service-learning course. Students who take the time to reflect on service-learning experiences will get more from those experiences.</p>
<b>CAS Learning Outcomes</b>	<p><i>There should be evidence that students have:</i></p> <ol style="list-style-type: none"> <li>1. Identify own strengths and develop areas for growth</li> <li>2. Demonstrate that challenges have been undertaken, developing new skills in the process</li> <li>3. Demonstrate how to initiate and plan a CAS experience</li> <li>4. Show commitment to and perseverance in CAS experiences</li> <li>5. Demonstrate the skills and recognize the benefits of working collaboratively</li> <li>6. Demonstrate engagement with issues of global significance</li> <li>7. Recognize and consider the ethics of choices and actions</li> </ol>

**CAS Timelines**

Gr10 May - meet briefly with grade 10 students to discuss CAS ideas/plans  
Year 1 August: Self Review - students consider activities, learning outcomes  
Year 1 September: CAS Retreat Weekend - reflect, personal inventory, review CAS Handbook and program, decide journal format and create it  
Year 1 September: First Formal Meeting with students individually, goal setting, activity forms  
Year 1 late October: CAS Proposal deadline, contracts submitted, add to portfolio and write reflections (ongoing) using Managebac or Google docs  
Year 1 April: Second Formal Meeting, should have 75+ hours and about half of the learning outcomes completed/documented, balance of Creativity, Activity, Service projects  
Year 1 April: CAS Year 1 Exhibit to showcase their CAS work to date; Gr10 students visit to learn about CAS for Year 1 students  
Year 2 September: Third Formal Meeting, seniors should have 125+ hours and most of the learning outcomes completed/documented  
Year 2 January: Fourth Formal Meeting, prepare for final CAS presentation  
Year 2 March: Final CAS Portfolio submitted to CAS Coordinator, presentation of portfolio

*The spirit of CAS is to ensure that students have a **continual, balanced, and challenging experience**; it is not to overload students who are already participating in a very demanding academic schedule.*