

Creativity Action Service

The CAS Program
@ AISR
2010 - 2011
Handbook

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Philosophy of the CAS Program

Creativity. Action. Service. These are the fundamental components of the International Baccalaureate's CAS program. In order to obtain an IB diploma, a candidate must fulfill this two-year program. Additionally, at AISR, high school diploma students must also complete this program, which is a graduation requirement of AISR

The philosophy of CAS is based on *experiential* learning, or gaining new knowledge through *doing* new activities. The philosophy is based on several assumptions:

- *Education does not begin or end in the classroom or examination hall and the most essential elements of education may exist outside of both.*
- *An international education must go well beyond the provision of information and is involved in the development of attitudes and values which transcend barriers of race, class, religion, gender or politics.*
- *Service to the community (local, national or international) is a complement to intellectual development and the academic curriculum.*
- *International schools have a special challenge and opportunity to establish links with the local community and, by doing so, to further international understanding.*

The CAS experience is a unique opportunity (as well as a forum of reflection) for the learning and individual growth that takes place outside the classroom. Take advantage of these special opportunities. They will enrich your time as an AISR student, as a resident of the Netherlands, and as a member of the international community.

Nature and Aims of CAS Activities

Nature

Creativity – Interpreted as imaginatively as possible to cover a wide range of arts and other activities. It also includes students' designing and carrying out of service projects.

Action – This includes participation in expeditions, individual and team sports and physical training. It can also include carrying out creative and service projects as well as training for service projects.

Service – This is a community or social service, with the aim of helping others. Environmental and international projects are also service. Emphasis is placed on service outside of the school community. The CAS Coordinator will assist you to find a good CAS mission to help others who can truly benefit from this help.

NOTE: Emphasis is placed on the development of new skills for creativity and action, not simply practicing those already acquired, unless improvement is made by perseverance and learning new techniques, such as by bettering one's technique in a sport, or by becoming a better player of a musical instrument.

Aims

CAS activities:

- provide a challenge to each student in three areas – Creativity, Action, Service
- provide opportunities for service
- complement the academic disciplines of the curriculum and provide balance to the demands of scholarship placed upon IB students and seniors.
- challenge and extend the individual by developing a spirit of discovery, self-reliance and responsibility
- encourage the development of the student's individual skills and interests
- are reflected upon, and are self-evaluated

Possible CAS Activities

Here are some possible CAS activities to choose from. By no means are these the only options – the list can certainly be extended! The restrictions on activities are:

- *the activity must not be for course credit,*
- *the activity may not be for the student's family,*
- *the student may not accept money in return for the activity, and*
- the student must be an active participant.

Creativity

- painting
- sculpture
- journalism
- drama
- poetry writing
- art exhibitions
- decoration or craft designing and making
- baking goods for a bake sale
- critiques of plays
- poster construction
- art critiques
- sign painting
- modeling
- musical performance
- dance lessons
- arts and crafts lessons
- tech crew for drama
- yearbook
- photography
- web page design
- musical performance
- learning a foreign language
- Model United Nations
- speech and debate contests
- personal hobbies

Action

- tree planting
- mountain climbing
- trekking/hiking
- sponsored walks
- sports competitions
- cave exploration
- wall climbing
- horseback riding
- snorkeling/scuba diving
- historical walks
- martial arts
- assistant at a sports camp
- fitness training
- bicycling
- action components of service activities
- adventure trips
- canoeing/sailing
- making others aware of environmental awareness

Service

- help at Special Olympics
- teaching English to refugees
- organizing various toy or clothes drives
- first aid course/CPR
- lifesaving/lifeguard course
- Amnesty International
- environmental activities
- tutoring
- beach clean-ups
- fund-raising for charity
- Habitat for Humanity
- recycling projects
- work with hearing-impaired students
- UNICEF
- Helping at a senior citizens' center
- serving soup at a homeless shelter
- games sessions at a homeless shelter

CAS Requirements at AISR

CAS is a requirement at AISR for both 11th and 12th grade students, as well as for first and second year IB students

All CAS Participants

- CAS activities must be carried out *regularly* over the first three semesters of the junior and senior years
- One half-day a week (or 3-4 hours) a week should be devoted to CAS activities. On-going projects are preferred to one-time events.
- The three areas of Creativity, Action, and Service should be in balance with one another when comparing the total hours spent in each area.
- The personal *CAS Program Plan* must be completed at the beginning of the first year of the IB diploma courses. This is to emphasize the **planning** necessary for these activities.
- The CAS supervisor must be informed in writing about any changes or new activities that may be included in a CAS personal program.
- The CAS journal must be kept up to date, along with the *CAS Activities Log*.
- All required reports and evaluations must be submitted on time (see Time Line).
- Each CAS activity must have an adult activity leader. **It is the student's responsibility to respectfully ask that adult to be the activity leader**, and to inform that leader what is expected in their role as evaluator. Give the leader appropriate time to complete the *Activity Leader's Evaluation Report*.
- **Creativity hours: A maximum of 8 hours for each Creativity project are accepted for CAS** unless it is an ongoing project. Extra hours may be recorded however.
- **Action hours: A maximum of 8 hours for each organized sport or activity are accepted for CAS. This means 8 hours maximum for a particular individual or team sport played at school.** If you participate in the same sport out of school, these extra hours may be counted. All extra hours may be recorded, however.
- **Service hours: A maximum of 8 hours of Service may be earned for AISR-related activities**, unless it is an ongoing activity. All extra hours may be recorded, however.

IB Diploma Candidates

- CAS activities should add up to a minimum total of 150 hours over the first three semesters of the IB program. This breaks down to minimums of: 50 hours Creativity, 50 hours Action, and 50 hours Service – keeping the respective areas in balance.

College Preparatory Candidates

- CAS activities should add up to a minimum total of 100 hours over the first three semesters of the junior and senior years. This breaks down to minimums of: 33.3 hours Creativity, 33.3 hours Action, and 33.3 hours Service – keeping the respective areas in balance.

The CAS Journal

The CAS journal is an important component of the CAS experience. In addition to providing an opportunity for reflection, it is a valuable record of activities, which will aid in writing the required self-evaluations and completing the *CAS Activities Log*. The journal may also be used in the writing of school reports, the preparation of university entrance applications, or to monitor the school's CAS program by the IB Organization. In addition, it will serve as a primary resource when writing your final essay for the CAS program.

Here are some guidelines for your CAS journal:

- The CAS journal should be a **bound** notebook, and is to be used only for CAS journal entries. The entries should be handwritten clearly and legibly in English.
- Keep the CAS journal up to date. This is important for one-time activities and regularly-scheduled activities alike. Each event or activity is unique, so it is important to record reflections while they are fresh.
- Extra materials pertaining to CAS activities, such as photographs, newspaper articles, letters, or drawings are acceptable inclusions in the CAS journal. Students are encouraged to attach them to the journal to help describe and reflect on each activity.
- The CAS journal should be available upon request by the CAS supervisor and/or activity leaders. It will be turned in for evaluation at the end of each quarter, and only the documented activities within will count toward total CAS hours.
- At a minimum, here are the items that will be included with each entry in the CAS journal:
 - *Time of activity*
 - *Location of activity*
 - *Description of activity*
 - *Classification of activity (Creativity, Action and/or Service)*
 - *Hours spent on activity*
 - *Signature and comment of the adult leader*
 - *Reflections and comments on the activity*

The Final Self-Evaluation Essay and Presentation

The self-evaluation essay is important for a number of reasons, including:

- a medium for reflection upon the CAS experience.
- providing the school with valuable information about the extra-curricular life of the student, often needed when writing recommendations and references.
- satisfying a requirement of the IB Organization in order to successfully earn the IB Diploma, and satisfying an AISR graduation requirement.

Self-Evaluation Essay

The student's reflection upon all CAS activities will culminate in the final self-evaluation essay. This paper will be **a minimum of two typed pages**, and submitted to the CAS supervisor by Wednesday, April 6, 2011 for graduating seniors.

There is no set length as to how long the essay must be - that is left up to the student. However, the essay should include:

- how CAS activities helped the student develop personally.
- the understanding, skills and values acquired through the experience.
- how others may have been helped through the activities.
- the degree of personal challenge met through CAS.
- the initiative, planning and organization involved in the CAS experiences.

Students are encouraged to review journals, photographs, self-evaluations, memorabilia, and other sources to draw inspiration for the essay. This is a project which will reflect what you have learned through CAS - treat it with respect and devote the appropriate amount of time to its completion.

Self-Evaluation Presentation

The importance of the final self-evaluation cannot be underestimated. Students' experiences and products are something in which they should take pride - something they wish to share with others. This is the philosophy behind the CAS self-evaluation presentation.

Participants in CAS have the creative license to select from a variety of formats for this presentation. Narratives, short stories, original poetry, music, photographs, works of art, sculpture, slides and video tapes are only a few of the numerous possibilities. Each student should select the medium which best portrays that student's self-reflection upon CAS program. ***Be creative - and have fun!***

Some Guiding Questions for the Self-Evaluation Essay

These questions may help to write journal entries, activity evaluations, and the final self-evaluation:

- In which ways has your CAS program enabled you to be of service to others?
- How did you personally benefit from your activity?
- Did your CAS program change your attitudes or opinions in any way?
- Did some elements of your CAS program encourage originality and creative thought?
- What skills and techniques have you learned? How would you assess your skill level in these areas?
- Has your CAS program enabled you to become more physically fit?
- Were some parts of the program especially difficult or challenging? How did you respond to such situations?
- Did some part of your CAS program involve an international dimension or contact with members of the community? In what way?
- In what ways were you required to show responsibility or initiative during your CAS program?
- Did you enjoy your involvement in the CAS program? Why or why not?
- What feelings of accomplishment or contribution did you experience?
- In which ways, if any, did you fail? What was your response to this?
- What would you personally consider to be the most important aspect of your involvement in the CAS program?

To the CAS Participant: General Comments and Guidelines

- Use your initiative – the opportunities are endless!
- Choose a challenging option – you will gain more from it.
- Please be reliable and punctual – you are representing the school as well as yourself.
- Remember: A job worth doing is worth doing well!
- Don't forget that although you will be evaluated on your activities, the most important evaluator of all is *you*.
- It's *you* who decides on each activity. Subject to the CAS supervisor's approval, you are free to choose the CAS activities you want.
- Special attention should be given to your Service activity – this is the heart of CAS. Take it seriously, and with commitment.
- If you would like to do your Service component by working with some organization or institute, please do! However, you must use your initiative to contact the organization and set up your details for the service work with an adult leader.
- When deciding on the activities, try to select something you've never thought of taking on – a new challenge or experience. Also, think of your favorite free time activities or something you have always wanted to try when choosing an activity.

Use this opportunity to break out of your comfort zone !

Time Line for Juniors and Seniors – 2010/2011 School Year

- Aug. 16-20 CAS Orientation for all CAS participants. Attendance is required. At this meeting, schedule a personal interview for the next week.
- Aug. 23-27 Personal interview with the CAS supervisor to discuss individual CAS program. Bring completed *CAS Student Profile* to interview.
- Aug. 30-Sept. 3 **Program Plan is approved and the Activity Leader has read and signed the Letter to Activity Leaders.** Turn in your *CAS Program Plan* for the year to CAS supervisor for approval. **CAS activities begin when the CAS Activity Leader has signed your first form.**
Important: Complete a *CAS Activity Self-Evaluation Form* after each activity. It is required that you turn in this form **within two weeks** of completing the activity.
- Sept.6-Sept 10 Mid-quarter check: CAS journal and CAS log are submitted for approval.
PLEASE NOTE: The CAS journal and CAS log will be collected at the middle and end of each quarter for evaluation.
- Oct. 4-8 End of first quarter check
Nov. 9-13 Second Mid-quarter check
Dec. 6-10 End of second quarter check
- Jan. 19 Letters sent to parents of seniors who have neither completed all of the 8 criteria or done a minimum of 50 hours of balanced CAS activities.
- Feb.1- 4 Mid-quarter check
March14-18 End of third quarter check
- March 21 **Seniors:** CAS self-evaluation paper is due. The CAS journal and CAS log are also submitted for approval to CAS supervisor. The individual program should reflect 150 or 100 hours of Creativity, Action and Service, depending on the student's status, and all of the eight criteria should have been satisfied.
Juniors: The end-of-first year self evaluation essay is due.
Seniors: Preparation ready for final CAS self-evaluation presentations CAS Presentation and I.B. Showcase Night
- March 24/25 **All CAS paperwork and presentation for Juniors and Seniors is finished and submitted to CAS supervisor, including:**
-**AISR CAS Activities Log**
-**AISR CAS Activity Self-Evaluation Forms**
-**AISR CAS Supervisor s Agreement Forms**
- **final self-evaluation essay**
- March 28 **CAS supervisor informs all IB candidates and their parents if all CAS requirements are not met.**
April 6 **Seniors:** Final CAS self-evaluation Presentation and TOK Showcase Night
Juniors: The final end-of-first-year CAS self-evaluation essay is due for presentation at **CAS Presentation and Showcase Night**
- April 18-21 **Juniors:** CAS journal and CAS log are submitted for approval of fourth quarter activities.
- IMPORTANT NOTICE TO ALL IB DIPLOMA CANDIDATES:** It is strongly recommended that a minimum 100 of the 150 hours are completed during the first year. There will be little time during the second year to get caught up on CAS activities.

Guide to CAS Forms

CAS Student Profile

This is to be filled out at the beginning of the CAS experience. It helps the CAS supervisor to match a student with particular projects and to guide students in pursuing CAS activities.

CAS Program Plan

This serves as the central plan for a student's selected Creativity, Action and Service projects. The plan must be completed and approved by the CAS supervisor before any activities begin. It may be updated anytime, with the CAS supervisor's approval.

AISR CAS Activity Self-Evaluation Form

This form is completed at the end of each activity. For long-term projects, the form may be completed at the end of the project. The self-evaluation serves as a means of reflection upon the individual project and **must be turned in within two weeks** after the completion of the activity. This form also serves as a means for the activity leader to evaluate the student.

AISR CAS Supervisor s Agreement Form

This form signifies that a supervisor has agreed to monitor the student's progress in this activity, and to later sign off at the end of the CAS Activity Self-Evaluation Form, once the activity has been completed.

CAS Activities Log

This log is kept on computer with the CAS supervisor and is updated by the student as activity hours are completed. This document reflects the student's exposure to various parts of the eight criteria and also the total number of hours spent on Creativity, Action and Service activities, respectively. It is submitted twice each quarter, and will gauge how far along the student is in completing the CAS requirements.

Other important documents:

Final Self-Evaluation Paper and Presentation

This important, reflective paper is created by the student at the end of the CAS experience. The presentation showcases the student's essay and activities.

FORM A - CAS Student Profile

Name _____ Date of birth _____

Grade _____ Advisor _____

Nationality _____ Are you an IB candidate? _____

What languages do you speak? _____

How would you rate your ability in speaking Dutch? _____

Below, list your hobbies, sports and activities. Include information concerning length of time in each pursuit and level of competence or involvement.

| <u>Hobby, sport or activity</u> | <u>Length of time</u> | <u>Level of involvement</u> |
|---------------------------------|-----------------------|-----------------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
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| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

What other interests have you thought of pursuing, but have not followed for one reason or another? _____

What are your plans for further education and career options?

FORM B - CAS Program Plan

CREATIVITY

| Activity description | Start date | Adult leader | Leader's phone number |
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ACTION

| Activity description | Start date | Adult leader | Leader's phone number |
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SERVICE

| Activity description | Start date | Adult leader | Leader's phone number |
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**American International School of Rotterdam
FORM C - CAS Activity Self-Evaluation Form**

This form is to be completed at the end of each activity.

CAS participant's self-evaluation

CAS participant's name _____

Name of activity or project _____

Number of hours spent on activity _____

The IB candidates and seniors are encouraged to participate with group activities sponsored by the school, as well as to seek out and pursue individual projects. These projects should be in an area of interest to the student and should also fulfill the CAS criteria. The CAS participants are required to select activities where an adult leader or trainer guides, directs, or oversees the candidate's efforts during the project. The student then records the efforts and writes a brief account of the experiences in a CAS journal, to be signed by you after each session. By the end of the program, students will be expected to have satisfied all of the following criteria:

- Increased their awareness of their own strength and areas for growth
- Undertaken new challenges
- Planned and initiated activities
- Worked collaboratively with others
- Shown perseverance and commitment in their activities
- Engaged with issues of global importance
- Considered the ethical implications of their actions
- Developed new skills

All eight outcomes must be present for a student to complete the CAS Program requirement. Some may be demonstrated many times, in a variety of activities, but completion requires that there is **some** evidence for every outcome, after two years.

American International School of Rotterdam FORM D - CAS Supervisor's Agreement Form

Dear Prospective Activity Leader,

The American International School of Rotterdam offers the International Baccalaureate program, an international study program, which requires students to become involved in Creativity, Action and Service activities. These endeavors contain elements of the following areas: creative processes, physical activity, and social service. Candidates for an IB diploma, and graduating AISR seniors, are required to participate for equal amounts of time in projects within each of these three areas for at least three semesters in their 11th and 12th grade years.

The IB candidates and seniors are encouraged to participate with group activities sponsored by the school, as well as to seek out and pursue individual projects. These projects should be in an area of interest to the student and should also fulfill the CAS criteria. The CAS participants are required to select activities where an adult leader or trainer guides, directs, or oversees the candidate's efforts during the project. The student then records the efforts and writes a brief account of the experiences in a CAS journal, to be signed by you after each session. By the end of the program, students will be expected to have satisfied all of the following criteria:

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- Shown perseverance and commitment in their activities
- Engaged with issues of global importance
- Considered the ethical implications of their actions
- Developed new skills

All eight outcomes must be present for a student to complete the CAS Program requirement. Some may be demonstrated many times, in a variety of activities, but completion requires that there is **some** evidence for every outcome, after two years.

Upon completion of the project, the student will write a self-evaluation of the experience, in which these the above criteria already been experienced, are reflected upon. Then the student will ask the leader to sign the summary form in addition to this agreement form. These will both be submitted to the CAS supervisor.

As the CAS supervisor at AISR, it is my sincere hope you will respond positively to the candidate's request to become an activity leader. Your contribution will be of considerable value in our effort to facilitate the balanced development of our IB candidates and graduating seniors. If you have any questions in this regard, please contact me.

Sincerely,

Lynda Boot
CAS Supervisor, American International School of Rotterdam

School phone: (010) 422.5351
Home phone: (0181) 620412
e-mail: l.boot@aisr.nl

I have read the above information, and discussed the details of this activity with the student. I am also prepared to monitor the student's progress and later sign a 2nd form, in which the student summarizes and reflects upon his/her activity, if I feel that the student has done his/her best to carry out a good CAS project.

Activity Leader

Signature: _____ Date: _____

Activity

Discussed: _____