

Dane Court Grammar School

***International Baccalaureate
Diploma Programme***

CAS

Creativity Action Service

HANDBOOK

STUDENT GUIDE



Class of 2014-16



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WHAT IS CAS?

The CAS programme is one of the core components of the IB and its requirements must be fulfilled if you are to earn an IB Diploma.

The CAS programme complements the academic disciplines and will give you the opportunity to learn skills and develop new interests.

CAS is intended to develop the whole person in matters related to social, physical and ethical development. It is designed to broaden the horizons and to develop a sense of participation in the community and active citizenship. CAS activities should be enjoyable and self motivated.

It is education beyond the curriculum and the examination hall.

The CAS programme is composed of 3 elements:

- ❖ **Creativity**
- ❖ **Action**
- ❖ **Service**

You should aim to complete around **150** hours of CAS activities, as a rough guide – about 50 hours in each element. The focus however is not the time spent but the **quality** of the activity and your reflections and development as a person.

Explanations of these and examples of activities are listed later on in this handbook.

The IB mission statement and the IB learner profile.

The Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfil the aims of the IB, as expressed in the organization's mission statement and the learner profile. Teaching and learning in the Diploma Programme represents the reality in daily practice of the organization's educational philosophy.

The nature of Creativity, Action, Service

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

Creativity, action, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student’s Diploma Programme experience. It involves you in a range of activities alongside their academic studies throughout the Diploma Programme. 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, complementing academic work elsewhere in the Diploma Programme.

Service: an unpaid and voluntary exchange that has a learning benefit for you. The rights, dignity and autonomy of all those involved are respected.

CAS enables you to enhance your 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 Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self discovery. Each of you has a different starting point, and therefore different goals and needs, but for many your CAS activities include experiences that are profound and life changing.

For development to occur, CAS should involve:

- **real**, purposeful activities, with significant outcomes
- **personal** challenge—tasks must extend the student and be achievable in scope
- **thoughtful** consideration, such as planning, reviewing progress, reporting
- **reflection** on outcomes and personal learning.

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of your Diploma Programme work.

Concurrency of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme.

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but you need to document their activities and provide evidence that you have achieved eight key learning outcomes. A school’s CAS programme is regularly monitored by the relevant regional office.

Learning Outcomes

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale.

The completion decision for the school in relation to each student is, simply, "Have these outcomes been achieved?"

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

- **increased your awareness of your own strengths and areas for growth**

You are able to see yourselves as individuals 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 to 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 your 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).

- **considered 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 with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with the CAS Co-ordinator.

- **developed 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 you to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is **some** evidence for every outcome.

Pointers explaining the Learning Outcomes

- **Increased awareness of strengths and areas for growth:** You must state what strengths you felt you already had which were useful to your activity and state also which characteristics you developed through doing it or could develop further e.g. public speaking, tutoring/teaching, sports skills/techniques
- **Undertaken new challenges:** You must state what was new about the activity, which was a challenge to you and how you overcame the challenge
- **Planned and initiated activities:** For something to count as an activity you initiated, you must have come up with the idea and planned it either by yourself or developed the idea by discussing and planning with others. It needs to be made clear which!
- **Worked collaboratively with others:** this comes into planning with others as working together to organise or design something is collaboration. Wherever you have used team skills is another example of collaboration. (Implementing someone else's instructions is not evidence of collaborating with them)
- **Perseverance and commitment:** this cannot be 'ticked off' unless the project lasts a minimum of 10 weeks. You need to have evidence that you have attended your activity on a regular (ideally weekly) basis over a long (10+ weeks) period of time.
- **Issues of global importance:** these are issues which are relevant globally, such as caring for the environment (planet!), assisting in education (you could potentially be working with future politicians, leaders, company executives!), raising awareness of global illnesses such as HIV, swine flu, working with refugees and learning about why they need asylum from their countries and so on.
- **Ethical implications:** Ethical issues come up most of the time when dealing with people. Have you been fair? Have you treated people the same or differently and are there reasons for this based on culture? Have you been involved in a sport and played by the rules? Fouling or cheating for example would be unethical. Have you been honest or was it necessary to bend the truth for certain reasons to protect others? If working with children there are many do's and don'ts -such as language you use, physical contact and so on. Decisions here have to be made on an ethical basis. You need to explain exactly what ethical decision you had to make - what it was about and what your decision was.
- **New skills:** similar to new challenges but skill based – have you learnt new skills or developed and improved existing ones?

THE LEARNER PROFILE

What type of learner does CAS hope to develop

Inquirers	To develop their natural curiosity and acquire the skills necessary to conduct inquiry and research and show independence in learning.
Knowledgeable	To explore concepts, ideas and issues that have local and global significance.
Thinkers	To exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned and ethical decisions.
Communicators	To understand and express ideas and information confidently and creatively and work effectively and willingly in collaboration with others.
Principled	To act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. To take responsibility for their own actions and the consequences that accompany them.
Open-minded	To understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.
Caring	To show empathy, compassion and respect towards the needs and feelings of others and have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	To approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
Balanced	To understand the importance of intellectual, physical and emotional balance and to achieve personal well-being for themselves and others.
Reflective	To give thoughtful consideration to their own learning and experience. To be able to assess and understand their strengths and limitations in order to support their learning and personal development.

CREATIVITY

Think: Imagination

Creative activities should have a definite goal or outcome. They should be planned and evaluated like all CAS activities. This can present something of a challenge where, for example, you are a dedicated instrumental musician. It would be artificial to rule that something that is both a pleasure and a passion for you could not be considered part of your CAS experience. How, though, can it help to fulfil CAS learning outcomes?

Personal challenge—tasks must extend you and be achievable in scope.

Perhaps the instrumental musician can learn a particularly difficult piece, or a different style of playing, in order to perform for an audience. The context might be a fund raising activity, or you might give a talk to younger children about the instrument, with musical illustrations. Appropriate CAS activities are not merely “more of the same”—more practice, more concerts with the school band, and so on. This excludes, for example, routine practice performed for IB music or dance courses but does **not** exclude music, dance or art activities that you are involved with outside the Diploma Programme subject coursework.

You should be designing, performing and producing, not just following someone else’s creations and above all you must be able to set out goal(s) and reflect on your progress.

ACTION

Think: Physical exertion

Similar considerations apply here. An outstanding athlete will not stop training and practising in order to engage in some arbitrary, invented CAS physical activity. However, modern approaches to sports coaching emphasize the notion of the reflective practitioner, so it is possible for the athletics coach to incorporate relevant CAS principles and practice into training schedules for your benefit. Setting goals, and planning and reflecting on your achievement, is vital. “Extending” yourself may go further, for example, to pass on some of your skills and knowledge to others. If your chosen sport is entirely individual, perhaps you should try a team game, in order to experience the different pleasures and rewards on offer.

Some excellent “action” activities are not sporting or competitive but involve physical challenge by demanding endurance (such as long distance trekking) or the conquest of personal fears (for example, rock climbing).

Alternatively, a student’s “action” may be physical exertion as part of a service activity.

This includes participation in expeditions, individual and team sports, and physical activities outside the normal curriculum. It could involve coaching or participating in a sports team, joining a fitness programme, dance club, swimming....

Group and team activities are encouraged although individual commitment is acceptable.

SERVICE

Think: Helping others

It is essential that service activities have learning benefits for you. Otherwise, they are not experiential learning (hence not CAS) and have no particular claim on your time. This rules out mundane, repetitive activities, as well as “service” without real responsibility. Remember there is a requirement that service must be unpaid and voluntary.

The general principle, that the “rights, dignity and autonomy of all those involved are respected”, means, among other things, that the identification of needs, towards which a service activity will be directed, has to involve prior communication and full consultation with the community or individual concerned. This approach, based on a collaborative exchange, maximizes both the potential benefits to the recipients and the learning opportunities for you.

You must be able to understand the human consequences of their work, for both individuals and communities.

This could include service to the school, to the community or to particular groups. You need, also, to consider projects containing an international element.

You should give of your time and self for the benefit of others. Service activities should not only involve doing things *for* others but *with* others too and developing a real commitment to them.

Combining the elements

It is very much encouraged for you to design projects which encompass more than one of the elements.

For example, a project could be a sponsored event (service) involving a physical activity (action) which is publicised/advertised and/or reported on, such as an article for a newspaper (creativity).

Many activities you decide upon may already involve two or more elements. In such cases, hours can be counted only once but in the most beneficial way.

Choosing CAS Activities

Before selecting an intended activity consider the following questions which will help you to decide whether the activity qualifies as CAS.

- + Is the activity a new role for me?
- + Is it a real task 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?

It is your responsibility to find, select and organise your CAS activities throughout the course but you are not alone. The CAS co-ordinators and your form mentor will help you start and do not forget you have each other too!

Please also note that all activities need to be confirmed as suitable by **the Coordinator** before they are undertaken as part of your CAS programme.

Examples of CAS Activities

What is *not* CAS

It is useful to know the kind of activities that would not constitute part of the CAS experience.

CAS is **NOT** an hours-counting exercise and if you treat it as such you will be unlikely to succeed in this core component of the IB. Remember it is showing progress in the 8 Learning Outcomes that is important...

In general, if you are in a passive rather than active role, then CAS is not taking place. You should step outside your 'comfort zone' and have the opportunity to develop your personality and learn new skills.

Some examples of inappropriate activities are:

- ✚ Any class activity or project which is already part of your diploma programme.
- ✚ Doing simple, tedious and repetitive work, like doing 10 sit-ups every day.
- ✚ Any activity for which you are personally rewarded whether financially or with some other benefit (unless the benefit is passed on in full to a worthy cause).
- ✚ An activity where there is no leader or responsible adult on site to evaluate and confirm your performance, like going for a run (by yourself).
- ✚ A passive pursuit e.g. visit to a museum, theatre or art exhibition unless it clearly inspires work in which you become engaged.
- ✚ Any religious based activity which 'promotes' the religion.
- ✚ Driving Lessons.
- ✚ Paid gym visits

Examples of CAS Activities

CREATIVITY

- ❖ create year group newsletters within school to give students information on upcoming events, reports of activities recently undertaken, and so on.
- ❖ use and enhance the school's media systems for getting news items and clubs and other information out to the whole school
- ❖ take an art course such as still life or life drawing
- ❖ learn a new musical instrument
- ❖ take a current musical instrument to a higher grade
- ❖ design posters to advertise events
- ❖ decorate a venue for an event
- ❖ write news style reports on activities/charity events and so on
- ❖ make film/documentary
- ❖ design a web page about CAS
- ❖ take up a further language

ACTION

- ❖ assisting coaching school sports teams after school
- ❖ assist in refereeing during sports lessons (so long as this is physical in itself)
- ❖ take up a new sport
- ❖ start lessons in golf
- ❖ start using the climbing wall
- ❖ do a sponsored run/walk – a new distance challenge if you have done similar before
- ❖ try something like abseiling or caving
- ❖ start using a gym
- ❖ take part in productions which require dancing
- ❖ fitness classes
- ❖ dancing lessons
- ❖ D of E hikes

SERVICE

- ❖ further links with primary schools in following the Government's decision that all primary schools need to offer a Modern Language by 2009.
- ❖ assess any needs within the Old People's Home near school that you could assist with.
- ❖ contact the local heritage office to offer services in promoting the local community history in such activities as 'character' tour guides
- ❖ run 'tutoring' sessions for lower years
- ❖ help staff in organisation/supervision of events such as school discos
- ❖ assist like a TA in lessons in school
- ❖ go to a deprived country with a known organisation to do volunteer work
- ❖ teach a group of children an instrument, like the recorder, or a sports game
- ❖ from Action helping to coach or referee sports matches
- ❖ do an event to raise money for charity
- ❖ volunteer in a charity shop

Current Activities available within School

Those activities with an asterisk (*) may occur within more than one element.

Creativity	Action	Service
Chess club (lessons possibly)	Climbing	Head Girl/Boy
Philosophy club	Rowing	Subject support-various departments
Senior Choir		Open Evenings - support for staff
School Council*		School Council*
House Captain*	House Captain*	<u>Senior prefect:</u>
Choreography for school plays*	Choreography for school plays*	Subject specific support
Year book & media team*		Year book & media team*
Tech team *	Basketball (Boys?)	Tech team *
Orchestra/Big Band	Rugby (Boys?)	Refreshment team
Senior Strings	Cricket (Boys?)	Learning support
Display team*	Athletics (Boys?)	Display team*
Debating	Fitness (Boys?)	Charity team
Mandarin Chinese	Table tennis (Boys?)	Environment team
French TV News club	Golf (Boys?)	Year 12 'Form Friends'
	Football (Boys?)	Year 7 support group
		Peer support
		Assisting Maths Activity Days
Duke of Edinburgh (possibly within school but available outside)*	Duke of Edinburgh (possibly within school but available outside)*	Duke of Edinburgh (possibly within school but available outside)*

Current Activities available within the Community

Creativity	Action	Service
Kent Youth Band	Sea Scouts	Medical/Veterinary volunteering
Margate Allotments*	Sports coaching (various)	Care homes
Youth Parliament	Margate Allotments*	Work in Primary schools
Guide Leader*	Youth clubs	Red cross
Thanet Youth Council	Guide Leader*	KCC Bounce (work with disabled)
Hilderstone* classes with Foreign students		Cliftonville Stroke Association
Duke of Edinburgh*	Duke of Edinburgh*	Duke of Edinburgh*
		Hilderstone* befriending Foreign students

Activities undertaken by current IB students

Some activities undertaken by current IB students and new opportunities:

Current

- Part of the King Ethelbert's maths mentor team – go after school on a selection of dates throughout the year to work for 1 hour with groups of year 10 or 11 students revising for their exams.
- English mentor team – similar set up as above
- Maths and English focus days – help for King Ethelbert's but run in our school during the day and involving more activity based programmes
- Hilderstone College has opportunities for some of our students to work with their international students in certain classes or maybe to help with trips at weekends
- Margate Football Zone love volunteers to work at their after school club with children not just on their physical activities but with their studies too – several of our students have loved it this year!
- Working with the elderly at Maurice House
- D of E
- Various dancing lessons from belly to burlesque and Latin-American
- Assisting at primary schools
- Helper/young leader at guides/brownies
- Lifeguard training
- Tech team at school
- House Captains
- Air Cadets
- Playing in a band
- Working for a theatre company

These are just some of the activities our current year 13s have taken part in so far. Many more opportunities present themselves throughout the year – just remember to send an activity request to me to be approved before you start anything!

International Projects

It is a requirement of the **International** Baccalaureate that you must include an international, more specifically an *intercultural*, element to at least one of your projects.

We have a link with Hilderstone College which will provide such opportunities as interacting with foreign students, supporting them whilst they are in this country, joining creative classes with them such as pottery and many more.

Even a campaign to raise awareness of an international issue you may feel passionate about, including charity events to support work in these areas, can be included but you need to engage in the culture too.

Ideas:

- Think Global, act local (e.g. environment, elderly...)
- Buddy system with international IB students from other schools
- Video-conferencing with international schools
- Raising money for a specific international cause (but you would need to learn about the culture and the nature of the cause and form a presentation on this)
- Model United Nation
- Sponsor a child
- Organise an International Day at school
- Maybe you already have links with friends/relatives who live in other countries.
- International Food Evening (year 7)
- Assisting with the Africa trip project to produce materials to be taken over there, based on comparing our culture with theirs.

Note – you do need to learn about the culture whilst undertaking these activities.

Reflection

Reflection needs to be developed. It should not be assumed that it comes naturally. The fundamentals are simple. Of any activity, it is appropriate to ask the following questions.

- ❖ What did I plan to do?
- ❖ What did I do?
- ❖ What were the outcomes, for me, the team I was working with, and others?

You need to consider feelings as well as facts here.

Kinds of reflection

Different kinds of reflection work for different people. Reflection can be:

- ❖ public or private
- ❖ individual or shared
- ❖ objective or subjective.

For example, in a CAS group project, the planning stages are largely public (available to all concerned in the planning and most likely the community, school or otherwise, in which the event is to be set), so reflection on them can be largely public, shared and objective. There may be individual views that arise independently, in terms of how satisfactory the process was for a particular student (who may enter and leave the activity with different personal experiences from others).

For some students and some kinds of reflection (such as private, individual, subjective), writing is the best tool for reflection. However, if reflective writing does not come naturally to you, it is by no means the only possible outcome of reflection. You can present your activities orally to peers, parents or outsiders. You can make scrapbooks, photo essays, videos/DVDs or weblogs. You can use journals or make up varied portfolios. Or you may sometimes simply reflect privately: some of the most important lessons may be very personal ones that you should be allowed to keep to yourselves.

Developing reflection.

Moving on from the “What ...?” questions outlined earlier, experiential learners might consider, where appropriate, for themselves and others, and for each stage of an activity:

- ❖ how you felt
- ❖ what you perceived
- ❖ what you thought about the activity
- ❖ what the activity meant to you
- ❖ what the value of the activity was
- ❖ what you learned from the activity and how this learning (for example, a change of perspective) might apply more widely.

You may wish to use the book by **Catherine Berger Kaye (2004) - The Complete Guide To Service Learning** as a guide (IB reference section in the library).

Guiding Questions for Reflections

- Please describe the activity: look at your journal and summarize what you did at each stage. Please include dates wherever possible.
- What did you hope to accomplish by taking part in this project?
- What do you feel that you actually accomplished?
- Would you say you have met your own expectations?
- Which difficulties did you face?
- Did you at any stage feel that you were failing to achieve your expectations?
- If so, did someone help you then? In case, who? How?
- Who guided your reflections during the whole project?
- Did you find that useful
- What did you think you learned about yourself through this activity?
- How will you be able to apply what you have learnt in other life situations?
- Do you think this activity benefited other people? If so, whom, and how?
- What would you change if you were to do this all again?
- What would you like to do next if you could continue with this activity?

Recording and evaluating

All students must build a CAS portfolio which provides written and visual evidence of your involvement in CAS activities.

Here is a 5 step guide which covers everything that should be included in the portfolio:

Step 1: Activity proposal: the first step is to decide on the activities you wish to become involved with over the next 4 terms. You must take into account the CAS time requirements. You should be doing 2/3 activities per week. This should be recorded on your CAS proposal card and discussed with your form mentor or CAS co-ordinator.

Step 2: Recording hours: Fill in the GoogleDoc spreadsheet. Record the number of hours you expect to achieve (this can be changed as the activity progresses), a short description of the activity, supervisor's name and contact details including email address. When you have completed the activity, write a short reflection. This will help you with your final self evaluation. Only write in the **red boxes** on the spreadsheet.

Step 3: CAS card: All hours should be recorded and signed off by the relevant supervisor. The card will show the Supervisor's name, contact details and a short description of your activity. When you finish your activity ask your Supervisor to sign the card and give a short comment. Full cards should be handed back to the Sixth Form Office where they will be filed as proof that hours have been completed. Please keep on top of this task (do not leave this until the end of the programme).

Step 4: Initial Review A short document (500 words) should be submitted during the first 2 weeks of the programme discussing gifts and talents you already have, activities you have completed in the past, current activities and any activities you are planning for the CAS programme. Be imaginative when planning for the next 4 terms this could be your opportunity to fulfil a burning ambition. A template for this document will appear in your electronic CAS folder.

Step 5: Interim Review This document will be completed during the summer term (700 words). You will give a brief account of activities completed and reflect on the outcomes. Then you will outline your plans for the second half of the programme. You will be timetabled 2 CAS seminars to complete this work.

Step 5: Final self evaluation: On **completion** of the **whole CAS programme** you must make a final self-evaluation by listing all of your activities and projects and writing a critical reflection on your entire CAS experience (1000 words). You must show evidence that you have met each of the learning outcomes at least once. The CAS Student Handbook will help you with this task. Help is also available from the 2 CAS co-ordinators (Mrs Rodd and Mrs Ives) and your form mentor. A template for this document will appear in your electronic CAS folder.

Important/Submission/Completion Dates

Note: Throughout your course you should be constantly updating reflections and hours for both ongoing and completed activities.

Year 12 (2014/15)

During Year 12 you will be expected to attend **ALL** CAS seminars **every week** unless you are told otherwise by the CAS coordinators.

September: CAS launch followed by timetabled CAS seminars during which you complete and submit your **Initial Review**

October: Timetabled CAS seminars to review progress. Please update your googledoc and bring all CAS cards to these seminars

January: Timetabled CAS seminars to review progress and discuss projects.

February: Googledoc review and practice reflection.

April: Timetabled seminars during which you will complete your **Interim Review**. Please ensure your googledoc is up to date and CAS cards are completed.

June: Make sure you have plans to cover any remaining CAS outcomes and include a culturally related project if not already done so.

Year 13 (2015-16)

October: Final CAS Co-ordinator meeting to discuss any last activities and the Final Reflection.

November: Timetabled CAS seminars to complete **Final Reflection**. You should ensure your Googledoc spreadsheet is up to date. CAS cards should be signed and put in the box in sixth form office.

January 2016: You can give your total attention to academic studies.

NOTE: You can continue any activities in your own time. CAS is life-long!

Frequently asked questions

Do I have to select the activities listed in this handbook?

No. These are examples of the kind of activities you may want to select but there are many other worthwhile opportunities available, both on-site and outside school.

How do I balance the 3 activities?

You should aim to have an even balance of hours split between the 3 activities e.g. roughly 50 hours on each (as a guide only!). You will be able to use your timetabled CAS 'lessons' to plan and undertake your activities once we're underway. You will find, also, that you need to fit them in outside of school hours. This does not have to be as time consuming as it sounds, one hour of each element per week would be ideal, but you can do more if you wish!

What if I am not sure about an activity?

All activities need to be verified by the Coordinator prior to you undertaking them. This will ensure that all your activities are valid CAS projects.

Who checks whether I am doing my activities?

All activities should involve a responsible adult on site to evaluate and confirm your performance, preferably someone unrelated to you. They will need to sign off your hours before they can be accepted and sign (ideally with a comment) at the end of an activity to confirm attendance and commitment etc. For longer activities (10 weeks or more) you need to ask them to do this every 6 weeks. This could be a member of staff or a leader in an organised charity group. Contact names and numbers must also be submitted to the Coordinator before you begin your activity.

CAS self evaluation form Guidance

Use this form as a guide to any reflections – including Interim and Final Reviews

- ❖ To be completed at the end of each activity

Candidate Self-Evaluation

Candidate name: _____ Activity: _____ No. of hours: _____

1. Summarise what you did in this activity and how you interacted with others
2. Explain what you hoped to accomplish through this activity
3. How successful were you in achieving your goals? What difficulties did you encounter and how did you overcome them? How did you meet specific CAS learning outcomes? Which aspects of the Learner Profile do you now relate to?
4. What did you learn about yourself and others through this activity?
5. Did anyone help you think about your learning during this activity? If so who helped and how did they help?
6. How did this activity benefit others?
7. What might you do differently next time to improve?
8. How can you apply what you have learned in other life situations?

Candidate signature: _____ Date: _____



Example of supervisor letter



Dane Court Grammar School

Dear Activity Supervisors,

THE CAS PROGRAM

The international Baccalaureate is a comprehensive, pre-university educational programme that develops students' self-organisational and study skills, and reflects international standards of education. Students develop critical thinking skills and undertake a **Creativity, Action and Service Programme (CAS)**, an integral part of the International Baccalaureate Diploma Course, which is a non-academic component aiming to extend students' personal talents and social commitments through a major project of community worth.

The CAS program aims to provide the individual student with a challenge in three areas:

CREATIVITY: This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum. Such activities could include creative thinking, design, setting up and advertising/reporting on service activities.

ACTION: This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside the normal curriculum. It also includes physical activity involved in carrying out creative and service projects.

SERVICE: Finally, this component aims to nurture and mould the global citizen by providing/aiding services in the community. The community may be the school, the local district, or it may exist on national and international levels. Service activities should not only involve doing things for others but also **doing things with others** and developing a real commitment to them.

Roughly 50 hours should be spent in each of the three areas in order for a student to meet the CAS requirements. However, it is quality and depth of personal development on which the student will be mainly assessed. Your understanding, support and guidance (where appropriate) are important to their overall success.

The students' CAS activities need to be monitored. For a long term activity lasting at least 10 weeks, I would ask you to please sign the student card every 'half term', i.e. every 6 weeks and at the end to confirm attendance and comment briefly on commitment/progress etc. For a short term project (less than 10 weeks) I would ask you to do this once at the end. I thank you in advance for taking the time to do this.

Should you have any queries regarding the CAS programme, please contact:

CAS Co-ordinator
Dane Court Grammar School
Broadstairs Road
Broadstairs
Kent
CT10 2RT

Telephone: 01843 864941

Thank you for your support.

Kind regards