The IB Programme

at Kenner Collegiate

[](http://www.google.ca/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCKG6vLCd_McCFQZ7PgodzlIFQw&url=http://blogs.swa-jkt.com/swa/10310/2014/03/23/creativity-action-service-cas-cas-cas-and-cas/&psig=AFQjCNGNFTshOmq25inLuHKw7qbv3hS5ew&ust=1442516096472634)

2017-2018 CAS Guidelines for Students, Parents and Supervisors

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CAS General Guidelines

**The Philosophy of CAS:**

Creativity, Action and Service (CAS) is one of three central features that make the IB Philosophy unique. CAS is a significant way in which a whole-student approach is achieved in IB, as students strive to balance their academic success with interesting and self-directed projects in the school and in the community. In seeking this balance, CAS celebrates the importance of life outside the world of scholarship. In keeping with this, CAS emphasizes experiential learning, and becoming more reflective through participation in projects with real consequences, results and effects, and through evaluating these experiences over time.

**What CAS means:**

CAS is an acronym which stands for Creativity, Action, and Service. These three strands, which are often interwoven within particular activities, are described as follows.

**Creativity – “creativity is putting your imagination to work**”

**[](http://www.google.ca/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCOOdkOGOi8gCFYh5PgodNTIFHg&url=http://www.zmescience.com/medicine/mind-and-brain/neuroticism-creativity/&psig=AFQjCNFtdNb2QCbiZeZAue5T6NkrUXwlvg&ust=1443027567485484)**Creativity means being actively involved in a creative activity. This can encompass an art activity (dance, music, drawing, theatre) but also could include learning and developing a creative skill (photography for yearbook).

SUGGESTIONS: Participating in a music or choral group; taking part in a school or community theatre production, an art show, joining a dance troupe, taking a community art or photography class, helping to organize an event in the school or community, learning a new creative or technical skills like woodworking, participation is student’s council, being part of a band…

**[](https://www.google.ca/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCKLVuIaPi8gCFYI2PgodA-0Mxg&url=https://justaddtea.wordpress.com/2014/03/17/time-for-action/&psig=AFQjCNE0CCgHElk41SbRAMjdAk6jn5VGkg&ust=1443027636007419)Action – “small deeds done are better than large deeds planned**”

Being active can also encompass a number of different kinds of activities. Action could include expeditions, individual and team sports, and physical activities outside the school curriculum. Action could also be considered t of a work project, or being active in the community and/or school around issues that you believe in (Me to We, International Night).

SUGGESTIONS: Joining a school or community sports team, participating in and/or helping organize intramurals, volunteering at a community sporting activity, designing and/or participating in a creative activity or a service activity that has a physical component, volunteering at an after four club or community centre[](http://www.google.ca/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCMC2kY2Qi8gCFcocPgodjxQB8Q&url=http://www.marstall.de/cms/service.html&psig=AFQjCNHocVkwvC3-9vg4fa1nX-ZDIfXwDA&ust=1443027929363627)

**[](https://www.google.ca/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCLPTgd6Qi8gCFYNyPgod9eoLjg&url=https://editions.lib.umn.edu/electionacademy/2012/08/17/brian-newby-on-public-service/&psig=AFQjCNFbfi2deUIC5Z1bZi5cpVyHtiI7IQ&ust=1443028082749508)Service – “service is the rent we pay for the privilege of being on the earth**”

Service involves doing things for and with others on behalf of a good cause. Being a coach for young children, giving lessons.

SUGGESTIONS: Being part of Scouts, Guides or 4-H, tutoring students or helping with homework club, volunteering at a senior’s residence or a children’s camp, participate in Terry Fox, Relay for Life, Habitat for Humanity…

**Some Guidelines to consider**

* Students are asked to generate approximately 150 hours in total, as evenly spread as possible among that three categories;
* Hour counting is discouraged. The spirit of CAS is about taking risks, involving oneself in worthy projects, and challenging oneself to be a school and civic leader;
* Try to balance individual and team efforts as the skills and challenges associated are often different, and lead to richer learning;
* Take the initiative and try to create CAS scenarios for yourself;
* ALL CAS activities must be completed within grade 11 and 12 year.

**Are certain activities not allowed to count for CAS hours?**

* Activities which are counted as service, but are actually self-serving;
* Activities where the student receives monetary compensation;
* Activities are part of academic work being used towards the IB Diploma;
* Activities where proselytizing is involved.

**What** *documentation* **is required?**

* Your CAS activities should amount to ***approximately 150 hours, with an attempt being made to distribute the hours evenly among the three CAS areas;***
* Your CAS activities must address ***all eight of the CAS learning outcomes at least once;***
* You must provide ***photo evidence of at least four CAS activities, with each photo representing an activity linked to a maximum of two of the learning outcomes.*** (Thus, an acceptable CAS profile would include a minimum of four pieces of photo evidence.)
* Students must ***write reflections on their CAS activities. These 3-4 paragraph (longer if needed)***

***reflections must address all eight CAS learning outcomes, where one reflection can address a maximum of two learning outcomes at the same time. Therefore the minimum number of reflections would be four.***

**What is the deadline?**

* The final deadline for submitting your completed CAS profile is June 1 of your grade 12 year.

**[](http://www.google.ca/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCNHF_KWRi8gCFcJyPgodcXEGDg&url=http://www.growthengineering.co.uk/3-tips-to-make-learning-social/&psig=AFQjCNGz30bU3P1p8jjzp7LIoDcboGJV6Q&ust=1443028228220604)**

**CAS LEARNING OUTCOMES**

There are eight learning outcome that form the core of CAS. These are treated and celebrated equally, and the cultivation of these outcomes are key to students developing a balanced approach to their studies, work and life. As a result of their CAS experience as a whole, including their photo evidence and written reflections, students should have:

1. **Increased their awareness of their own strengths and areas for growth**

They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to learn, improve and change.

1. **Undertaken new challenges**

New challenges may take the form of an unfamiliar activity, or an extension of a familiar one. In any case, seeking new challenges is part of becoming a risk-taker and helps lead to increased confidence

1. **Planned and initiated activities**

Planning and initiating almost always involves collaborating with others. This can be demonstrated in activities that are part of larger projects (e.g. helping with International Night), as well as in smaller student-led activities.

1. **Worked collaboratively**

Collaboration can be shown in many different activities, such as team sports, playing in a musical group, or helping in a class.

1. **Shown perseverance and commitment in their activities**

At a minimum this implies attending regularly and accepting a share of the responsibility and perhaps even dealing with problems as they emerge over time. What we want to avoid in CAS is a profile built only on once-off activities.

1. **Engaged with issues of global importance**

International-mindedness is at the core of the IB philosophy and is reflected in the emphasis in CAS. Students may become involved in international projects, or even local projects with an international scope (New Canadians Centre). Think global, act local.

1. **Considered the ethical implications of their actions**

Ethical decisions arise in almost any CAS activity: athletic sportsmanship, relationships, and considerations of the feelings and/or views of others.

1. **Developed new skills**

As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.**[](http://www.google.ca/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCNHF_KWRi8gCFcJyPgodcXEGDg&url=http://www.growthengineering.co.uk/3-tips-to-make-learning-social/&psig=AFQjCNGz30bU3P1p8jjzp7LIoDcboGJV6Q&ust=1443028228220604)**

**Your CAS Activity Reflections**

[](https://www.google.ca/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCL_B192gi8gCFUU5Pgod_hwP2A&url=https://www.smore.com/h6ny-iim-pbl-wb&psig=AFQjCNGwBkB8jvhG6_N9iccY8EnIyhCrWA&ust=1443032371098012)**Sample Guiding Questions for CAS Reflections:**

Use these questions if you need help getting started on your CAS reflections. Please reflect honestly on your experiences. CAS opportunities that do not work out exactly as you had planned contain as much learning as those which unfold perfectly.

1. **Summarize what you did in the activity and how you interacted with others.**
2. **Explain what you wished to accomplish through is activity/project.**
3. **In a detailed way, examine your own growth and/or shift in perspective as a result of your participation.**
4. **What would be the character traits and skills that were most prevalent for you?**
5. **What risks did you have to take as a result of your involvement?**
6. **If you were to re-design this project what changes might you make?**
7. **What specific lessons did you learn from others who were also involved in this activity?**
8. **What goals did you have when you first began working on this project? How did these goals shift or change throughout the process?**
9. **How did you see your work helping others?**
10. **How might this activity and/or the lessons you have learned from it continue to be part of your life moving forward?**

**STRUCTURING YOUR REFLECTIONS: (each reflection has 3 parts)**

1. **KEY INFORMATION. You should have a minimum four reflections. At the *top of each* reflection, put the following:**

**Candidate Name:**

**Candidate IB Number:**

**Candidate Session #:**

**Title and CAS category of Activity:**

**Name of Supervisor:**

**Supervisor Contact #/e-mail:**

**Number of Hours:**

**CAS Learning Outcome(s) Addressed:**

1. **PHOTO. Each of these key reflections must be accompanied by phot evidence of your activity.**
2. **TYPED REFLECTIONS. Underneath, the key information, and using a twelve point font**

**write a careful, 3-4 paragraph honest account of each experience, what it meant to**

**you personally, how you learned or grew as a result of your participation, and how it**

**demonstrates the CAS learning outcomes.**