

# The IB Programme at Kenner Collegiate



## 2019-2020 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”**



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 in student’s council, being part of a band...

### **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 to be 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 school club or community centre

## 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.



## CAS LEARNING OUTCOMES

There are eight learning outcomes 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.

### 2) 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

### 3) 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.

### 4) Worked collaboratively

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

### 5) 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.

### 6) 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.

### 7) 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.

### 8) 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.

# Your CAS Activity Reflections



## 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:

- 2) **PHOTO** Each of these key reflections must be accompanied by photo evidence of your activity.
- 3) **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.

## **Engaging in Issues of Global Significance is often the most difficult learning outcome for students to address...**

The approach “think global, act local” has importance when planning a CAS programme. The following list contains suggestions for issues of global significance. The list can be used to provide ideas to students designing their individual CAS programmes. Please note that the list is not complete and students will find issues of global significance not listed, particularly what is currently occurring in their own communities.

The United Nations Millennium Development Goals also provides a list of issues of global concern.

- Goal 1: Eradicate extreme poverty and hunger
- Goal 2: Achieve universal primary education
- Goal 3: Promote gender equality and empower women
- Goal 4: Reduce child mortality
- Goal 5: Improve maternal health
- Goal 6: Combat HIV/AIDS, malaria and other diseases
- Goal 7: Ensure environmental sustainability
- Goal 8: Develop a global partnership for development

The full list of goals, targets and indicators found at the United Nations Millennium Development Goals website may provide more opportunities and ideas for potential CAS experiences or CAS projects that would involve students engaging with issues of global significance on a local level.

Some examples of appropriate CAS experiences that provide scope for showing achievement in this learning outcome include:

- raising awareness of a global issue through a focused campaign
- participating in organized global issue projects
- supporting local programmes engaged in specific educational campaigns
- assisting local communities in integrating the principles of sustainable development
- developing sustainability projects at school or in the local community, such as recycling bins and saving energy
- planning and implementing a school waste-management policy
- leading awareness events at school about air pollution
- becoming involved in the delivery of a computer-literacy project in a local community
- developing an urban community garden
- teaching hand-washing lessons at local kindergartens as a part of UNICEF’s hand-washing campaign
- organizing a “Love your ocean” day at school
- raising awareness about human trafficking
- building a storm-water garden to reduce storm-water run-off
- creating a campaign to raise awareness among tourists about fragile local ecosystems
- tutoring refugees after learning about gender equity in education
- leading resume workshops for people who are unemployed
- distributing resources for emergency safety. \*\*\*The above are suggestions only, and students will undoubtedly find their own ways in which to achieve the learning outcome.