

# **CAS Handbook**

## **2012-13**

II Liceum Ogólnokształcące  
im. Mikołaja Kopernika  
z Oddziałami Dwujęzycznymi i Międzynarodowymi  
w Lesznie

# Table of Contents

Page No.

What is CAS?	3
The Nature of CAS	5
Aims and Objectives of CAS	4
CAS at the Secondary School no.2 (Including a guide about what makes a good CAS activity)	7
CAS requirements at a glance	9
The CAS Resource Folder	12
Questions that you need to answer about CAS	17
Activity Supervisors Forms (example)	18
CAS Deadlines	20

## What Is CAS?

**CAS stands for 'Creativity, Action and Service'. This means that your CAS programme must contain several activities from all three areas. CAS MUST be started soon after the commencement of school after Summer Break and must be finished by March 2014**

**Creativity** can be defined as arts, and other experiences that involve student's creative thinking, experimenting and expression.

**Action** can be defined as physical exertion contributing to a healthy lifestyle, that is new and challenging for the student.

**Service** can be defined as an unpaid and voluntary exchange that has a learning benefit for the student, while maintaining the rights, dignity and autonomy of all those involved.

CAS is a framework for experiential learning, designed to involve students in new roles. The emphasis is on learning by doing real tasks, that have real consequences. It is... "a counterbalance to the world of scholarship, an invitation to participate in activities destined to develop attitudes and values which transcend barriers of religion, race, class, gender or politics."

**Students are then asked to reflect on these experiences over time. It is only after reflecting for a period of time that personal development occurs.**

The most meaningful CAS experience comes from spending time with others to build relationships, and develop the self-worth of both server and served.

All CAS activities to be most effective and enjoyable for all concerned, must take into account each student's aptitudes and preferences, and values and beliefs, while at the same time, meeting CAS Aims and The Eight Learning Outcomes.

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## The Nature Of CAS

The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a counterbalance to the academic self-absorption you may feel within a demanding school curriculum. The creative, physical and social development of human beings can be shaped by their own experiences. The IBO's goal of educating the whole person and fostering more caring and socially responsible attitudes comes alive in an immediate way when you reach beyond your classroom(s) and your books. The educational benefits of CAS apply in the school community, and in the local, national and international communities.

### To you, the student

CAS should extend you. It should challenge you to develop a value system by which you enhance your personal growth. It should develop a spirit of open-mindedness, lifelong learning, discovery and self-reliance. It should encourage the development of new skills in equally from all three parts of CAS: creative skills, physical skills and social skills. It should inspire a sense of responsibility towards all members of the community. It should also encourage the development of attitudes and traits that will be respected by others, such as determination and commitment, initiative and empathy.

Although there are three elements to CAS, it is important not to consider them as mutually exclusive. It is the interaction between them all that creates the richness of CAS. **The whole of CAS is greater than the sum of its parts.** CAS is about the education of the whole person, and the three elements are therefore interwoven. Together, they enable you to recognize that there are many opportunities in life, away from formal academic study, to grow in knowledge of life, self and others. Creative and physical activities are particularly important for adolescents (probably more so than for any other age group) because popular culture informs and shapes their desires and values. There are also pursuits which offer much opportunity for fun and enjoyment at a time which is, for many young people, full of stress and uncertainty.

## Aims and Objectives of CAS

**The aims of CAS are to enable you to:**

- Be a reflective thinker, who understands his/her own strengths and limitations and can identify goals and devise strategies for personal growth
- Be willing to accept new challenges and new roles
- Be aware of themselves as members of communities with responsibilities towards each other and the environment
- Be active participants in sustained, collaborative projects
- Be balanced and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

**These are the learning outcomes of CAS. FOR YOU TO COMPLETE CAS all eight of the CAS must be demonstrated at least once. There must be evidence of you having achieved these:**

- Increased awareness of your own strengths and areas for growth
- That you have undertaken brand new experiences and faced brand new challenges
- That you have planned and initiated activities
- Your ability to work collaboratively with others
- That you have shown perseverance and commitment in all the activities you chose to do
- Your understanding of important global issues
- That you have considered the ethical implications of your actions.

## CAS and The Secondary School no. 2

CAS (and the entire IB Diploma program) stimulates students to think about the *how* to learn, *why* we learn, *who* learns, and *what* to learn under different circumstances with different people. Additionally, it encourages students to examine the whole process of reaching and finishing a creative, action or service task, not just achieving an outcome.

### How can you tell if an activity meets the CAS Outcomes?

Students will	No	Somewhat	Yes	Questions
Undertake new challenges	The activity is something that you have already experienced	If you have done the activity before, but you are taking it to a new level	You have never done this before	List new challenges
Consider the ethical implications of your actions	You do not know what this means	Part of this activity will help to increase your ethical consideration of your actions	You are aware of how your behavior and actions will impact on others. You will be able to discuss these implications with others.	List some of the potential ethical implications
Engage with issues of global importance	There is no global importance in your activity	At first glance the activity may involve personal importance, local or national importance	The activity deals with issues of global importance	List the global issues
Increase your awareness of own strengths and areas for growth	The activity will not provide opportunities for self-	The activity will compliment current strengths.	The activity will stretch your current limits to help you grow. You will improve current strengths and reflect on ways to improve.	List your strengths and highlight how you

	growth			will experience personal Growth.
Develop new skills	This activity does not allow the opportunity to develop new skills	There is an opportunity to develop some new skills or to develop new skills in a new way	There is ample opportunity for you to develop new skills so you can develop pre-existing skills in new ways.	List your current skills for this activity  Explain how your skills will improve.
Plan and initiate activities	You will participate in then activity but you are not lived in involved in the planning of the activity	You will participate in the activity and may have the opportunity to offer advice in the planning stages to organisers.	Your activity will allow you to organize almost all of it (planning,execution,reflection)	List what parts you will be planning.  List what parts you organize.
Work Collaboratively	You are working alone	The activity will allow you to work with others some of the time.	The activity will you to actively work with others to accomplish your task.	List who you will be working with and together.
Show perseverance and commitment in your activities.	You do not think that you will give 100% to the activity.	You will be able to participate in most of the activity and show a certain level of commitment	You will be able to participate constantly and show 100% commitment to the activity.	List how you will show perseverance and commitment to the activity List any obstacles you have to

				overcome.
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**Appropriate CAS activities both in and out of the Secondary School no.2 might include:**

- training for and participating in a brand new sport (P.E classes are exempt)
- a structured series of visits to a home for orphans
- helping with rehabilitation at one of many local hospitals or nursing homes
- teaching students at the Primary School, basic literacy or computers etc.
- establishing and coaching a sports team for other teenagers
- establishing and leading a band
- involvement in a theatrical production to which kindergarten children are invited
- teaching the use of computers
- environmental restoration and protections
- organizing exhibitions
- helping administer and learning to coach a new sport (**being part of the sports leaders programme.**)
- participating in a workshop of a brand new activity
- peer teaching to a learning support student
- providing entertainment at any school sports events or other student social occasion

- **Your ideas/notes:**



<b>ICS CAS requirements at a Glance</b>		
<b>Creativity</b> Creating Something	<b>Action</b> Physical Action	<b>Service</b> Volunteering Help
Regular weekly commitment over at least 18 months		
Commitment to all three areas of CAS		
Reasonable balance between Creativity, Action and Service		
Variety of Activities (2/3 activities for each category)		
Activities should vary in terms of length and commitment-none trivial		
Each Activity must have adult supervisor (not family)		
At least one Project in teamwork, integrating teamwork or more of the categories and lasting a significant length of time (2-3 months minimum)		
At Least one activity has an international theme		
At Least one community service		
Documentation of activities and evidence that the Eight key learning activities have been achieved must be provided		
Activities that are part of earning the IB Diploma do not count towards CAS		
Meaningful reflection on activities that have been carried out		

## Organisation of CAS at the Secondary School no. 2

### Step One:

Decide on an activity that will meet with CAS aims and objectives. Decide if it is a Creative, Action or Service task. Decide when (day, time) you will start the task and how many hours it will take to complete. **You then fill in the form provided with this booklet as a term planner for CAS in your folder**

Notes:

### Step Two:

Your tutor will have a talk with you about the suitability of your activity for CAS.

Notes:

### Step Three:

Miss Kurowska will **contact your CAS Activity Supervisor** if necessary, before you start, usually by telephone, to confirm all details and will discuss with them, their responsibilities. If there are any problems, you will be notified in meeting times/assembly/or in person informally.

Notes:

### Step Four:

Begin your activity! After every day or set of hours is completed, **you must write in your CAS blog, that you set up yourself, and put in any relevant pictures or resources in your folder and keep it updated. You will need to present this work to Miss Kurowska.**

Notes:

### **Step Five:**

Repeat the above steps for every new activity. Arrive on time to all meetings. Ask for help from Miss Kurowska, as soon as you have any difficulties. **You should contact your supervisors if you cannot keep an appointment.**

Notes:

## CAS Resource Folder

**You need to keep a Resource Folder ( blog, electronic file or planner) of all your CAS activities and ideally, you will need to write some reflections on each activity you carry out.**

Whatever method you choose, **DO NOT NEGLECT YOUR reflections** BECAUSE YOU WILL NOT BE ABLE TO CATCH UP LATER. Remember: Your folder will be checked at least once per term by a CAS supervisor. **It must be neat and up to date for the duration of the Diploma Course.** CAS activity supervisors (e.g. the people that coach a team or supervise an activity) do not need to see this folder, and you do not have to show them, no matter how much they protest – it is YOUR private property, but supervisors are welcome to add any appropriate resources and pieces of useful material that might help with your experiences and self-reflection.

At the end of every IB Diploma Course, random students will be asked via the CAS coordinator to submit at least ten pages of work from their CAS Journal and Resource Folder

Here are some tips on how to keep a good and Resource Folder:

- Date each activity and describe what you did and how you did it, and who was there.
- What did you hope to accomplish by this activity? What did you actually accomplish?
- What difficulties did you encounter (physical, mental, emotional, other)?
- What were your strengths and weaknesses? (physical, mental, emotional, other)?
- What were the brand new roles the activity presented you with and how did this make you feel?
- Did the activity stimulate you (physically, mentally, emotionally, other)?
- Has the activity changed you in any way (physically, mentally, emotionally, other)?
- **Do not write too much.** Add pictures and other pieces of information to compliment your self-reflection.

- Ask yourself “How did I feel about this activity?” - do not just write a synopsis or a review, that you think others might enjoy reading. **Do not write about irrelevant things**, for example, what other people (other than your supervisor) were doing/wearing/saying; or what you ate for lunch while you were there!
- Take a notebook, pen, pencil, eraser, (or your Journal and Resource Folder with you, if possible) and your camera with you to all activities.
- **Use this check list as you write and record your reflection, as well as the Aims and Outcomes of CAS.**

## Further Information

### Important Points:

- **CAS MUST be started soon after the commencement of school after Summer Break and must be finished by March of your final year at school, and not before and not after unless under exceptional circumstances.**
- **If you fail to be involved in CAS activities over this period, and achieve the learning outcomes, you run a real risk of not being awarded the IB Diploma. Activities must be spread evenly over the length of the course.**
- **All activities should be approved by your parents.** All parents are welcome to contact Miss Kurowska at any time to discuss any concerns.
- **Students are encouraged to find their own CAS activities – it is not the responsibility of the staff to provide you with activities.** This is simply because part of the learning process is to show initiative, motivation and responsibility.
- **Students who become injured or sick either during school; home or a CAS activity, and where it may affect the students CAS commitment and performance, must report to Miss Kurowska as soon as possible with a Doctor's note or other appropriate documentation.** If a student becomes sick or injured while on a CAS activity, a brief report from the CAS Activity Supervisor must be submitted to Miss Kurowska within seven days.
- CAS must not include any activity that is deemed as dangerous or unethical. This is at the discretion of Miss Kurowska, and ICS. Further, if your responsibilities change while undertaking an activity that may entail a perceived danger to you or to others, you may be asked to cease or change the activity immediately and your CAS Activity Supervisor and you parents may be contacted. **You need to tell Miss Kurowska if you think your health and safety is in danger at any time, and as soon as possible, or if your responsibilities have changed dramatically** (see next page).

- Examples of this may include:
  - Any hunting activities where the object is to kill or maim animals using weapons.
  - Any operation of vehicles (on road or off road), or machinery where students do not have a license; appropriate protective equipment; supervision; or could cause great harm to themselves and/or others; and/or disturbance and damage to the environment.
  - Where a student is asked to handle or dispense any medical treatment; drugs; hazardous waste, or where the student is asked to work in any highly unhygienic or contagious environment that may cause mild to serious health problems.
- If you lose any documentation including any part of our journal, it is up to you to replace it appropriately and quickly.
- CAS hours **can** be performed at night; on the weekends and over the school holidays. CAS hours can also be performed internationally.
- Parents and other relatives, can act as CAS Activity Supervisors, so long as they have appropriate qualifications, and are not found to be aiding the student to accumulate “false” hours.
- Every CAS student will be interviewed (one on one) at a time and location yet to be decided by Miss Kurowska twice during the first year of CAS and at the end of CAS.
- More than one factor of CAS may be represented in any activity at a time. For example; coaching an under-10 team in touch rugby can account for both Action and Service, and hours distributed evenly.
- Any paid work experience; on the job training for pending employment; or household chores will **not** be accepted as a CAS activity.

## CAS Projects

- **Every student must be involved in at least one project during the length of the Diploma Course, in order to “pass” CAS.** A project involves teamwork that integrates two or more factors of CAS. You are responsible for helping to plan and initiate the project. **It must last (including planning) a minimum of 30 hours.**



Questions that you need to answer in your CAS reflections to complete CAS
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1. How have you increased your awareness of your strengths and limitations?
2. What new challenges have you undertaken?
3. Have you planned and initiated projects?
4. How have you worked collaboratively with others?
5. How have you shown perseverance and commitment in your activities?
6. What issues of global importance have you engaged in?
7. What ethical implications of your actions have you considered?
8. What new skills have you developed?

## CAS Supervisor's Comments

Student Name \_\_\_\_\_ Activity \_\_\_\_\_

The student that you have been supervising needs to satisfy 8 criteria over the course of the CAS programme. Please tick the appropriate criteria that they have satisfied in your activity below. It may well be that you are unable to assess all criteria in the given activity, in this case leave the criteria blank. Your comments are requested below (if appropriate). You are encouraged to comment on the student's performance in your activity:

<b>Criteria</b>	<b>Achieved</b>	<b>Not Achieved</b>
<b>Was able to assess their own strengths and weaknesses</b>		
<b>Was able to learn new skills</b>		
<b>Was able to work with others</b>		
<b>Undertook new challenges</b>		
<b>Showed perseverance and commitment</b>		
<b>Was engaged with issues of global importance</b>		
<b>Was able to plan and initiate activities</b>		
<b>Considered the ethical implications of activities</b>		

:  
Comments

I can confirm that this student has accomplished been involved in this activity  
regularly from (date) \_\_\_\_\_ to (date) \_\_\_\_\_ regularly/sometimes/Rarely

Signature of Supervisor \_\_\_\_\_ Date \_\_\_\_\_

### **Deadlines for CAS**

<b>End of September</b>	<b>CAS plans for term 1 to be handed in to the tutor in tutorial</b>
<b>End of November</b>	<b>Interview with tutor for CAS completed.</b>
<b>End of November</b>	<b>CAS initial reflections to be handed in to the tutor for examination and comment.</b>
<b>End of May</b>	<b>CAS mid-term reflections submitted to the tutor.</b>
<b>June</b>	<b>CAS mid-term interviews</b>
<b>July-August</b>	<b>Time to conduct projects</b>
<b>April</b>	<b>CAS records for year submitted to tutor and interviews will follow.</b>

Detailed dates must be arranged individually with the tutor.

# **CAS Planner for Term 1 2012**

**Name:**

**Please list the activities that you intend to carry out for this term (You will get feedback on whether or not these are acceptable for you)**

<b>Activity</b>	<b>(C,A orS)</b>	<b>Where you will do this</b>	<b>Anticipated</b>
<b>Length of time</b>			

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**Please indicate in the table below how you will achieve the learning outcomes through your activities.**

Learning Outcome	Activity	How you plan to achieve the goal
Increased awareness of my own strengths and areas for growth		
Undertaken new challenges		
Planned and initiated activities		
Worked collaboratively with others		
Shown Perseverance and commitment with activities		
Engaged with issues of global importance		

<b>Considered the ethical implications of my actions</b>		
<b>Developed new skills</b>		