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# What to Expect When You're Expecting CAS

Creativity, Activity, Service

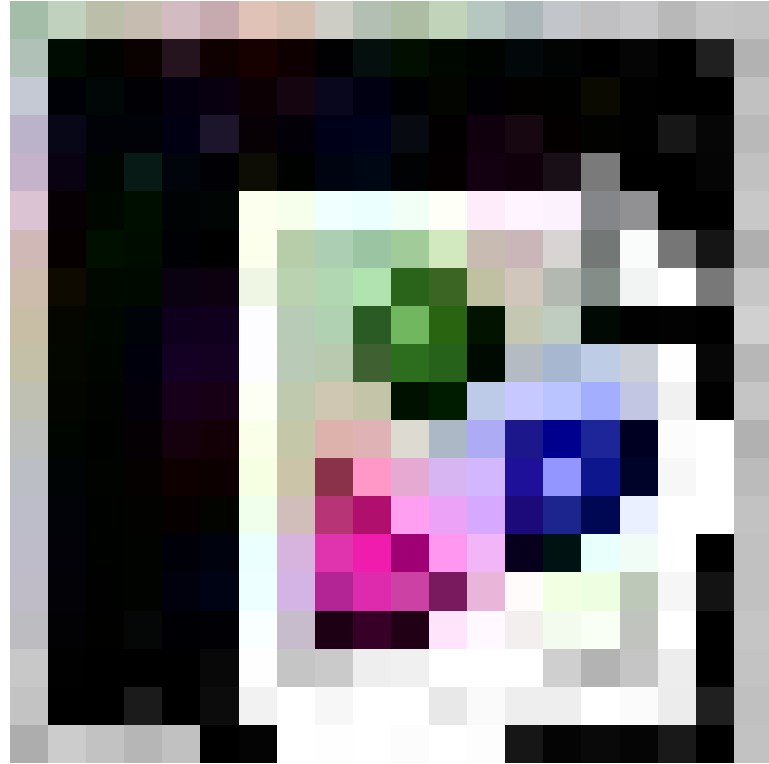
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A BRIEF CAS Overview

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# Goals of CAS at Granada High School

- Our IB students will work closely with an IB staff advisor and supervisor to complete a well-balanced and consistent CAS program.
- Recent changes made by IB have emphasized the engagement of all IB stakeholders in the CAS component as well as TOK and EE.
- Create a CAS culture that encompasses all stakeholders in our school's IB program.



# What is CAS?

- **The heart of the IB Diploma Programme**
- Allows IB students to be **more than a GPA**
- Part of the “Core” Diploma Programme requirements (along with Theory of Knowledge and the Extended Essay)
- Each student must be involved in events that apply to one or more of the three strands of CAS:

**Creativity**

**Activity**

**Service**

# Creativity

- Provides students with the opportunity to explore their own sense of original thinking and expression
  - Come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless.
  - This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition.
- Also, creating schedules & plans for an upcoming project.

# Activity

- “Physical exertion contributing to a healthy lifestyle”
- Any sport
- Working out
- Activities can count for more than one category
  - Ex: Dance is both creativity and action
  - Ex: Students in band who participate in marching season get credit for both creativity and action.

# Goal Setting

- For both creativity and action activities, students are expected to set goals for themselves.
  - Ex: I want to be a section leader / get a solo
  - Ex: I want to make the varsity team
  - Ex: I want to lose 10 pounds
- Students will record their goals in an initial reflection when they plan an activity. Then, they should reflect on their progress toward that goal as they complete their reflections.

# Service Activities should be...

“No strings attached” in regard to:

- Payment
- Family
- IB Diploma classes

Meaningful

- No “buying” CAS experiences (turning in cans for a food drive, donating to a fundraiser)
- Service for the sake of others, not just to meet the CAS requirement

Focused on the community

# Examples:

- Plan and execute an art project for kids at a residential treatment center. (C/S)
- Learn an especially challenging piece of music/dance routine (C/A, if dance)
- Choreograph and participate in dance routine for sports events (C/A)
- Do a world map mural project with younger students and teach about geography. (C/S)
- Plan a musical program and perform for hospital patients (C/S)
- Design a website for a school/non-profit/charity organization. (C/S)



Students must:

# Basic CAS Requirements

- Complete **approximately 2-3 hours per week** that are fairly **balanced** between the three elements
- Complete a **CAS project** that
  - Contains at least one strand of CAS
  - Spans at least one month
  - Requires planning and initiation on the part of the student. The student must be involved all the way through the project. (Conception to Completion)
  - Is collaborative
- Meet all **7 learning outcome** at least once throughout their CAS activities
- Demonstrate evidence of completion through **reflection**

# Learning Outcomes

- LO 1: Identify own **strengths** and develop **areas for growth**
- LO 2: Demonstrate that **challenges have been undertaken, developing new skills** in the process
- LO 3: Demonstrate how to **initiate and plan** a CAS experience
- LO 4: Show **commitment to and perseverance** in CAS experiences
- LO 5: Demonstrate the skills and recognize the benefits of **working collaboratively**
- LO 6: Demonstrate **engagement with issues of global significance**
- LO 7: **Recognize and consider the ethics** of choices and actions

# Reasons to be excited about CAS

IB Students will benefit from their CAS program by:

- enhancing their personal and interpersonal development.
- providing for opportunities for self-reflection and collaboration with others.
- fostering a sense of accomplishment and enjoyment from their work.
- allowing students to combine the *Core and the Content* by applying it to the real world.
- fostering unique learning relationships.

# Role of the CAS Coordinator- Sommer Newkirk

- Provide ongoing support to student cohorts and CAS Advisors
- Foster relationships and connections with community members and organizations
- Conduct at least three student interviews
- Facilitate advisor support meetings at least twice during the year
- Manage CAS Budget and plan fundraising opportunities for CAS use
- Monitor and support consistent engagement in CAS experiences and reflections.
- Provide feedback to students about CAS reflections
- Plan a CAS celebration
- Monitor Managebac input
- Develop and monitor a Risk-Assessment policy within the District/Corporation

# Role of the CAS Advisor-

Who: Faculty and staff at GHS

Role: Nurture a working relationship with a cohort of IB students for a period of 18 months with the focus on the following:

- initial interviews
- interest development
- ongoing communication
- timely and consistent reflection
- consistency (on a weekly basis) of CAS experiences
- guidance and approval of CAS experiences and projects

# Roles of the CAS Supervisor

Who: Community members, staff, coaches that specialize in an area of high interest of IB students.

Role:

- Supervisor will mentor by offering support with goal setting and achievement
- Verify student engagement in CAS experiences.

# Role of the CAS Student

- Consistently (weekly basis) engage experiences within the CAS strands
- Timely and consistently practice reflection on CAS experiences (ie: single events) and projects (ie: one month+)
- Communicate with the advisor for CAS experience approval and feedback on reflections
- Collaborate with the CAS supervisor to goal set and initiate CAS experience

# The CAS Connection

- **Linked to TOK-** All IB students to fully explore “Ways of Knowledge” and “Areas of Knowledge” thereby developing personal knowledge and shared knowledge via their CAS program.
- **Linked to EE-** Student CAS experiences can inspire, engage, and facilitate extended essay research and topic development
- **Linked to all IB Academic Courses-** CAS experiences extend curriculum beyond the classroom thereby fostering international mindedness and unique academic learning experiences; furthermore, CAS can utilize learning in order to provide better service to the world.
- **Linked to the School Culture-** Student, faculty, and staff engagement in CAS experiences on any level nurture a growth mindset that extends learning by celebrating failures and successes. CAS will also allow our school community to broaden our definition of success.