

Cathedral City High School

CAS Adviser/Student Handbook

2018-2019 and on...



Table of Contents

<u>Letter to CAS Advisers</u>	2
<u>Letter to CAS Students</u>	3
<u>What is the CAS Project</u>	4
<u>Guidelines to CAS Experience</u>	4
<u>The 5 CAS Stages</u>	4
<u>The Role of the CAS Adviser</u>	5
<u>Six Elements of the CAS Programme</u>	6
<u>Aims of CAS</u>	7
<u>Time Commitment</u>	7
<u>Activity Proposal Map</u>	8
<u>Interviews</u>	8
<u>Profile</u>	8
<u>Experience/Reflection</u>	9
<u>Evidence</u>	10

Dear CAS Advisers:

Thank you so much for volunteering to help guide our International Baccalaureate Diploma Programme students through their Creativity, Activity, and Service (CAS) projects. We hope you find this modified handbook helpful and informative as you take on this important responsibility.

Please use this handbook, along with the CAS Guide and CAS Teacher Support Material (TSM), to reference throughout students' completion of their CAS projects. Both documents can be found on ClassroomGoogle that your student(s) has/have invited you to join. If at any time you have questions or encounter concerns, please do not hesitate to contact me.

Thank you for dedication to our students. We hope you enjoy this experience.

Sincerely,

Karilyn Dangleis
CCHS Teacher Librarian/Media Specialist
CAS Coordinator

Dear CAS Students:

As you begin your CAS experience, we hope you find this modified handbook helpful and informative. Please use this handbook, along with the CAS Guide and CAS Teacher Support Material (TSM), to reference throughout your completion of the CAS project. If at any time you have questions or encounter concerns, please do not hesitate to contact me.

Remember, this is a journey, not a race. The CAS project should extend beyond what you have done in the past, provide you the opportunity to grow, and should challenge you creatively and physically, as well as develop a passion for your community. Think globally and act locally as you endeavour to step out of your comfort zone and discover yourself and your world.

Please let me know how I can be of assistance as you complete this important portion of your IB Diploma.

Sincerely,

Karilyn Dangleis
CCHS Teacher Librarian/Media Specialist
CAS Coordinator

What is the CAS project?

The CAS project is one of three elements (TOK, Extended Essay, & CAS) that will contribute to educating the whole individual. Here is the definition of CAS as stated in the *Creativity, Activity, Service Guide*: “A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service.” (pg. 24)

CAS is organized around the three strands of **creativity**, **activity** and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

Examples:

- **Creativity**: A student group plans, designs and creates a mural.
- **Activity**: Students organize and participate in a sports team including training sessions and matches against other teams.
- **Service**: Students set up and conduct tutoring for people in need.
- **Creativity and Activity**: Students choreograph a routine for their marching band.
- **Service and Creativity**: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- **Creativity, Activity and Service**: Students rehearse and perform a dance production for a community retirement home.

Guidelines to CAS Experiences

A CAS experience must:

- Fit within one or more of the CAS strands (Creativity/Activity/Service)
- Be based on a personal interest, skill, talent or opportunity for growth
- Provide opportunities to develop the attributes of the IB learner profile (Inquirers/Knowledgeable/Thinkers/Principled/Open-Minded/Caring/Risk-Takers/ Balanced/Reflective)
- Not be used or included in the student’s Diploma course requirements

The 5 CAS Stages: Students will use five stages while completing their CAS project: (1) *investigation*, (2) *preparation*, (3) *action*, (4) *reflection* and (5) *demonstration* (*CAS Guide*, pg. 21). The five stages should be used during the implementation of the project to ensure all requirements are met.



The student *investigates* an issue he/she is interested in, making sure there is an identified need within the community and an opportunity for personal growth in an area of interest, before deciding on the project. In *preparation* for the project, the student formulates a service plan in accordance to the identified community need, defines roles and responsibilities, resources needed, and timelines to implement the plan. The student puts the plan into *action* through ***direct service, indirect service, advocacy, or research*** (see pg. 22 in the *CAS Guide* for the definitions of service). *Reflection* is an ongoing process throughout the CAS experience and should include the examination of feelings, thoughts and actions applied to self, community and world. Through presentation or portfolio, the student *demonstrates* his/her learning experience to others.

The Role of the CAS Adviser:

As the CAS adviser, it is important to get to know the student you are working with. You will be providing vital ongoing contact with the student you are advising. Please be aware, you will need to be available to meet with and discuss the progress of the project with the student throughout the experience.

Please find the responsibilities of the CAS adviser, as outlined by in the *Creativity, Activity, Service Guide*, below:

- educate students on all aspects of the CAS programme
- educate students on the meaning and purpose of the CAS learning outcomes
- assist students with clarifying and developing the attributes of the IB learner profile
- support students in understanding ethical concerns and international-mindedness
- develop purposeful reflection skills through individual interviews, group discussions and teaching strategies (see the *CAS teacher support material* (CAS TSM) for examples)
- provide feedback on student reflections
- assist students in identifying personal and group goals
- discuss goals and achievements in regular meetings
- provide ongoing guidance and support to students
- monitor the range and balance of experiences undertaken by individuals advise and monitor progress towards meeting the CAS learning outcomes periodically review students' CAS portfolios
- meet each student in three formal documented interviews

Six Elements of the CAS Programme

Elements of the CAS	Responsibilities and/or Information	
CAS Coordinator & Support Staff	Coordinator <ul style="list-style-type: none"> Oversees effective implementation Supports advisers and students Responsible for determining whether students have met CAS learning outcomes 	Adviser <ul style="list-style-type: none"> Invests time getting to know student; Understands the importance of CAS in the IBDP; Familiar with all elements of CAS; provide ongoing contact with student
Resources	Internal Resources: <ul style="list-style-type: none"> School Staff Students Parents In-school resources 	External Resources: <ul style="list-style-type: none"> Non-government organizations Local commerce and industry Community groups Youth groups, sports clubs, drama, music, art groups Social services, health services, government offices Embassies and consulates
CAS Handbook	See Advisor Handbook	See Student Handbook
Risk Assessment	Coordinator & Advisers: <ul style="list-style-type: none"> Encourage students to take risks without putting themselves in danger Help student mitigate dangerous situations Help student evaluate, identify, assess risks Comply with laws and school rules Develop a risk assessment system All parties (school, parents, students) are informed of potential risks 	Students: <ul style="list-style-type: none"> Take risks without putting oneself in danger Discuss risks with CAS coordinator and adviser Always comply with the law and school rules Use the risk assessment system Signed permission (parent and student)
Monitoring Progress	CAS Coordinator and Adviser: <ul style="list-style-type: none"> Sufficient time is provided by administration for staff to meet with student Distribute and discuss CAS handbook and materials Update students on new CAS initiatives Recognize and celebrate achievements Hold a meeting prior to student beginning DP Participation in three formal interviews during the two year completion Monitor student portfolio Provide necessary documentation to post secondary institutions, parents 	Students: <ul style="list-style-type: none"> Attends regular individual and group meetings for CAS Reads and understands CAS handbook Implements any new CAS initiatives Participates in three formal interviews during the two year completion of project Effectively communicate with coordinator and adviser when questions arise or if having difficulty with an aspect of CAS Discuss portfolio with coordinator and adviser; keep the portfolio up-to-date

Review	Coordinator: <ul style="list-style-type: none"> • Discuss improvements • Discuss opportunities to connect curriculum to projects • Expand community and organization involvement and new opportunities to collaborate and develop partnerships • Promote CAS awareness schoolwide; seek input from all teachers about potential CAS projects • Organize events to highlight/celebrate CAS experiences and achievements • Promote on school website, newsletters, yearbook, etc. • Consider formal school recognition 	Adviser: <ul style="list-style-type: none"> • Discuss improvements • Discuss opportunities to connect curriculum to projects
--------	---	--

Aims of CAS:

- Enjoy and find significance in a range of CAS experiences
- Purposefully reflect upon their experiences
- Identify goals, develop strategies and determine further actions for personal growth
- Explore new possibilities, embrace new challenges and adapt to new roles
- Actively participate in planned, sustained, and collaborative CAS projects

Time Commitment:

- The CAS project takes 18 months for the student to complete; however, it is hoped the student will continue some type of service throughout their lifetime
- Ideally, the student will incorporate their project into his/her weekly life
- The student will need to meet regularly with the CAS coordinator and adviser
- The student should allow time for frequent reflection throughout the experience

Timeline:

DP Year 1 - 1st Semester: CAS planning & Completion of Proposal

- Activity Proposal Map
- Find Adviser/ 1st Interview w/CAS Profile Questionnaire
- Approval from CAS coordinator
- Creation of CAS portfolio, shared with CAS coordinator and adviser
- Attend all CAS meetings as assigned
- Begin CAS experiences

DP Year 1 - 2nd Semester:

- Project under way
- Portfolio is continuously being worked on-students show evidence of planning and progress of project, reflections, and gathering evidence
- 2nd Interview/Checklist completed
- CAS project complete (**this depends on the project/student)
- Further CAS experiences completed

- Portfolio is completed (**this depends on the project/student - but portfolio should be up-to-date)

DP Year 2 - 1st Semester

- Project and most of CAS experiences completed; progress is evident on final CAS experiences
- Portfolio is near completion
- 3rd Interview is conducted when all experiences are completed
- All CAS experiences should be finished by the end of Winter Recess and Portfolio should be submitted upon commencement of 2nd semester.
- Attend all CAS meetings as assigned

DP Year 2 - 2nd Semester

- Portfolio is complete and submitted (Evidence, Profile, and Experiences all complete)
- CAS adviser sign-off on CAS completion
- CAS Coordinator sign-off of CAS completion

Activity Proposal Map (APM)

The APM should be **completed and signed** before students begin to work on each of their CAS projects. One APM should be filled out for each activity. Student should upload a copy of their APM to the Evidence folder of their CAS Portfolio.

Interviews:

There are **three** CAS interviews that should take place over the two year DP. The first year, DP students should meet with their advisers twice during the year for formal interviews: the **first interview** should be held at the beginning of the year, around October; and the **second interview** should be toward the latter end of the first year, in May. The **final interview** should be held during the end of the first semester of the 2nd year, in December. *There should also be informal meetings to check the progress of the DP candidates throughout the CAS project.* Interviews should be put in the CAS Portfolio.

Students should fill out the appropriate Interview Form and bring it with them to each interview with their adviser. The interview form should be uploaded to the experience folder in the CAS Portfolio. Students should take their CAS Profile Questionnaire to the 1st Interview.

Advisers will take notes on their own copy of the Interview Form and return the form to the CAS Coordinator.

Coordinator will meet with students monthly, informally discuss project progress as a group, as well as on an individual basis. Students will be called in to discuss their portfolio progress and will receive written feedback throughout their projects. Students are able to come by the library for unscheduled/drop-in appointments to discuss projects.

Profile:

Students will keep their seven Learning Outcomes for each CAS project in the **Profile folder**. The CAS Profile Questionnaire and Interview #1, #2, and #3 should also be uploaded to the Profile folder.

Seven Learning Outcomes

LO 1	Identify your strengths & weakness; develop areas for growth
LO 2	Show challenges undertaken while developing new skills
LO 3	Demonstrate how to initiate and plan a CAS experience
LO 4	Show commitment to & perseverance in CAS experiences
LO 5	Demonstrate the skills & 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

*Depending on the nature of the project, students may not hit each LO with every project.

Experience/Reflection:

Students will house their reflections in their CAS Portfolio, in their **Experiences folder**. IB students should reach beyond a “concrete statement about the student’s feelings (‘doing the project made me feel good’) to a meaningful interpretation of their personal values and how they have been influenced (‘how I value sharing and collaboration was challenged in the activity’), as higher order reflections provide more benefit to the learning experience.

Students should avoid narratives in their reflections. Here are two examples of a narrative vs. a reflection written about the same CAS experiences:

<p><u>UNICEF club: A narrative</u></p> <p>So far the UNICEF club has made the following plans for our Global Handwashing Day event:</p> <ul style="list-style-type: none"> • When: October 12th-14th (the 15th is a Saturday) • What: We will set up a booth on the ground floor, where we will show students how to wash their hands properly. We will also take a tally of students that was their hands in the bathroom. <p>We started collecting facts and statistics for the posters to put up. One is that 1000 deaths by diarrhea each year could be prevented through washing your hands.</p>	<p><u>UNICEF club: A reflection</u></p> <p>Again I was frustrated by people not turning up to the meeting. We rely on them to do their part, when they don't turn up they let us down. I'm no sure what to do- I don't feel I have the confidence to say something to them. I remember once I learned something about being assertive - time to look back at what it means and see if it can help me.</p> <p>Today a stat was shared - "1000 deaths by diarrhoea each year could be prevented through washing your hands" Firstly, how do they know? Who came up with this stat? Should I question it, or believe it? If it is true - I bet that it is people in poverty that are dying from diarrhoea, not privileged people like me.</p>
<p><u>Tennis lessons: A narrative</u></p> <p>Over the past few weeks we focused on serving. We practiced first with the ball toss, and then the arm action. We had to do it over and over and it was boring. The coach just kept saying "do it again". In the end I did manage to get more serves in.</p>	<p><u>Tennis lessons: A reflection</u></p> <p>My coach has been pushing me to practice more, however, we just keep doing the same drills. I think we would learn faster with variety in the drill - it would become less boring. I know that in football I learnt dribbling much faster because the coach used lots of different types of drills. He also gave us a lot of feedback about what I was doing right and wrong, and this made me think about my skills. My tennis coach never really gives me feedback like that. I want to suggest something to him but I'm too shy. Would it be right to ask mum to say something to him (but what does she know about tennis?)</p>

What do students reflect on?

- **Themselves:** their thoughts, opinions, values, actions, strengths, areas for growth, knowledge, personal ethics, aspirations, hopes, ideas, etc.
- **Others:** people students have interacted with through the activity: same as above, as well as considering how this makes them feel, think, etc.
- **The community in which their interactions took place:** issues, values, rules, behaviors, trends, ideas, future considerations, culture
- **Society in general:** issues, values, rules, behaviors, trends, ideas, future considerations, culture

Ways to reflect:

- Written reflection
 - Do not need to be written in formal prose, but may be point form
 - Short Twitter style comments can still provide for powerful reflections
- Oral reflections
 - During interviews with CAS Adviser
 - During discussion with activity adviser
 - Discussions with other group members (where applicable)
 - Record own podcast and upload to portfolio
- Visual
 - Murals
 - Creative design

- Sculpture
- Collage
- Creative
 - Comic strip
 - Drama performance
 - Poetry
 - Letter to the editor/an editorial
 - Word cloud (wordle)
 - Video
 - Animation

Evidence:

Students will need to gather proof of their CAS projects. For each project completed, students should have many forms of evidence uploaded to their **Evidence folder** in the Portfolio. Evidence can consist of, but is not limited to:

- Planning documents
- Letters
- Certificates
- Notes/Agendas from meetings
- Acknowledgements of participation and achievements
- Photographs
- Videos
- Podcasts

*A one or two sentence explanation or some type of label should accompany the above evidence to assist those evaluating your Portfolio.

The CCHS CAS Adviser/Student Handbook have been taken from the Creativity, Activity, Service Teacher Support Material (CAS TSM) and the CAS Guide, provided by IBO and Discovery College CAS Programme. The full document of CAS TSM can be viewed on Mrs. Dangleis' CAS Classroom (code to join **2019**: 3a6ktzd; **2020**: ovbxncj)