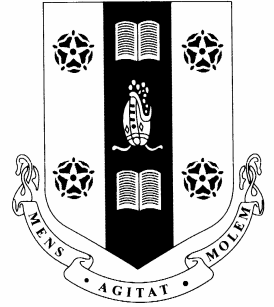




Rossall School



Creativity, Action and Service (CAS)

Module Outline

Name: House:

Introducing CAS

CAS has the potential to be the most important learning that you do here in School. Of course you need to do well in your academic subjects, the theory of knowledge, and your extended essay, to get the place that you want in university or work, but CAS is about a more profound and important type of learning, learning about people. It uses a variety of different activities, some of which you will find easy and some difficult, as opportunities to learn about yourself, about other people and about the way that you interact with them. **This type of learning, done well, will go with you for the rest of your life, in your family, your community, among your friends and in your place of work.**

Aims of CAS

The CAS programme aims to develop students who are:

- **Reflective thinkers who understand their own strengths and weaknesses, and can identify personal goals and devise strategies to achieve them;**
- **Willing to accept new challenges and new roles;**
- **Aware of themselves as members of communities, with responsibilities towards each other and the environment;**
- **Active participants in sustained, collaborative projects;**
- **Balanced personalities, enjoying and finding significance in a range of activities involving intellectual, physical, creative and emotional experiences.**

While the School will encourage, support, and facilitate your CAS programme, **CAS requires you to take the initiative in it, to be committed to the activities which you undertake, and to the learning that comes from reflection on them.**

'SATISFACTORY COMPLETION' OF YOUR CAS IS A REQUIREMENT FOR THE AWARD OF YOUR IB DIPLOMA.

Planning your CAS.

As you begin, it is important that you plan activities that will ensure you fulfill the requirements of CAS. This is not just about fulfilling the necessary hours and doing the required learning from your Creativity, Action and Service, but also about **ensuring you fulfill the eight Completion Criteria across the range of your CAS activities**. You must show that you have:

- **Increased your awareness of your own strengths and weaknesses;**
- **Undertaken new challenges;**
- **Planned and initiated projects, organizing not just yourself, but others;**
- **Worked collaboratively with others;**
- **Shown perseverance and commitment in your activities;**
- **Engaged with issues of global importance;**
- **Considered the ethical implications of your actions;**
- **Developed new skills.**

The final pages of your **CAS Student Record Book** are for you to identify what you have done to fulfil these criteria, and where the evidence is to be found that you have done so.

Completing CAS without it becoming a significant burden towards the end of your course is a matter of planning. **Those who struggle are those who keep putting off their CAS, thinking that they can always do it later.** If you leave it, you will find that you are trying to complete CAS just at the time when you want to revise for your exams.

- At the end of this book are **CAS Planning Pages**. These are for you make a plan of how are going to complete your CAS.
- I will ask to see you this term to discuss these plans. **Please make sure that you bring your completed CAS Planning Pages with you.**
- **YOU DON'T NEED TO WAIT TO SEE ME BEFORE YOU GET STARTED!**

How much Time?

There is **no upper limit** to the hours you do for CAS. Many people significantly exceed these hours, enjoying what they are doing and learning, but you must:

- **Do a minimum of 50 hours each of Creativity, Action and Service** activities during the two years, ie. **a minimum of 150 hours in total.**
- This can be done either during the term, or in the holidays.
- This is **an average of 2 hours per week, every week**, from when you begin, until completion.
- **Please Note:** Some activities may cover more than one CAS category, Creativity, Action and/or Service. The hours must be split between the appropriate categories on a basis justified by what was done.

When?

- Students are responsible for ensuring that they do the necessary hours to complete their CAS. This is in addition to your other timetable activities.
- When you do this will depend on the activities you are doing, and on the other requirements of your timetable.
- **At various times during the year I will need to see you to review your progress, or for other issues related to CAS. You will be informed in advance about such meetings which, because CAS is part of your academic requirement, are compulsory and take priority over other non-timetable activities.**
- If you want to ask questions about your CAS, or are having problems with it, you can either find me around School, or in my Study (Through the door between the RosShop and Vending Machines and upstairs). **For Lower 6th I will be there during School 1 on Saturdays. For the Upper 6th I will be there during School 2 on Saturdays.**

Is it CAS?

You have to be able to show that the CAS activities you undertake are:

- **Real, purposeful activities, with significant outcomes;**
- **Activities which involve personal challenge that extend the student, but which have achievable targets;**

- **Activities that require thoughtful planning, reviewing of progress and reporting;**
- **Activities about which you can reflect on what you have achieved, and on what you have learnt about yourself and others through doing them.**

Please note:

- 1. All CAS activities should meet these four criteria.** These criteria form the basis of the 'Is it CAS?' questions for each activity. If you can't positively answer these questions about a proposed activity, then it will not count for CAS. **You should write answers to the 'Is it CAS?' questions before you begin an activity.**
- 2. Activities must fit into one of the three CAS categories, Creativity, Action or Service.** If you are unsure whether an activity does, ask me.
- 3. CAS isn't about doing activities, it is about what you learn about yourself and others through doing them.** Keeping the 'Is it CAS?' questions in mind during an activity will help make it a good learning activity.
- 4. Not all activities count for CAS.** In addition to being able to positively answer the 'Is it CAS?' questions about an activity, you must also check that it does not fall into the criteria for 'What is not CAS', details of which are given later in this booklet.

What is Creativity?

This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum.

- Typical activities include dance, theatre, music, art, photography, cooking, language learning, creative environmental activities, etc.
- You could learn a new instrument or art form, or pursue an existing creative skill to a new level of excellence.
- You could use your existing skills to work creatively with others, in drama, or participating in a music group or choir.
- You could seek to engage more deeply in understanding the creativity of other people and cultures, eg. through the Literary Society.
- It may also include creative thinking as part of the design and execution of service projects.
- **We expect you to be involved in a minimum of 3 activities.**

You should be engaged in some group activities, and especially, in new roles wherever possible, nevertheless, individual commitment to learning an art form is allowed, where it respects the requirements for all CAS activities.

What is Action?

This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities **outside the normal curriculum**.

- You may take up new sports and activities, or develop existing sporting skills to new levels of excellence.
- You may take part in physical activities, such as expeditions or camping trips. Duke of Edinburgh and CCF in years 12 & 13 may contribute to this.
- This can include House and School sports.
- This can also include an Action element of a Creativity or Service project.
- **We expect you to be involved in a minimum of 3 activities**.

You are encouraged towards group and team activities, and undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met.

What is Service?

Service projects and activities are often the most transforming element of the Diploma Programme for the individual student; they have the potential to nurture and mould the global citizen. Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things for others but also doing things **with** others and developing a real commitment to them, showing respect for their dignity and self-respect.

- It may involve voluntary roles which you take on that go beyond the normal requirements of School or House life, eg. House or School Monitor.
- This may include taking roles of responsibility within Duke of Edinburgh Award Scheme or the CCF.
- It may also include many coaching roles whether in sports, music, the arts, or languages.

➤ It can involve charity work, work experience or internships, and acts of personal service such as baby-sitting, but **you should note, that any activities you undertake must be voluntary and unpaid**. If you do get paid eg. for baby-sitting, then that money must be given to charity for the activity to count for CAS, and records kept of both the money received and the charitable donation.

➤ **We expect you to be involved in a minimum of 3 activities.**

You are encouraged towards group activities, and undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met.

What is not CAS?

Some things are not suitable CAS activities. Generally, CAS is not taking place when the student is in a passive rather than an active role. There should be interaction with other people. Examples of the sort of activities which at first sight would appear to be inappropriate, are listed below.

- Anything which is already part of the student's Diploma Curriculum.
- An activity for which a student is personally rewarded, either financially or with some other benefit, unless this benefit is passed on in full to charity and **records of both the earnings and donation are provided**.
- Simple, tedious and repetitive work, eg. returning library books to shelves.
- Working in an old people's or children's home (The example can be applied to many other activities purporting to be CAS) when the student:
 - has no idea of how the home operates;
 - is just making sandwiches;
 - has no contact at all with the old people or children;
 - actually does no service for other people.
- A passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged.
- All forms of duty within the family.
- Religious devotion and any activity which can be interpreted as proselytizing.
- Work experience which only benefits the student.
- Fund-raising with no clearly defined end in sight.
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.
- Activities which cause division amongst different groups in the community.

CAS Student Record Book

You must keep records of your CAS activities. For each activity you must have:

1. Evidence of the '**Is it CAS?**' questions that it fits the CAS requirements.
2. An **Activity Diary** recording both what you do, and more importantly what you learn about yourself and others as the activity progresses. Each time you do an activity, there should be an entry in the Activity Diary which must be signed by the Supervising Adult, or another adult who can confirm that you have done the activity. This cannot be signed by another student.
3. An **IB Form CAS/AEF** completed at the end of the activity to show what you have learnt through the whole of it.
4. A **Completion Certificate** signed by the Supervising Adult to confirm that you have '**Satisfactorily Completed**' the activity.

Your **CAS Student Record Book** contains all the records you need to complete, however you can record this information in other formats, eg: Video Diaries, Blog, etc, but the same information is required and must be able to be submitted in hard copy on request, eg: CD-ROM.

The Supervising Adult

Each activity must have a Supervising Adult who has agreed to take on the role. He/she can be a teacher, a parent or another adult. **The Supervising Adult cannot be another student.** Their role is to:

- Support you as you undertake the activity;
- Periodically check your progress towards your target for that activity;
- Help you to get the most out of your learning from the activity;
- Be able to sign that you have '**Satisfactorily Completed**' the activity.
- In most activities, while other adults can sign the Activity Diary to confirm that the activity has been done, the Supervising Adult will be the person who signs this most frequently.
- As a matter of courtesy, it is good manners to ask someone to be your Supervising Adult for an activity. Asking them to sign that they are taking on this role in your CAS Student Record Book is one way of doing this.

How do I get Started?

- When planning your CAS, you should consider your skills and interests, and then plan activities which will fulfill the differing requirements of **Creativity, Action and Service**. The sections '**Is it CAS?**' and '**What is not CAS**' will help you with this.
- At the back of this book are some ideas for CAS activities, but if you have your own ideas, then pursue them. You are much more likely to complete good CAS activities if they are ones to which you are committed.
- **Complete the 'Is it CAS?' questions before beginning an activity.** As well as showing that the activity counts for CAS, they identify goals and targets against which you can judge your progress and reflect on in your learning both during the activity, and at its completion.
- Get someone to agree to be the **Supervising Adult**.
- Boarders' CAS Activities off-site in Term-time must be agreed with the **CAS Co-ordinator**.
- **GET STARTED** but if you've got questions, or run into difficulties, talk to your supervisor or to the **CAS Co-ordinator**.

Reflection

- An important part of the learning experience comes through reflecting on what you have learnt through doing the activity.
- This involves asking yourself questions such as: What went well? Why? What went badly? Why? How did I relate to the other people involved? What helped or got in the way of this? How did the team work? What have I learnt from doing the activity this time, and from the people with whom I was doing it, that will help me do it better next time?
- To get the most out of CAS you need to ask yourself these questions each time you do the activity, as well as at the end as you reflect on the whole of it in the IB Form CAS/AEF. Recording your thoughts in the Activity Diary as you go along will help this process, enabling you to clarify your thinking.

Questions and Problems

- If you have questions, or problems related to CAS, **PLEASE ASK!**
- **The CAS Co-ordinator is Revd Stephen Cooper, the Chaplain.**
- I will usually be in my Study (through the door between the Rosshop and the vending machines and upstairs) for **Lower 6th during School 1 on Saturdays and for Upper 6th I will be there during School 2 on Saturdays.**
- At other times you will find me around the School.

Satisfactory Completion of CAS

To 'Satisfactorily Complete' your CAS, you must produce the following:

- Each activity must have a completed **Activity Record** including:
 1. The **'Is it CAS?'** questions;
 2. An **Activity Diary** containing a record of what you did and your on-going learning as the activity progressed. Each time the activity is done an adult, normally the Supervising Adult must sign to confirm this.
 3. An **IB Form CAS/AEF** thoughtfully completed to show what you learnt over the whole of the activity.
 4. A **Completion Certificate** signed by the Supervising Adult to confirm that the activity was 'Satisfactorily Completed.'
- Additionally, you must complete the following for the whole of your CAS:
 1. Evidence to show that you have fulfilled the eight **'Completion Criteria'** shown at the back of your CAS Student Record Book.
 2. An **IB Form CAS/SFS** final summary of what you have learnt throughout the whole of your CAS. This is given out in your Upper 6th Lent Term.
- The CAS Co-ordinator will sign off your CAS as being 'Satisfactorily Complete' when he has these documents to show that you have done both the necessary hours, and the reflective learning that is expected of you.
- You are **strongly recommended to complete your CAS activities before the Upper 6th begins** because of the demands of the Upper 6th year.
- You **MUST** complete your CAS, and have time for it to be checked by the CAS Co-ordinator, by the end of April in your Upper 6th Year. This deadline is **NON-NEGOTIABLE**, set by the IBO

