



International
Baccalaureate®

Rossall School



Creativity, Action and Service

Module Outline

Name: House:

Introducing CAS

In taking the IB, you have chosen a course of study that is more than simply about passing the necessary qualifications to get you on to the next stage of your education. The broad range of subjects, together with the Theory of Knowledge, the in depth study of the Extended Essay, and CAS, aim not only to prepare you academically, but also to enhance your personal growth, and to help you to develop skills that help relate what is discovered in the classroom to life beyond School. It is not merely about what you know, but about how and why you know it, and about how you apply that learning to life.

Aims of CAS

The CAS programme aims to develop students who are:

- **Reflective thinkers who understand their own strengths and limitations, and can identify personal goals and devise strategies to take themselves forward;**
- **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.**

The interpersonal skills that you develop from doing good CAS activities can be some of the most important learning that you could do at School and will be transferable to university, work and family life.

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

'Satisfactory Completion' of your CAS is a requirement for the award of your IB Diploma.

Is it CAS?

In planning your CAS activities, you are expected to:

- **Undertake real, purposeful activities, with significant outcomes;**
- **Undertake activities which involve personal challenge that extend the student, but are achievable in scope;**
- **Undertake activities that require thoughtful consideration in planning, reviewing progress and reporting;**
- **Reflect on the outcomes and personal learning that comes from doing the activities.**

All CAS activities should meet these four criteria. These criteria form the basis of the 'Is it CAS?' questions for each activity in your Activity Record. **If you can't positively answer the 'Is it CAS?' questions about a proposed activity, then it will not count for CAS.**

CAS isn't about only about doing activities. It is just as important that you learn through doing them. Keeping these 'Is it CAS?' questions in mind as you undertake an activity will help you to make it a good learning activity.

Please note that not all activities can 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 this are given later in this booklet.

How much Time?

Many students substantially exceed the CAS time requirement because their CAS thoroughly engages and motivates them, however:

- **A minimum of 50 hours each of Creativity, Action and Service** during the two years is required, ie. **150 hours total**. This time requirement is an acceptable minimum, but it is only a minimum.
- This can be done either in Term-time, or in the Holidays. This is an average of **2 hours per week, every week**, from when you begin, until completion.
- The hours done for an activity covering more than one CAS category must be split between them on a basis justified by what was done.

When?

- Students are responsible for ensuring that they put in the necessary hours to complete CAS. This is in addition to your other timetable activities.
- **Friday afternoons from 4.00-5.15pm is timetabled for CAS. 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 activities.**
- This time is also an opportunity for you to see me if you are having problems with your CAS. I will be either in the IB Office, or in my Study (Through the door between the RosShop and Vending Machines and upstairs).

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**.

- Activities such as dance, theatre, music, art and environmental activities.
- You could learn a new instrument or art form, or pursue an existing skill to new levels 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 others, eg. through the Literary Society.
- This might involve using your creative skills to help others to develop theirs.
- It may also include creative thinking in the design and carrying out 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 skills to new levels.

- 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.
- You may also include the physical activity element of creative and service projects.
- You may assist in coaching people new to sports at which you are already proficient.
- **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.

- Many coaching roles within Creativity and Action will also include Service.
- This includes taking roles of responsibility within the CCF.
- It may also involve voluntary roles which you take on that go beyond the normal requirements of life of School or House, eg. Senior Club Committee, House or School Monitor.
- It can involve charity work, 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. 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.

Satisfactory Completion of CAS

There are two levels at which your CAS has to be judged '**Satisfactorily Completed**'.

- The **Supervising Adult** must sign to confirm that you have '**Satisfactorily Completed**' the activity they have agreed to oversee. Without this, an activity cannot count towards your CAS.
- At the end of your CAS Module, based on the reports from your **Supervising Adults**, and on the contents of your **Student Record**, the **CAS Co-ordinator** has to sign to confirm that you have '**Satisfactorily Completed**' your CAS.

The criteria by which the **CAS Co-ordinator** has to judge that your CAS has been '**Satisfactorily Completed**' are that, through doing your CAS, you have:

- **Increased your awareness of your own strengths and weaknesses;**
- **Undertaken new challenges;**
- **Planned and initiated projects;**
- **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 **Student Record Book** are for you to complete to identify what you have learnt in respect of these criteria, and where the evidence is to be found that shows how you have learnt it.

Student Record Book

- The **Student Record Book** is provided to record your CAS Activities, and to keep a record of the information required for **Supervising Adults** and the **CAS Co-ordinator** to make an informed judgement about the '**Satisfactory Completion**' of your CAS.
- You can record this information in other formats, eg: Video Diaries, Weblog, etc, however the same information is required and must be included in your records.
- **Such records must be in a format that allows them to be submitted the CAS Co-ordinator in hard copy on request, eg: CD-ROM.**
- **Before you begin an activity, you should complete the 'Is it CAS?' questions and arrange for an adult to supervise you doing it.**
- **As you undertake the activity, you should use the Activity Log to record both the hours taken doing it, and what you have learnt about: yourself; others; teamwork; the activity; how you coped with difficulties; how you handled success; and any other significant learning you made.**

- Each entry in your **Activity Log** should be signed either by the Supervising Adult for that activity, or by some other adult who can confirm that you did the activity as recorded.
- You should complete the **Summary of Learning** at the back of the **Student Record Book** in respect of the activities contained in it.

How do I get Started?

- You need to consider both the requirements of CAS, and your current skills and interests, then develop proposals for 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.
- Completing the '**Is it CAS?**' **Questions** before you begin an activity is very important, because by doing so you set yourself goals and targets against which you can reflect on your learning both during the activity, and at its completion.
- The **CAS Co-ordinator** will provide you a list of possible CAS activities. This list is not exhaustive, and 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.
- For each activity, you must also arrange for a responsible adult (**not another student**) to supervise you doing it, to sign your **Activity Record** for it, and at the end of it to sign that it has been '**Satisfactorily Completed**'.
- 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 over the whole span of an activity.
- In addition to the record of learning included in your **Activity Record**, you have to complete a **Form CAS/AEF** when the activity is finally completed. This is included as part of each **Activity Record**.
- Thoughtfully answering the questions on the **Form CAS/AEF** will enable you to complete a thorough reflection on each activity.

Questions and Problems

- If you have questions, or problems related to CAS, **PLEASE ASK!**
- **The CAS Co-ordinator is Revd Stephen Cooper, the Chaplain.**
- He will be either in the IB Office or in his Study (through the door between the Rosshop and the vending machines and upstairs) each Friday at 4.00pm.
- At other times you will find him around the School.

Student Records: A Summary

- You **MUST** to keep your CAS Records up to date and with you. It should be in School when you are in School and at home with you in the holidays.
- Before you begin an activity you **MUST** answer the 'Is it CAS?' Questions and check it against 'What is not CAS'.
- For each activity you **MUST** complete an **Activity Log**, recording the hours and learning done. The **Supervising Adult** or other adult witness must sign to confirm the activity has been done.
- At the end of each activity, you **MUST** complete a reflection on it using the **Form CAS/AEF**. You **MUST** get your Supervising Adult to sign that you have 'Satisfactorily Completed' it.
- You **MUST** complete the **Summary of Learning** for the activities contained in your **Student Record Book**.
- These records will be essential evidence for the **CAS Co-ordinator** that you have 'Satisfactorily Completed' your CAS, and provide the basis for completing your **Final CAS Summary**.
- **Without evidence that your CAS has been 'Satisfactorily Completed', the IBO will not award your Diploma.**
- Your CAS Record will be retained in case it is required by the IBO.

Completing CAS

- You are **strongly recommended to complete your CAS activities before the Upper 6th begins** because of the demands of the Upper 6th year.
- Details for the completion of CAS will be given at a meeting after Half Term in the Lent Term of your 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

Some possible CAS ideas

<u>Activity</u>	<u>C/A/S</u>	<u>Involvement</u>
School Plays	C/S	Actors; Make-up; Set Design; Programme & Ticket Design/Production
Art	C	Non-Curricular Art/Pottery, etc
Reading & Classroom Assistance	C/S	Working in Infant School
Language	C	Learning an new language
Language Coaching	C/S	German/Other Languages; After School Language Club
Junior Zoological Society	C/A/S	Assisting organize and run the Society
Environmental Action Group	C/A/S	Ecology projects in School and surrounding area
Rossall Scientific Society	C	Non-curricular scientific research
Rossall Union	C	Debating society
Literary Society	C	Broadening literary and cultural understanding through readings, attending plays etc
Middle School Sport	A/S	Assistant Coaching/Organizing Competitions
Junior Netball/Hockey	A/S	Assistant Coaching
Junior Rugby/Hockey	A/S	Assistant Coaching
Sport	A/S	Learning an new sport, or assisting coaching a sport in which you are already proficient.
First Aid	A/S	Learning First Aid skills
Library	S	Assistance
Music	C	Learning Instruments; Chapel Choir; Jazz Band; Ensembles
CCF	A/S	Developing personal skills and leadership skills through the Cadet Force
Senior Club Committee	S	Helping to run the Senior Club in Upper 6 th .
House or School Monitor	S	Voluntary role in the Upper 6 th .
Gardening	C/A/S	Planning, planting and maintaining a garden area in the School
Manor Beach Primary School	C/A/S	Lunch time clubs and assistance at a local primary school.
Brian House Children's Hospice	C/A/S	Voluntary work with sick children
RSPCA	A/S	Voluntary work with animal charity
Nursing Home	S	Voluntary work with elderly people
www.i-to-i.com	C/A/S	Organization which arranges individual or group voluntary work around the world
Other Voluntary Activities outside School	C/A/S	Voluntary work in the local community or at home. If you have ideas, see Chaplain.