



# CAS Handbook

## Berkeley International High School

*“The journey in between what you once were and who you are now becoming is where the dance of life really begins.” ~ Barbara DeAngelis*

This booklet belongs to:

Name: \_\_\_\_\_

If lost, please return to the above or the IB office in D140.

IB Coordinator : Ashley Milton [amilton@berkeley.k12.ca.us](mailto:amilton@berkeley.k12.ca.us)





# IBCAS Program at Berkeley High School

*...if you believe in something, you must not just think or talk or write, but must act.*

- Peterson (2003)

## **The nature of creativity, action, service**

Creativity, action, service (IBCAS) is at the heart of the BIHS Program, and is one of the three essential elements in every student's experience. It involves students in a range of activities alongside their academic studies throughout their junior and senior year. CAS enables students to enhance their personal and interpersonal development through experiential learning. A good CAS program should be both challenging and enjoyable, a personal journey of self discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many, their CAS activities include experiences that are profound and life changing. A minimum of 50 hours in each category is required, although students are encouraged to keep record of all activities extending beyond the first 50 hours. The three strands of CAS, (often interwoven) are:

**Creativity:** arts, and other experiences that involve creative thinking.

**Action:** physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program.

**Service:** an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

## **Learning outcomes**

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- **increased their awareness of their own strengths and areas for growth**
- **undertaken new challenges**
- **planned and initiated activities**
- **worked collaboratively with others**
- **shown perseverance and commitment in their activities**
- **engaged with issues of global importance**
- **considered the ethical implications of their actions**
- **developed new skills**



Students are required to:

- Self-review at the beginning of their entire CAS experience and set personal goals for what they hope to achieve through their CAS program (**page 17/18**)
- Plan, do and reflect (plan activities, carry them out and reflect on lessons learned)
- Write a final review of all activities and the overall experience of CAS
- Take part in a range of activities, with an adult activity supervisor
- Keep records of their activities and achievements
- Meet with the IB coordinator to discuss progress towards CAS goals
- Show evidence of achievement of the eight CAS learning outcomes
  - evidence can be show through a journal, blog, photos, website, or files

For Student Development to Occur, CAS should involve:

- Real, purposeful activities, with significant outcomes
- Personal Challenge – tasks must extend the student and be achievable in scope
- Thoughtful consideration, such as planning, reviewing progress, reporting
- Reflection on outcomes and personal learning

All proposed CAS activities need to meet these four criteria above. Concurrency of learning is important in the CAS program, and therefore, CAS activities should continue **on a regular basis for as long as possible throughout the program, and certainly for at least 18 months.**

Examples of what students could do:

<p><b><u>Service:</u></b></p> <ul style="list-style-type: none"> <li>◆ Teach a kid to swim, play soccer, draw, read</li> <li>◆ Coach a team of younger students</li> <li>◆ Organize an activity in your community</li> <li>◆ Create a local community garden</li> <li>◆ Teach English to recently arrived immigrants</li> <li>◆ Fundraise for an event with a specific cause</li> <li>◆ Join Best-Buddies</li> <li>◆ Participate in Youth Action Groups</li> <li>◆ Join a literacy project</li> <li>◆ Volunteer at the Farmer’s Market</li> <li>◆ Car Wash</li> <li>◆ Create pamphlets to provide information to a population of people who need a service</li> </ul>	
<p><b><u>Action:</u></b></p> <ul style="list-style-type: none"> <li>◆ Join a new sports team</li> <li>◆ Karate, boxing, Tai-chi, Yoga, dance,</li> <li>◆ Learn to scuba dive</li> <li>◆ Join a running club / biking team / cheerleading team</li> <li>◆ Try Snowboarding/Skiing</li> <li>◆ Take a backpacking trip</li> <li>◆ Build a house</li> <li>◆ Join an emergency response team</li> </ul>	<p><b><u>Creativity:</u></b></p> <ul style="list-style-type: none"> <li>◆ Cooking, Jewelry, photography, or art class</li> <li>◆ Writing a play, novel, children’s book or Make a film/movie</li> <li>◆ Join a school club debate club, science club</li> <li>◆ Learning an instrument / language</li> <li>◆ Writing for a newspaper</li> <li>◆ Teaching/coaching someone</li> <li>◆ Creating a mural</li> <li>◆ Organize a fundraiser/ benefit</li> <li>◆ Designing and creating a website</li> </ul>

## What CAS is not:

- ◆ CAS is not just an hour-counting activity.
- ◆ Any class, activity or project which is already part of the BIHS Program
- ◆ An activity where the student is financially rewarded
- ◆ Simple, tedious, repetitive work, photocopying etc
- ◆ Religious devotion toward converting others
- ◆ Any activity which is divisive, this could be political or religious
- ◆ A passive pursuit (eg. museum, theatre, concert visits or watching sports)
- ◆ Fund-raising with no clearly defined end in sight

## ***Reflection, Recording and Reporting***

Reflection needs to be developed. It should not be assumed that it comes naturally, your reflections will improve over time. Reflections and the process of showing evidence of your activities should be about the quality of the evidence and reflection that demonstrate your learning process. The fundamentals are simple. Of any activity, it is appropriate to ask the following questions.

- What did I do? Who did I work with? What did I learn or experience? What values did I gain from the process? How was I perceived or what did I perceive. What were the outcomes, for me, the team I was working with, and others?

Reflections can be more than just answering the eight reflection questions. Students can keep a journal, a scrapbook, a blog, make CDs, take pictures, create photo essays, videos/DVDs or weblogs, or make up varied portfolios. The type of evidence chosen should reflect the learning objectives met, and the experience gained over the course of the experience.



## ***CAS experiences must show or include***

CAS experience as a whole, including reflections should include evidence that students have met the 8 learning objectives. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome.

### **increased their awareness of their own strengths and areas for growth**

They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

### **undertaken new challenges**

A new challenge may be an unfamiliar activity, or an extension to an existing one.

### **planned and initiated activities**

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

### **worked collaboratively with others**

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. **At least one project**, involving collaboration and the integration of at least two of creativity, action and service, is required.

### **shown perseverance and commitment in their activities**

At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

### **engaged with issues of global importance**

Students may participate in **international projects** but there are many global issues at a local or national level as well (i.e, environmental concerns, caring for the elderly).

### **considered the ethical implications of their actions**

Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

### **developed new skills**

As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area. All eight outcomes must be present for a student to complete the CAS requirement.



## *The CAS Process*

**THINK** about what you want to do and how you want to spend your time completing your CAS hours. Make sure it's meaningful, you can meet the learning objectives, and that you have a supervisor at that activity.



Fill out the CAS planning forms (pages 12& 13) and give it back to Ms. Milton



Enter your activities online with a description and supervisor information to get pre-approval



Attend the event or activity and track your own hours regularly (page 9 & 10)



Enjoy and challenge yourself



Enter your hours online after you have completed the activity



Complete the evidence (journal, photos, youtube, blog, files) of your activity online after the activity is over. Make sure you check off the learning objectives.



Request supervisor evaluation through the website after your details are completed, you've entered your hours.



Make sure that you are meeting the learning objectives (pages 6)



Check the website to make sure you have received credit for your activities



Contact Ms. Milton (D140 or [amilton@berkeley.k12.ca](mailto:amilton@berkeley.k12.ca)) if you have questions or you need help.



The following checklist should help you. Check each box when you are sure that you have understood.

I have carefully read through the information contained in this handbook and I have fully understood the CAS requirements and learning objectives	
I know that I can always discuss CAS issues and concerns with the IB coordinator	
I know the IB coordinator is Ms. Milton in D140	
I need to keep all of my CAS information in a 3 ringed binder. Ms. Milton will get one for me if I need help.	
When I meet with the coordinator I should record it on page 11 of this packet	
I know that I must maintain a balance between Creativity, Action and Service	
I will set goals for myself before each activity and I will reflect carefully on each activity I undertake. I must fill in an Activity Proposal form <b><u>BEFORE</u></b> undertaking any CAS activities.	
I will keep written records of each activity, and can use the log sheet to help track my hours	
I have an adult supervisor for each activity I undertake and <b><u>communicate</u></b> with them so that they understand I will need an evaluation from them.	
I know that the supervisor evaluation is three questions long, and it will be emailed through the website to my supervisor.	
I understand that I have to submit all of my activities and hours on the website	
I am aware that I need to accomplish 150 hours total, but that I can do more	
I know that I must document <b><u>“evidence”</u></b> at the completion of each activity I undertake.	
I understand that I have to submit all of my pre-approval requests, evidence, and my supervisor evaluation forms online through the website.	





## Meetings with IB coordinator

Date	Purpose/Discussion	Outcome	Next Steps



CAS Planning Form  
Statement of Goals

Candidate's name: \_\_\_\_\_ Graduation year: \_\_\_\_\_

What goals have you set for your own personal growth that fulfill the requirements of CAS and which you can accomplish within the next two years?

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

Many activities that you already participate in, or interests that you have can contribute to your CAS experience. Think of your CAS hours as something that is beneficial for your portfolio and resume. Brainstorm ideas below of things that you would be interested in pursuing regardless of how realistic they sound. Think about things you want to learn, careers you are interested in, and skills you want to build.



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Fill out the chart below with activities/actions that you are currently involved with, and activities that you are planning on doing or would like to do in the future for CAS credit.

*"We make a living by what we get, but we make a life by what we give."-Winston Churchill*

### **Creativity**

Current	Future

### **Action**

Current	Future

### **Service**

Current	Future



## CAS: activity/project self-evaluation form

### Example questions to answer when reflecting on CAS

*The following questions should be addressed at the end of each activity/project. These are guiding questions.*

**1.** Summarize what you/your group did in this activity/project and how you interacted with others.

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**2.** Explain what you hoped to accomplish through this activity/project.

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**3.** How successful were you/your group in achieving your goals? What difficulties did you encounter and how did you overcome them?

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**4.** What did you learn about yourself and others through this activity/project? What abilities, attitudes and values have you developed?

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**5.** Did anyone help you to think about your learning during this activity/project? If so, who helped and how did they help?

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6. How did this activity/project benefit others?

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7. What might you do differently next time to improve?

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8. How can you apply what you have learned in other life situations?

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**Example Supervisor Evaluation form:**

Name .....  
Name of activity/project: .....  
Place: .....  
Date: .....  
No. of hours..... Category .....

**To be completed by the activity/project supervisor/leader**

Punctuality and attendance: .....  
Effort and commitment: .....  
Further comments: .....  
.....

The activity/project was (circle response): Satisfactorily completed      Not satisfactorily completed  
Activity/project leader's name: .....  
Activity/project leader's signature: ..... Date: .....  
Activity/project leader's contact information .....