



Katedralskolan
Skara

KATEDRALSKOLANS HANDBOOK FOR CAS -creativity, action and service



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IB MISSION STATEMENT

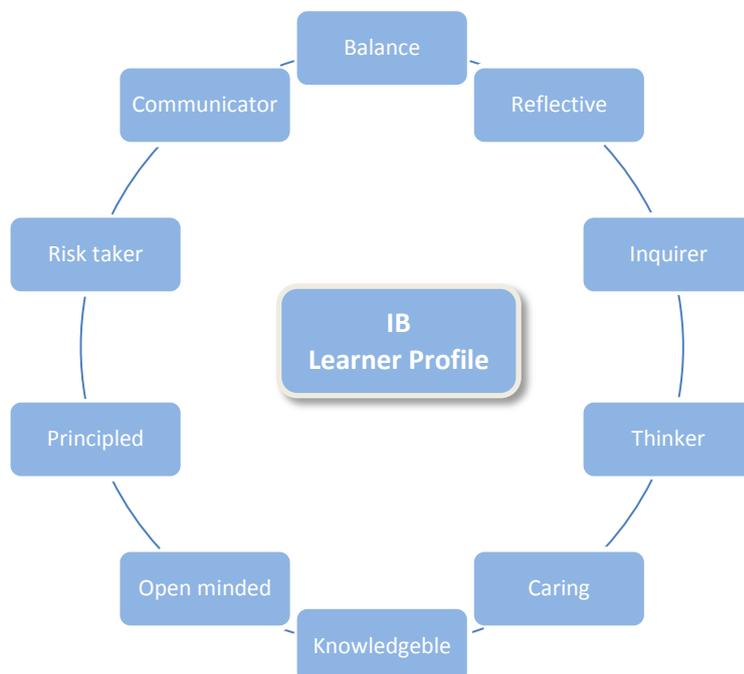
The international Baccalaureate organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who will understand that other people, with their differences, can also be right.

The IB Mission statement must link together with CAS.

IB learner profile



WELCOME

You are now going to start your CAS-journey. Hopefully you will enjoy the ride and have fun when you are doing your activities. Together with TOK and EE, CAS is the heart of the Diploma Programme.

CAS is about trying new things, getting out of your comfort zone, getting involved in issues of ethical implications, issues of global importance and meeting people from different social and culture backgrounds. You should get a healthy lifestyle through action and exercise and be aware of your own personal strengths and your areas for growth.

CAS also takes personal responsibility and you need to be engaged.

CAS gives you the chance to learn while doing, and to put principles into practice by working towards a better world. It also plays a vital role in balancing the academic demands of the Diploma Programme, in encouraging IB students to develop as well-rounded, balanced and grounded individuals. A good CAS Programme should be both challenging and enjoyable, a personal journey of self-discovery.

WHY CAS?

- Learn how to reflect
- Challenge yourself
- Work collaborately with others
- Develop new skills and get new abilities
- Set goals, plan and initiate different activities
- Be a part of meaningful activities that can lead to personal development

AIMS

The CAS programme aims to develop students who are:

- Reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- 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 – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experience

The IBO explains the three elements of CAS as follows:

CREATIVITY – “arts and other experiences that involve creative thinking”.

ACTION – “Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme”.

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”.

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
- evidence – film, photos, blogs, slide shows, exhibitions

RESPONSIBILITIES OF THE STUDENT

The CAS programme is YOUR responsibility. You should “OWN” your personal CAS programme. You will receive guidance. However, the CAS experience is personal and only you can build a program that meets your needs. There are requirements that must be met.

You are **required** to:

Self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS programme.

Plan, do and reflect (plan activities, carry them out and reflect on what you have learned).

Communicate with the CAS coordinator throughout the process over 18 months. You should discuss your plans and progress at least monthly.

Take part in a range of activities, **including at least one project involving teamwork, some of which you initiated. It must include two of the three CAS components (creativity, action, service).**

Keep records of your activities and achievements, including a list of the principal activities undertaken.

Show evidence of achievement of the eight CAS learning outcomes. (page 7)

FAQ

Do all CAS activities need to be collaborative?

No. The only instance where collaboration is formally required is the CAS project. This collaboration could be between students or student and others. However, the *Creativity, action, service guide* (2008) does encourage students to fulfill the learning outcome “worked collaboratively with others” through a variety of CAS experiences rather than only through the CAS project: “Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten”

Can participation in Model United Nations (MUN) be considered CAS?

Yes. A student representing the interests of a United Nations member state in a debate could nominate this as creativity. Students involved in the organization of a conference could justify this activity as service. At all times the four main criteria of a CAS activity must be met.

Does walking a pet count as a CAS activity?

It is possible that walking a pet is a personal challenge, for example when a student is suffering or recovering from a physical disability. Or, the student is walking the pet of a disabled or elderly person. In these types of situations, it could be considered CAS. CAS students need to be aware that no activity “should be trivial” and also need to consider the four main criteria of a CAS activity.

Can babysitting counts as CAS?

No it can't! But doing service at Kindergarten or a daycare center counts as CAS.

Can I continue with my sports that I'm already are doing?

Yes you can. As long as you set new goals and don't have repetitive tasks

Can activities in school count as CAS?

Yes it can. For examples – SFI (Swedish for immigrants) choirs, student's council, IB council, Introduction program, 4-year program.

HOW TO START WITH YOUR CAS?

- Schedule an appointment with me – look for the appointment list at the CAS-board.
- Fill out a CAS-proposal form - On each proposal you need to have a supervisor
- Submit the proposal to me and get started with your CAS
- When you are done with an activity you need to fill out a form called “Evaluation form”

The student can show what he/she has been doing in different ways. It may be through exhibitions, concerts, lectures, pictures, photos, blog etc.

THE DIARY

You are supposed to write in your diary every week about all the parts of CAS. When you are writing in your diary you need to reflect on the things that you are doing. If you find it difficult to reflect about your CAS-experiences you can use the following sentences:

- This session was better/worse than the last time because...
- This time was different from the last time because...
- I can use the skills I learned today in other situations such as...
- I found today's activity difficult because...
- The skills I need to improve are...
- This was a real challenge for me...
- I am looking forward to doing this activity again...
- My best achievement in this activity was...

HOW TO END YOUR CAS

- Before your exams start all your paperwork with CAS need to be done and submitted to your CAS-coordinator.
- You are supposed to write a Final CAS Report, maximum one A4. You'll write your Final CAS Report which summarizes what you have learned through CAS and what it has meant to you and your studies. On your Final CAS Report you need to write your name and candidate number and also the name of the school.
- For support you can use your diary and your Evaluation forms, remember that your supervisor need to sign. Your Final CAS Report can be used in your CV.
- Your Final CAS Report will be reviewed by Urkund.
- Don't forget to think of the Learning Outcomes.

During the school year you are going to submit your diary. Four times for IB 2 and three times for IB 3.

You can E-mail me: Elisabeth.berg@skara.se, put the diary on my desk or put the diary in the pigeon hole.

Look for the deadlines in the “Internal Calendar” or in “The test calendar” on the website, www.katedralskolan.nu

LEARNING OUTCOMES

	Learning outcomes	
1	Increased their awareness of own strengths and areas for growth	I am able to see myself as an individual with various skills and abilities and I understand that I can make choices about how I wish to move forward.
2	Undertaken new challenges	A new challenge may be an unfamiliar activity or an extension to an existing one.
3	Planned and initiated activities	Planning and initiation will often be in collaboration with others It can be shown in activities that are a part of larger projects.
4	Worked collaboratively with others	Collaboration can be shown in many different activities like team sports, playing music in a band, help out in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.
5	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.
6	Engaged with issues of global importance	Think globally act locally. Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally, like environmental concerns, caring for elderly.
7	Considered the ethical implications of their actions	Ethical decisions arise in almost any CAS-activities, on the sports field, relationships with others involved in service activities.
8	Develop 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.

HOW CAN LINKS BE DEVELOPED BETWEEN CAS AND TOK?



CAS and TOK are elements of the core of the Diploma Programme and are complementary to each other. CAS is primarily about undertaking activities beyond the classroom and then reflecting upon them to better understand how experiences develop the person. TOK is intended to develop more formal critical thinking skills, necessitating a more structured and analytical approach to reflection and encourages students to reflect using additional philosophical and epistemological ideas.

TOK aims to teach students how to reflect in a critical manner on issues relating to how and what they learn. Reflection forms the key link between these two central parts of the Diploma Programme.

It is important that there is good communication between the CAS coordinator and TOK teachers so that both are aware of each other's work. By working closely with the TOK teacher, the CAS coordinator will find a natural connection between TOK topics and experiential learning. This relationship should help students to utilize aspects of the TOK course in their CAS program and vice versa.

CAS activities may be based on a knowledge claim or knowledge issue that students have explored within TOK discussions. Alternatively, a CAS activity and the subsequent reflections that a student makes could precipitate or form part of a TOK discussion, presentation or essay. This, in turn, can help to develop the reflections of students on CAS activities beyond the mere descriptive.

HOW CAN LINKS BE DEVELOPED BETWEEN CAS AND THE EXTENDED ESSAY?

A CAS project or activity that a student may undertake could provide the stimulus for an extended essay. It is possible that any subject area could be linked to the extended essay. Group 3 ("Individuals and societies") essays have, for example, been based on economics about the cost-benefit analysis of a social project by a school. Working in an elderly care facility may well lead to an extended essay in history, incorporating some oral history as a source. A CAS service activity may lead to an investigation of the location of the homeless or the causes and effects of their movement from home. In biology and chemistry, work on an environmental issue may lead to an investigation of an ecosystem or the sources of air pollution. Service with a food kitchen might stimulate an interest in a world studies extended essay into food security.

PROPOSAL AND PLAN FOR CAS ACTIVITIES

Name: _____ Class: _____ Term/Semester: _____

	Creativity	Action	Service
Description: (What are you planning to do? e.g. start playing football)			
Supervisor & contact details (Name and number) (Who is going to supervise you? e.g. football coach)			
Location/evidence: (film, photos, blogs, slide shows, exhibitions)			
Duration and amount: (How many hours/week?)			
Goals: (cf. CAS Learning Outcomes)			

Approved: yes no

CAS coordinator: _____ Date: _____

SELF TEST

Is your activity suitable for CAS? Take the test and see for yourself.

In this activity you will:	NO	YES	YOU SHOULD
Increased your awareness of own strengths and areas for growth	The activity will not provide opportunity for self- reflection or growth. If not, it isn't a suitable CAS-activity for this outcome.	The activity will stretch your limits to help you grow. Your existing strengths will improve. Then the CAS-activity is suitable for this learning outcome.	List your strengths and highlights how you will experience personal growth:
Undertaken new challenges	This activity is something that you have already experienced. If not, it isn't a suitable CAS-activity for this outcome.	You have never done this activity before. Then the CAS-activity is suitable for this learning outcome.	List your new challenges:
Planned and initiative activities	This activity does not allow you to plan and initiate the activity. If not, it isn't a suitable CAS-activity for this outcome.	Your activity will allow you to plan and initiate. If so, it is a suitable CAS-activity for this outcome.	List the parts you will be planning:
Worked collaboratively with others	This activity involves working alone. If so, it isn't a suitable CAS-activity for this outcome.	The activity will allow you to actively work with others. If so, it is a suitable CAS-activity for this outcome.	List who you will work with: List how you will be working together:
Shown perseverance and commitment in your activities	This activity does not require you to consistently attend over reasonable time/period. If not, it isn't a suitable CAS-activity for this outcome.	You will be able to consistently participate and show commitment to the activity. If so, it is a suitable CAS-activity for this outcome.	List how you will show perseverance and commitment:
Engaged with issues of global importance	There is no global issue involved with this activity. If not, it isn't a suitable CAS-activity for this outcome.	This activity deals with issues of global importance. If so, it is a suitable CAS-activity for this outcome.	List the global issues:
Considered the ethical implications of your action	I cannot identify any ethical implication in this activity. If not, it isn't a suitable CAS-activity for this outcome.	I can clearly see ethical issues involved in this activity. If so, it is a suitable CAS-activity for this outcome.	List some ethical implications:
Develop new skills	This activity does not allow you to develop new skills. If not, it isn't a suitable CAS-activity for this outcome.	In this activity I can develop new skills. If so, it is a suitable CAS-activity for this outcome.	List the new skills that you have developed:

CAS EVALUATION FORM

Candidate name: _____ Hours

School number and candidate number: _____

1. Describe your activity.

2. Explain what you have accomplished through this activity.

3. Did you achieve your goals? What did you learn? What are your conclusions? Which learning outcomes have covered with this activity? What about your, personal development?

4. What did you learn about yourself and others during this activity? Reflect especially in ethical and global aspects.



5. Have you become aware of your strengths and weaknesses during this activity? Explain why/why not.

6. Have you developed any new abilities, attitudes or values?

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

8. Is there something you would like to add that has been important to you during this activity?

Candidates signature: _____ Date: _____

The activity was: Satisfactorily Not satisfactorily completed

Supervisors signature: _____ Date: _____

Please give this form to the CAS coordinator when it has been completed.



CAS COMPLETION FORM

Name of student: _____

There is evidence that the student has fulfilled each of the following learning

Learning outcomes	Achieved	Nature and location of evidence (blog/date, journal, page etc)
Increased their awareness of 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		
Develop new skills		

Name of CAS Coordinator:

Signature of CAS Coordinator:

Date:

STUDENT FINAL SUMMARY

School Name: _____

School code: _____

Candidate name and number: _____

Session: _____

Indicate below the CAS-activities/project in which you have been involved and the hours dedicated to each one.

Activities/Projects	C / A / S	Approx number of hours
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

CAS



CAS står för Creativity, Action och Service och är en obligatorisk del av IB-programmet runt om i världen och pågår i minst 18 månader. CAS kan vara i form av flera olika projekt och aktiviteter.

CAS är en av de mest spännande delarna av IB-programmet, eftersom det uppmanar och utmanar eleverna att släppa sina teoretiska studier och istället utvecklas inom andra områden. Eleverna har möjlighet att pröva på nya saker och skaffa kunskap och erfarenheter inom områden de aldrig testat eller vågat pröva innan. Poängen med CAS är att eleverna ska genomföra olika projekt som syftar till att göra eleverna till aktiva, ansvarstagande och samhällsmedvetna medborgare.

Idén med CAS är att eleverna själva ska välja roliga och intressanta aktiviteter. Detta gör att eleverna på ett mer grundligt sätt förbereder sig inför framtiden, lär sig att testa sina gränser, våga ta risker och pröva på något nytt.



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Creativity

Kreativitet handlar om att skapa och vara uppfinningsrik, det inkluderar alla konstformer så som musikstilar, dans, måleri, författande och mycket mer.

Creativity är något som bryter mönstret i pluggandet, det handlar om att tänka själv och komma på egna idéer, skapa något med sina händer eller sitt huvud.

Detta gör att eleven kan upptäcka nya sidor hos sig själv och se att saker och ting inte är omöjliga. Eleverna får chansen att vidga sina vyer och utveckla nyfunna talanger. Bara fantasin sätter stopp.

Action

För att kunna maximera sitt studerande och hålla sitt huvud klart och på topp är det viktigt att sköta om kroppen. Action är en viktig del av livet då det är viktigt att hålla sig i form. Målet med Action är att skaffa sig en hälsosam livsstil.

Eleverna väljer en egen aktivitet så som; springning, simning, Kung-Fu, taekwondo, fotboll etc. och det är ett perfekt tillfälle att prova något man aldrig vågat innan, testa nya motionsformer och lära sig att samarbeta med nya människor.

Service

Medmänsklighet och engagemang är nyckelorden för service. Det innebär att eleven aktivt ska hjälpa någon eller några i sin omgivning, antingen i närområdet eller ute i världen, utan att få något själv, förutom glädjen att hjälpa en medmänniska.

Genom att förstå andra människors behov och önskningar så lär sig eleven hur verkligheten och samhället ser ut och fungerar. De lär sig också att ta ansvar och hjälpa till utan tanke på egen vinning.

Utvärdering och reflektion

Efter varje genomförd aktivitet ska eleven skriva en reflektion i en dagbok/loggbok om vad som har hänt och vad han/hon har lärt sig. Även "servicemottagarens" upplevelser kan nämnas och eleven uppmanas att bedöma sin egen insats och utveckling och se hur man kan göra saker bättre eller effektivare i framtiden.

Syftet med dagboken/loggboken är att synliggöra aktivitetens/projektets utveckling men även elevens utveckling och framsteg.