



The Beacon Academy

Diploma Program

CAS HANDBOOK

Examinations May 2013

Name:

Email address:

Home Number:

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... if you believe in something, you must not think or talk or write, but must act.
Peterson (2003)

Introduction

The Creativity, Action, Service component of the International Baccalaureate is an integral part of the Diploma. Participation in the IB CAS requirement encourages students to be involved in creative pursuits, physical activities and service projects in the local, national and international context.

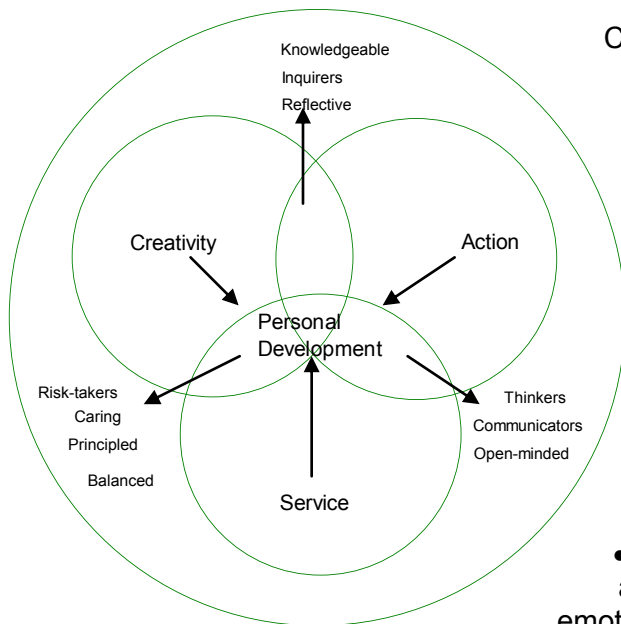
It takes seriously the importance of life outside the world of scholarship, requiring students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others.

CAS extends students. It develops a spirit of open-mindedness, life-long learning, discovery and self-reliance. It inspires a sense of responsibility towards all members of the community. It encourages the development of attitudes and traits that will be respected by others, such as determination and commitment, initiative and empathy

The three elements (Creativity, Action and Service) of CAS are interwoven. The service element is the most significant, but the other two are very important as they provide access, balance and flexibility to meet individual students' interests and preferences. It is the interaction of them all that creates the richness of CAS.

The whole CAS is greater than the sum of its parts.

The Aims of CAS



CAS 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 experiences

What Is CAS?

Creativity, action, service (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

CAS is an experiential learning involving students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time.

The most meaningful CAS experience comes from spending time with others to build relationships and develop the self-worth of both server and served.

Activities should be undertaken gradually, be appropriately adapted to the circumstances and take into account your aptitudes and preferences. Do not seek activities that will shock you as this would be counter-productive to the educational aims of CAS. Your activities should be rewarding and enrich all involved. When well carried out, your CAS experience should build your self-esteem, self-confidence and self-reliance.

Successful completion of CAS is a requirement for the award of the IB Diploma.

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, which include creative thinking in the design and carrying out of service projects.

This could involve doing dance, theatre, music, or it could involve taking on a leadership role and designing a service project. You should try to be involved in-group activities, and especially in new roles, wherever possible; however, individual commitment to learning an art form **IS** allowed, where it respects the requirements for all CAS activities:

- that goals are set, and
- you reflect on progress

ACTION

This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside of the normal curriculum; it also includes physical activity involved in carrying out creative and service projects.

Action may involve participation in sport or other activities requiring physical exertion – such as expeditions, camping trips, or digging trenches for water, etc. Again, 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:

- that goals are set, and
- you reflect on progress

Incorporating the service element can enhance both creativity and action. For example, if you become involved in the arts or physical activities you might consider coaching young children or seniors in residential homes.

SERVICE

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 with them. The relationship should therefore show respect for the dignity and self-respect of others.

What Is NOT CAS?

CAS is not a points-scoring exercise. It should be an interesting variety of activities that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community.

Generally, CAS is not taking place when you are in a passive rather than an active role. There should be **interaction**. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is possible.

Examples of activities, which at first sight would appear to be inappropriate, are listed below.

- any class, activity or project that is already part of the Diploma Programme
- an activity for personal reward, financial or benefit-in-kind
- simple, tedious and repetitive work
- a passive pursuit, e.g. museum, theatre, exhibition, concert visits
- part of family or religious duty
- work experience that only benefits the student
- fundraising with no clearly defined end in sight
- an activity where there is no responsible adult on site to evaluate your performance
- activities that cause division amongst different groups in the community
- working in an elderly or children's home when you:
 - have no idea of how the home operates
 - are just making sandwiches
 - have no contact at all with the old people or children
 - actually do no service for other people

CAS Requirement

The aims of the CAS requirements are to enable the students to develop:

- an appreciation of the potential of the human mind and spirit
- knowledge, skills and understanding
- an awareness of humanitarian issues across the world
- a recognition that education imposes lifelong ethical responsibilities
- a willingness to enquire and an enjoyment of discovery
- confidence in their ability to bring about change, both individually and collaboratively
- autonomy and self-reliance
- an appreciation of their own and other's talent

Learning Outcomes

To complete the CAS requirement, at the end of the programme, you must provide evidence that all eight learning outcomes described below have been met. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is evidence for every outcome.

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

- **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 responsibility for dealing with problems that arise in the course of activities.

- **Engaged with issues of global importance**

Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, 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 advisors.

- **Developing 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.

To demonstrate these learning outcomes have successfully been met you will need to present the evidence you have collected over the two years. This evidence will be in a variety of forms. For example, written reflections, photos, video, pod casts or any other suitable medium. You will be presenting this evidence either through a digital portfolio of your learning; visual presentation to your peers; or a panel interview with the CAS team. Specific details will be discussed closer to the completion of the CAS requirement in grade 12.

MANAGING YOUR CAS PROGRAM

The focus of your program will be on your balance of creativity, action and service and on the quality of the projects you choose and your reflections on them. The majority of your CAS requirements should be achieved in your Grade 11, with some activities ongoing into Grade 12. This facilitates completion of course deadlines and exam preparation.

It is the role of the Coordinator to monitor your progress and to give advice, not to push students through CAS. It is your responsibility to complete the CAS component of the IB, using planning skills and self-discipline.

A. GUIDING QUESTIONS FOR CHOOSING CAS ACTIVITIES

You may choose activities for CAS beyond those which the school offers. Use this form to help you determine whether an activity is suitable for your program. Remember the CAS Coordinator must approve all activities before you begin.

Is the activity a **new role** for me?

Is it a **real task** that I am going to undertake?

Does it have **real consequences** for other people and for me?

What do I hope to **learn** from getting involved?

How can this activity **benefit other people**?

How does this activity relate to the **Learning Outcomes**?

How can I **reflect** on this activity?

B. POSSIBLE ACTIVITIES

Notice there are always overlaps over the three areas.

CREATIVITY	ACTION	SERVICE TO SCHOOL COMMUNITY	SERVICE TO LOCAL COMMUNITY	SERVICE IN THE INTERNATIONAL COMMUNITY
Drama productions	Soccer	Maintaining school library	Teaching peers	Amnesty international
Performances	Basketball	Organizing fun run	Work with foundations	Habitat for humanity
Debating	Volleyball	Student council	Red cross	Refugees international
Art-personal, community, photography	Coaching junior students	Back stage team for events- theatre productions	Live and Learn water safety day	Gawad kalinga

Dance- hip hop, traditional, jazz	Archery	Managing website-posting a student's website	Clothing drives	Working in kindergartens and aged homes
Musical ensemble-band membership	Ultimate frisbee	Coaching project	Hospital toy making	Other project fitting CAS values
Choir	Cross country	Environmental concerns – leadership in green team's projects	Running holiday camps for local primary school children	
Learning a new instrument	Aerobics	Red cross first aid training	Special school helping with sports	
Cooking class	Water polo	Peer support programme	Playing music at local festivals	
Designing coaching lessons	Badminton	Preparing books for camp donations	Coaching Swimming with PWD	
Yearbook team	Table tennis	ESL mentoring		
MUN	Swimming	Guides and assistance in school functions		

C. YOUR RESPONSIBILITIES

Pre-planning

You must self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS programme. This will involve identifying your interests, strengths, weaknesses, and resources.

Create your CAS Plan

You must take part in a range of activities, including at least one project, some of which you initiated yourself. You should take part in activities that involve you in the school community, local community, national community, and the international community. You should plan on spending half a day at school week (three to four hours per week) or approximately 150 hours in total, with a reasonable balance between creativity, action and service.

Carry out your CAS Plan

You must plan your activities, carry them out, and reflect on what you have learned.

All activities must be pre-approved by the CAS Coordinator before you start an activity. If your preferred activity qualifies as a CAS activity, complete the Activity Proposal Form for approval from the CAS Coordinator/CAS Advisor. You will receive notification of approval within one week. Remember, CAS activities should continue on a regular basis for as long as possible throughout the programme.

Recording and Reporting

You must keep records of your activities and achievements, including a list of the principal activities undertaken and take photos whenever possible. You will be meeting with your CAS advisor for at least one interim review of your progress and again for a final review. You must provide evidence of your achievement of the eight CAS learning outcomes. This evidence can be in a variety of forms. You can make scrapbooks, photo essays, videos/DVDs or just standard written reflections. Evidence and reflections will be stored electronically on CAS Manager.

Reflections

You must reflect on your CAS experiences. Experiential learning is at the heart of CAS. Experiential learning involves much more than just planning and carrying out the activity itself. It also involves personal observation and reflection of your feelings and interactions, analysis of your perceptions, identifying your achievements, outstanding issues, personal strengths and challenges, evaluating your actions and thinking about your new understandings. During the project, you should note down your feelings, thoughts, and observations you have made. Once you have completed your meaningful reflections you should then apply this learning to the next activity or situation.

Reflections may not come naturally to you. To help you get started you should consider the following key questions:

- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?

Other questions to ask would be:

- How successful was I in achieving my goals? What difficulties did I encounter and how did I overcome them?
- What did I learn about myself and others through this activity/project? What abilities, attitudes and values have I developed?
- Did anyone help me to think about my learning during this activity/project? If so, who helped and how did they help?
- How did this activity/project benefit others?
- Did I maintain full attendance? How many sessions have I missed? Was I punctual? How would I summarize my effort and commitment?
- What might I do differently next time to improve?
- How can I apply what I have learned in other life situations?
- What have I learned about development issues that are evident in our local community? How do I feel about this? What are my views on these issues? What have I done to address these issues?

Reflect at the end of each activity, or after every 10 hours for longer-running activities. An activity worth 20 hours would require 2 reflections. Reflections are a huge part of CAS and you will learn how to do it and how to improve.

Examples of good reflections

(from the International School of Panama)

Volunteer at the Minneapolis Children's Hospital - Service

"... The children were very open in accepting me. They were always the ones who made this brief interaction between two strangers seem comfortable. Through the compassion I constantly saw in these very sick children I was exposed to an amazing outlook on life. One of the false assumptions I made about working at Children's was that as a result of my work I would feel good about myself for giving my time to these children. In fact, I did feel good about myself but it was not because of what I had given. Instead it was the children who gave to me. From them I learned how positive and selfless people can be..."

Volunteer at Walker Methodist Centre - Service

"I have seen first-hand the harshness of the aging process. People who were once vibrant, bustling human beings are now confined and subdued by their deteriorating health. Jane has Parkinson's Disease inhibited by her soft speech and inability to use her hands. I know from the time we have spent together that she has so much to say and many interests, but is slowed and sometimes stopped by her illness. Anne's only disease is effects of time and how it has affected her memory and hearing. Although she always recognizes me, Anne does not remember my name or hear much of what people say to her. As time went by, I began to realize that they had wonderful lives. Both have successful and large families, with interesting experiences throughout their lives. Now they are slowed down, but maybe because it's time for them to rest. I have learned a lot from them, about many things, but mostly about how to live with what you are given... I hope when I am their age and in their situation like theirs that I can have their attitude – life is what it is and the best thing to do is accept it and be happy."

Writing poetry - Creative

"For the past two years I have kept a journal of poetry and stream of consciousness pieces that I have written. It now contains about 30 works. I write in it rather sporadically, either as ideas come to me that I feel would make good poems, or I feel the need to vent my emotion on paper. I have shown this journal to certain teachers and friends, and I have submitted several of them to Mosaic. For me this journal is a way to stay sane, sort of catharsis for my soul. By writing poetry about situations that I am in I can think through my options and how best to deal with them. Similarly, it helps me to understand better what I am feeling. And if someone else can benefit from my writing through Mosaic, all the better. After all, art is not only beneficial for the artist, but also for the observer of that art."

Service Activity

"As one of my service activities I wanted to help an elderly person as I realized that their problems are sometimes neglected or forgotten. That is why I turned to an environmental nurse so that she could find a person in need of help and willing to be helped. I stayed in contact with the nurse and after a while she gave me the name and address of an old lady whom she described as lonely and having problems with walking. I was happy that I found the opportunity to offer my help to a person in need.

On one day the nurse and I visited the elderly lady in her flat. Beforehand, the nurse informed me that the lady used to work physically and retired early (at the age of 45 due to health problems). I got acquainted with her and from that day on I started visiting her regularly once a week.

I went for walks with the lady and every week we went shopping to the nearest supermarket. However, the most important task turned out to be far more difficult than I had expected. I made the greatest effort to make the woman cheerful, to create a friendly warm atmosphere, but I noticed how reserved and depressed she was. She mentioned the fact that she had been lonely for a long time and it stuck in my memory. It made me realize how loneliness affects human psyche. At the beginning I found it very difficult to make her smile, because she was only saying how miserable her life was and complained about the problems that she faced. I tried to show my understanding and convince her that life is worth living regardless of the difficulties one faces, but it seemed to me that it did not speak to her. Sometimes I wondered if my visits and help were bringing her anything good. Surprisingly, as time was passing by and we came to know each other better, I noticed a change in her and a change in the character of our interaction. I was very happy when on one day she confessed to me how grateful she was for my help. The activity gave me fulfillment and made me conceive how serious is the problem of loneliness in life and I realized the importance of attention that needs to be paid to lonely people."

Examples of poor reflection

"Today I got to the nursing home at 2:00. Talked to some ladies. Passed out popcorn at the movie. Went home at 4:00. When you volunteer at the nursing home, the residents really make you feel appreciated. It makes it all worthwhile."

Whether it was for a long period or short, this student reflecting on their social service missed the point. This student was surrounded by human drama. On every side were loneliness, love, struggle, joy, death, dignity, injustice, need and concern. There were more than a dozen health-related, trades-related, professional-related careers to observe and experiment with. There were people with wisdom to draw upon and pains to ease. From their observations and reflections, these students experienced nothing.

It's not supposed to that way. People can learn from experience. In fact, it is not only a possibility but also a necessity. Aldous Huxley says, *"Experience is not what happens to a person; it is what a person does with what happens to him or her."*

A necessary part of turning what you experience into what you know is reflection - time to sit down and consider:

- What you saw and didn't see
- Who needed you and why you were there?
- What did you learn and what did you teach?

Reflection involves observation, asking questions, putting facts, ideas and experiences together to come up with new meaning. Reflection on experience can give you the following abilities:

Taking charge: Being able to learn from experience gives us the power to influence the meaning and impact of things that we do or that happen to us.

Increasing your problem solving ability: Being able to analyze problems, generate alternatives, and anticipate consequences are critical skills.

Power to assess your personal impact: Ongoing reflection helps reveal and even determine what personal changes are occurring in self-image, new skills, and ideas about a career. It can give you the self-confidence to take on a bigger project or to use more of your skills.

It will be through your reflections that you will learn from what you are doing, and we will know whether:

- your attitudes and values were able to transcend race, class, religion, age, gender, and politics
- you grew in areas of knowledge and technical abilities, and developed a spirit of discovery and self-reliance
- you made links with the local community and developed longer-term goals
- your academic disciplines were complemented by your real life experience

Your CAS plan in more detail:

When creating your CAS plan you should choose to involve yourself in activities that have the following characteristics.

- a group activity
- activities should vary in length and in the amount of commitment required from the student, but none should be trivial.
- an activity that combines two of the three areas
- an activity that is a new challenge to you
- an activity that is an extension of an existing one
- an activity where you learn a new skill
- involvement with international projects (either locally, nationally, or internationally)
- an activity involving collaboration with others
- one activity that you initiated

Remember, it is your attitude towards your CAS activities, and the reflections on your learning, which is important. However, a convenient way to measure the weight of an activity is in hours. The following points are meant as a guideline only.

- All CAS activities must be **pre-approved** before you start an activity.
- No CAS activity should be trivial. You should be considering activities that require a time commitment of between 10 and 20 hours. However, it is the quality of a CAS activity that is of most importance, not the hours spent on it.
- You should plan on spending three to four hours per week on CAS activities, or approximately 150 hours in total, with a reasonable balance between creativity, action, and service.
- CAS activities can be undertaken in the summer between your grade 10 and 11 as well as your grade 11 and 12. You must have the supervisor's email address.

As a rough rule of thumb you will be taking part in between six and eight substantial activities over the two year CAS programme, with at least two activities. Abrupt withdrawal from an activity is not encouraged. You may not be demonstrating perseverance and commitment to your activities, which is a required learning outcome of the CAS programme.

Note: You may spend many more hours on an activity. That is commendable. Remember though, you should balance your commitments within the CAS programme. In other words, do not over commit yourself.

D. CAS CALENDAR - PROCEDURES AND MAJOR DEADLINES

DATE		DATE	
April 2011 (grade 10)	CAS Information Session	April 2012 (grade 11)	Make an appointment to see the CAS coordinator if you are not on track.
May	Study this handbook. See the CAS Coordinator to answer your questions about CAS.	May	Your CAS programme should be at least 1/2 complete by the end of this month. Plan summer CAS activities
August (grade 11)	Your CAS programme officially starts on the first day of school.	June - August (grade 12)	Vacation - time for outside school CAS activities. Remember to continue collecting evidence and writing reflections
September	Undertake activities, collect evidence and write reflections 1st CAS Plan discussion meeting	September	Undertake activities, collect evidence and write reflections 3rd CAS Plan discussion meeting if needed
October	Undertake activities, collect evidence and write reflections	October	Undertake activities, collect evidence and write reflections
November	Undertake activities, collect evidence and write reflections	November	Undertake activities, collect evidence and write reflections on caslog.com. Make an appointment to see the CAS coordinator to discuss progress
December	Undertake activities, collect evidence and write reflections	December	Undertake activities, collect evidence and write reflections

January 2012	2nd CAS Plan discussion meeting	January 2013	You should be nearly done! Compile your evidence that you have met the learning outcomes
February	Undertake activities, collect evidence and write reflections	February	Undertake activities, collect evidence and write reflections on Finalize everything this month
March	Make possible change to CAS plan if desired. Undertake activities, collect evidence and write reflections	March	Final CAS Programme Presentation Submission of CAS Completion Form.

Monthly:

Meet with your CAS advisor or CAS coordinator if necessary
 Check that your reflections are up to date
 Take photos, videos and keep your records

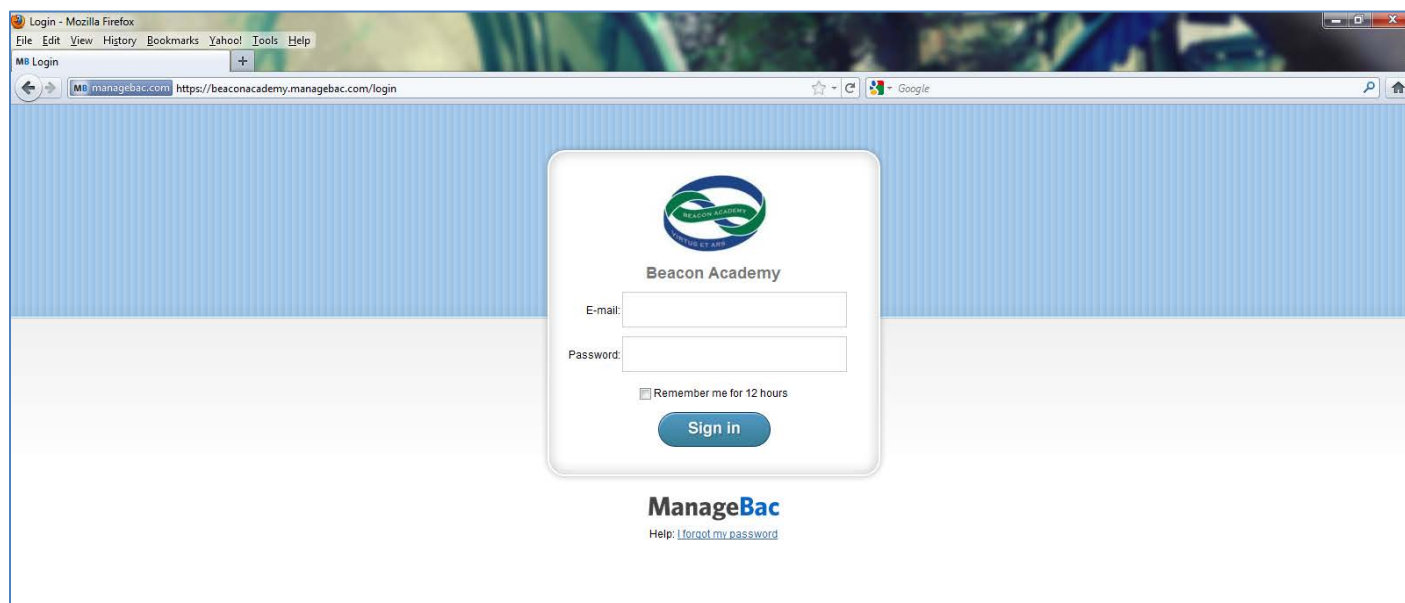
Monitoring CAS Programme

Managebac.com

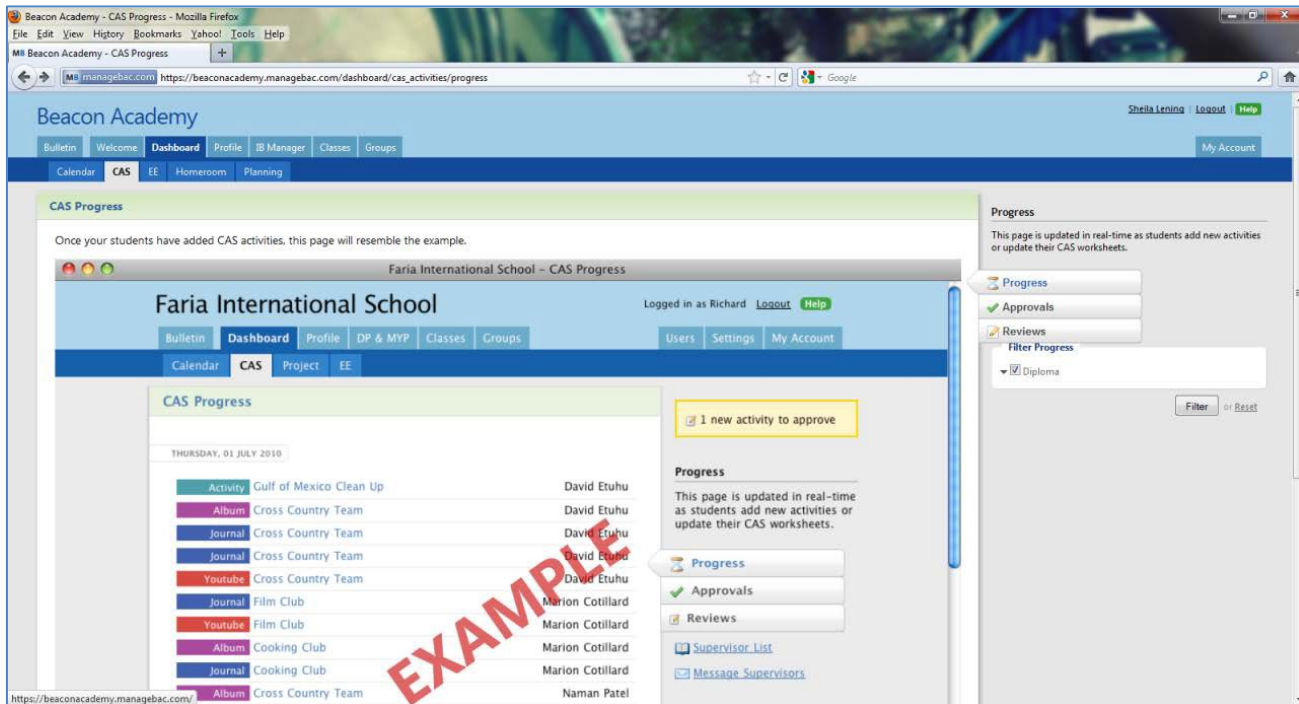
Managebac is a web-based system designed to manage your CAS involvement. You will use it to have your activities pre-approved, to write your reflections, upload photos and co-ordinate your group activities. You can access the system from any computer at school or home. You must check your account often. Use the information below to get started.

Getting Started:

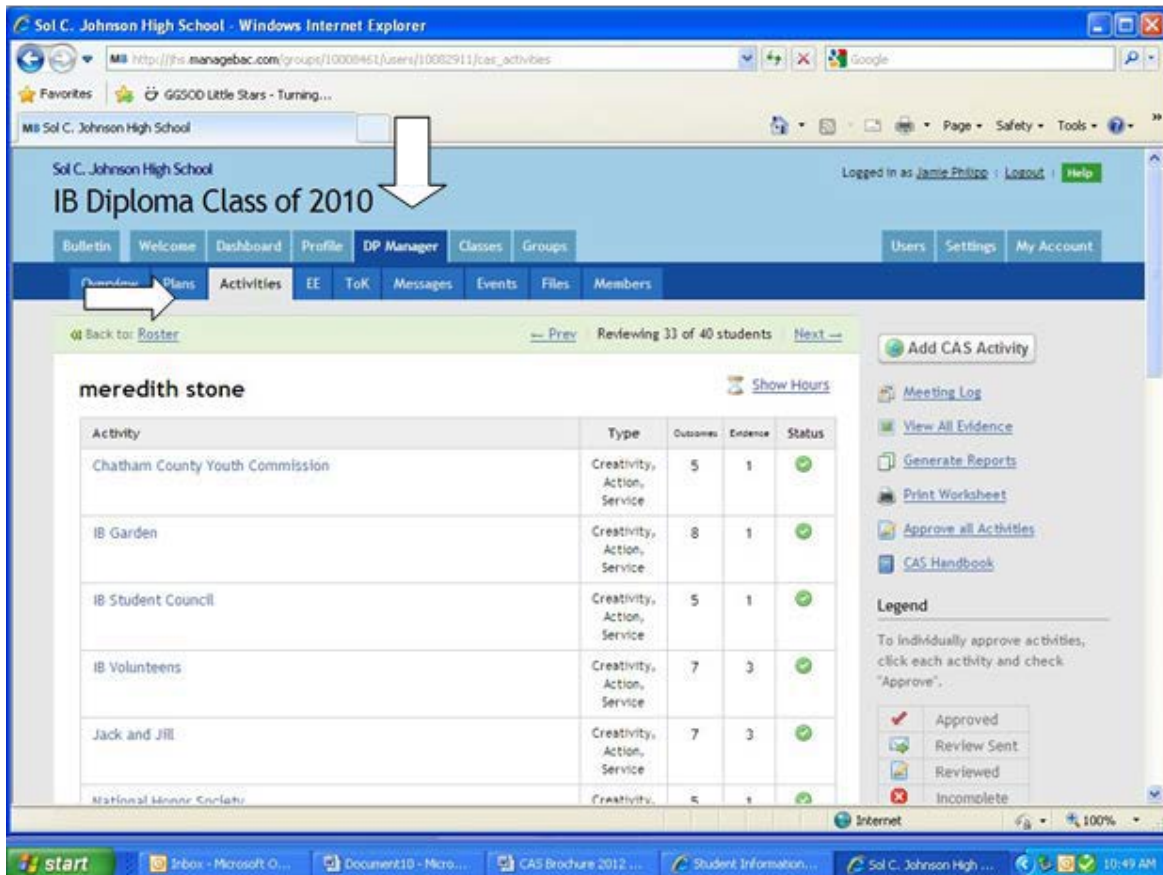
-go to _____ and enter you email address and your password



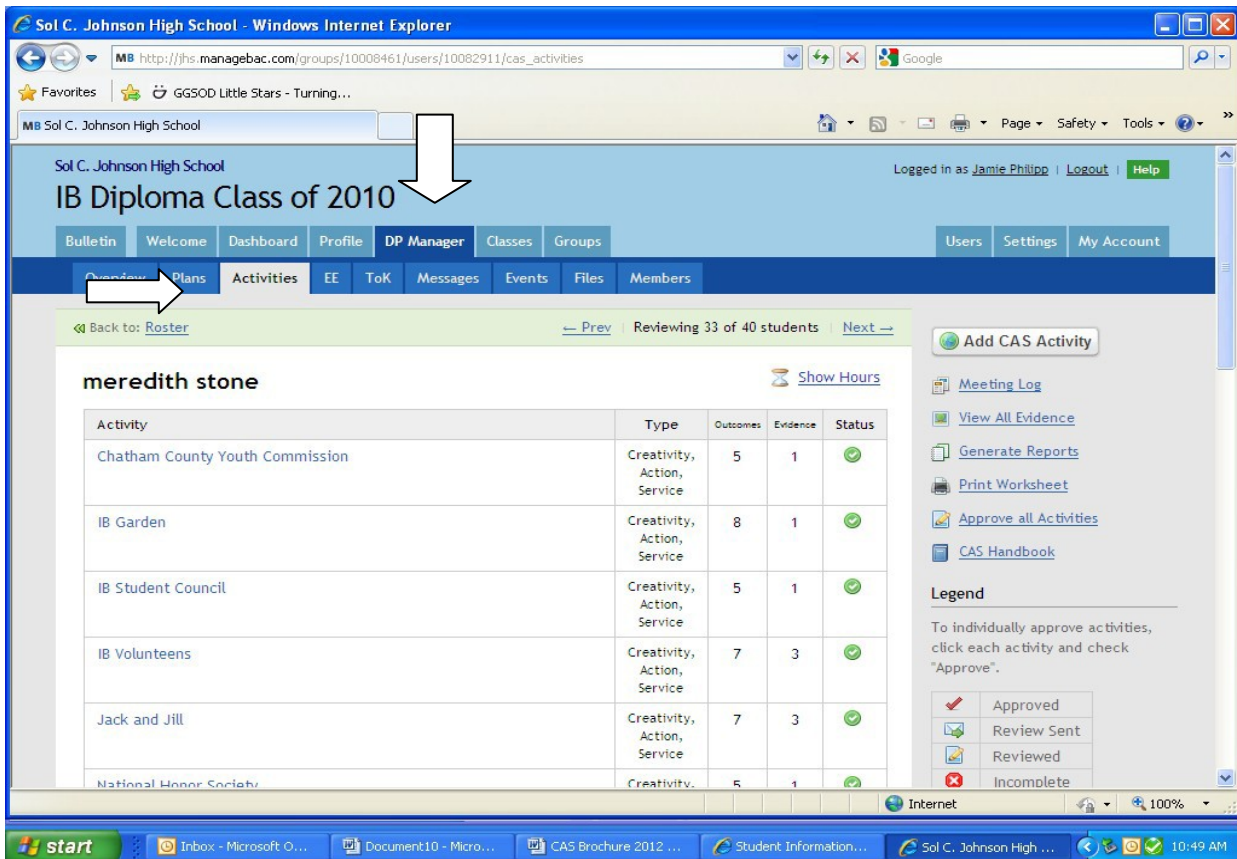
To submit a new activity for approval, select the DP manager tab and the activities subtab. Across from your name will be link called **Add CAS Activity**. Select this tab and enter all the pertinent information on the next screen.



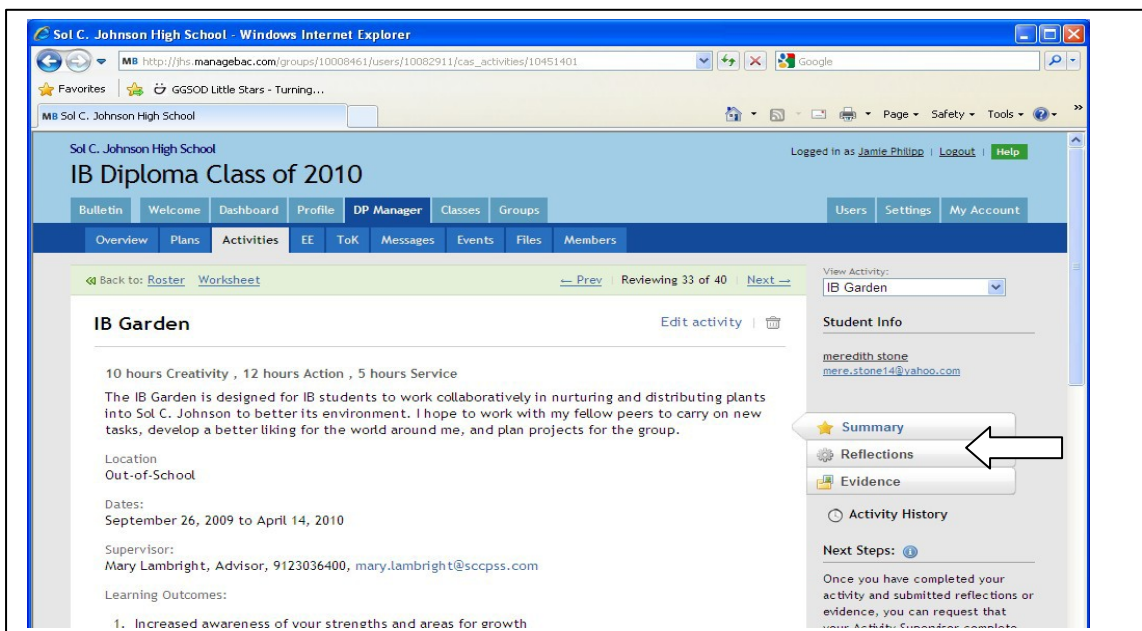
Once your activity has been approved you add evidence and write reflections using Managebac by selecting DP Manager, Activities and then select the activity from your list.



Once your activity has been approved you add evidence and write reflections using Managebac by selecting DP Manager, Activities and then select the activity from your list.



Once you have selected the activity that you would like to add evidence to, use the tabs called Reflections and Evidence on the left hand side of the screen. Select either the Reflections tab or Evidence tab to add reflections/ evidence.



FORMS

A. GETTING STARTED - CHECKLIST

This following checklist should help you to get started your CAS journey at Beacon Academy. Sign your name in each box when you are sure that you have fully understood.

COMPLETE THIS BY August 24,2011

	Sign your name	Date
I have carefully read through the information contained in this CAS handbook and I have fully understood the CAS requirements.		
I know who the CAS coordinator is and where her classroom is.		
I know that I can always discuss CAS issues and concerns with my CAS coordinator or a member of the CAS team.		
I must keep this CAS handbook clean and tidy.		
I am aware of the two-year CAS Timetable and I will follow it.		
I should have my own CAS plan for two years.		
I know that I must try and maintain a balance between Creativity, Action and Service.		
My parents/guardians are informed of the CAS programme and its requirements.		
I will set myself goals for each activity and I will reflect carefully on each activity I undertake.		
I must fill in an Activity Proposal Form which must be pre-approved before undertaking any CAS activity.		
I have a responsible adult supervisor (not from my family) for each activity I undertake.		
Supervisors known at this time have read <i>A Letter to the Supervisor</i> and agreed to perform any responsibility required.		
I will maintain a log of my activities, uploading photos and reflections at least once a month.		
I have the necessary evaluation forms available for my supervisors to fill in and return to me.		
I know that I must fill in an official evaluation form at the completion of each activity I undertake.		
I am aware that I must present my evidence that I met the learning objectives in a panel interview, digital portfolio, or visual presentation		
I have copies, or know where to get copies, of all the necessary forms.		
I clearly understand without the satisfactory and timely completion of CAS programme, the IB Diploma will not be awarded.		

Student Signature _____ **Date** _____

Parent Signature _____ **Date** _____

CHECKED BY THE CAS COORDINATOR _____

B. YOUR CAS PLAN

Name: _____

Your plan will most probably adapt over time as you reflect on your activities and your interests and preferences change. This plan therefore is not set in stone, but is an excellent place to start.

Which activities will you get involved in? (you can place an activity in more than one box)

	Activity description	Date (month, year)	Approximate duration (in hours)
A group activity where you will collaborate with others			
An activity that combines two of creativity, action or service			
An activity that will be a new challenge to you			
An activity that will be an extension of an existing one			
An activity where you will learn a new skill			
Involvement with international projects (either locally, nationally, or internationally)			
An activity that will involve collaboration with others			
An activity that you will initiate			

Which activities will be based at school?

Which activities are further away from school but still in Laguna?

Which international project will you be involved in?

List all your planned activities mentioned above, in the appropriate column(s), (there should be two in each category). You can include more activities.

Creativity	Action	Service

Reflect on your plan. (Any questions, comments, or concerns? Where do you see problems arising? What will you need to do to make your activities happen?)

_____ Date: _____
Student's Signature

_____ Date: _____
Parent's Signature

_____ Date: _____
CAS Coordinator's Signature

C. DOES AN ACTIVITY QUALIFY ?

Student Name: _____

You must have your CAS activities approved in advance by the CAS Coordinator. This sheet will help you determine if your planned activity is suitable for your CAS portfolio. You only need to complete this sheet if your CAS coordinator asks you to.

Complete the guiding questions below and complete the CAS Activity Evaluation Rubric on the back of this sheet.

Activity title: _____

Is the activity a **new role** for me?

Is it a **real task** that I am going to undertake?

Does it have **real consequences** for other people and for me?

What do I hope to **learn** from getting involved?

How can this activity **benefit other people**?

How does this activity relate to the **Learning Outcomes**?

How can I **reflect** on this activity?

Have you found an adult supervisor yet?

email address is :

telephone number is :

name is :

Circle the box that best describes your proposed activity and add together the points this indicates.

		1 point	2 points	3 points	4 points
A	Challenge	Attendance only required	Gives opportunity for student to extend him/herself	Presents a difficult and challenging target	Pushes student beyond previous limits
B	Opportunities for service, benefit to others	No benefit other than to student	Has some benefit to others	Outcome is directed towards benefiting others	Results in identifiable benefit to others
C	Acquisition of skills and interests rather than practising those already acquired	No level of skill required	Requires skills any student of this age would be expected already to have	Develops existing skills	Develops new skills
D	Initiation and planning by students	Activity organized by school	Activity organized by outside agency	Organized by group of students with adult leader	Planned, organized and run by student(s)
E	Establishing links with community and furthering international understanding	Does not involve working with others	Involves working within the school community only	Involves working with the community but may only be with student's own nationality or international community	Involves working with and within the local community and/or in the local language
F	Active rather than passive nature	No active participation	Student required to participate but not initiate	Requires active participation	Requires active participation and input from student
G	Project nature - combining a range of activity (Creative, Action and Service)	Activity 'one-off' of short duration only one type	Combines two activities on more than one occasion or one for longer duration	Has elements of all three activities on more than one occasion or two for longer duration	Has a good balance of three activities combined into a long term project

Total Points: _____

A high score indicates your activity may well qualify for your CAS portfolio.

D. LETTER TO THE SUPERVISOR

Dear Potential Supervisor,

In order to earn the IB Diploma, students must fulfill the CAS requirement. This involves students participating over an eighteen-month period, in a minimum of 150 hours of Creativity, Action and Service, with the greatest emphasis on Service.

An adult supervisor is required for each activity students undertake. The role of supervisor is to evaluate their performance in the activity. You will be asked to sign the student's Activity Proposal Form before they begin their activity, confirming your role as supervisor. When the activity is completed, the student will give you an evaluation sheet to complete. Please ensure that the student completes his or her part of the evaluation before giving it to you. After completing the evaluation form have the student bring it to the CAS Coordinator.

If you have questions, please contact me on 09228529284 or by email sheila.lening@beaconacademy.ph

Thank you in advance for your support of this student.

Sincerely,

Sheila H. Lening
CAS Leader

E. ACTIVITY PROPOSAL FORM

Name _____
Name of activity _____
Date _____
Frequency of activity _____

Activity description including you role

Your goal during this activity

Recommendation from Supervisor

I am aware that, under my supervision, _____ intends to use the activity outlined above as part of his or her CAS program.

Activity Supervisor's signature _____
Date _____

F. SUPERVISOR'S EVALUATION REPORT FORM

TO BE COMPLETED BY THE SUPERVISOR
(If more space is needed please attach a separate page)

Student's name _____
Name of Activity _____

Punctuality and attendance

Effort and commitment

Further comments

This activity was
_____satisfactorily completed
_____not satisfactorily completed

Activity Supervisor's signature _____
Hours _____
Date _____

H. INDIVIDUAL STUDENT COMPLETION FORM

There is evidence the _____ has :

Learning Outcomes	Achieved	Nature/location of Evidence (ex. Weblog (date), progress form (date))
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		

Name of Coordinator _____

Coordinator's signature _____

Date _____