

Creativity, Activity and Service



North Eugene High School CAS Handbook

Welcome to... Creativity, Action and Service at North Eugene!

"We cannot live for ourselves alone. Our lives are connected by a thousand invisible threads, and along these sympathetic fibers, our actions run as causes and return to us as results." – Melville

Experiential learning is an integral aspect to an International Baccalaureate education. We are committed to Creativity, Activity, and Service (CAS) as a dimension of an internationalized curriculum, for it is one more way students gain confidence and knowledge in a broader world beyond home and school.

In undertaking CAS during the junior and senior year, students derive many benefits, both practical and altruistic. The activities and experiences in which students are involved can be more fully developed both in service to the community and in exploring student interest and potential via creativity and action.

What is CAS?

CAS is a fundamental component to the IB experience. The emphasis of CAS is on new and experiential learning. It is designed to involve students in new roles, and explore ways in which current activities can become true learning experiences. The emphasis is on learning by doing real tasks that have tangible outcomes and then reflecting on these experiences.

The ultimate goal of CAS is to nurture life-long learners who seek new opportunities and challenges, balance personal and academic pursuits, and who develop into "inquiring, knowledgeable and caring young people who help create a better and more peaceful world..." (IBO).

Creativity is interpreted as imaginatively as possible to cover a wide range of arts and other activities that involve creative thinking. Examples could include participation in music, theater, fine arts, design, or creating a lesson plan or project. In a student's CAS program, creativity fosters an appreciation for the arts.

Action is defined as physical exertion contributing to a healthy lifestyle, complementing academic work. In a student's CAS program, action focuses on the physical, and thus, mental, well being of the student.

Service consists of an unpaid and voluntary community contribution that has a learning benefit for the student, and fosters a greater sense of commitment to the community—local, national and international. In a student's CAS program, service focuses on an endeavor beyond a student's current experience.

Students pursuing the full IB will complete 150 hours of CAS activities over the course of junior and senior year: 50 hours each of creativity, activity and service. *Hours must be concurrent over two years and should reflect an ongoing commitment to the principles of the **CAS Learning Outcomes.***

What are the CAS program requirements?

The CAS experience is personal and should meet the needs of each individual student though certain program requirements must be met. CAS students are required to:

- Reflect at the beginning of the CAS experience during junior year and set personal goals for what will be achieved through the CAS program;
- Plan and participate in a range of activities and projects, and then reflect on significant learnings;
- Communicate with the IB Coordinator at various points during the junior and senior year to assess progress and measure outcomes;
- Maintain records of CAS activities and achievements via the **CAS Completion Form**:
 - For each CAS activity, the student must have verification of hours completed, as evidenced by a supervisor's signature on the CAS Completion Form AND the **Verification and Evaluation Form**.
 - A supervisor must be an individual over the age of 18 and, for service hours only, may not be a parent or guardian.
- Show evidence of achievement of the eight CAS learning outcomes via reflection and recording of hours:
 - Submit a CAS portfolio by June of junior year showing at least 50 hours of completed CAS.
 - Complete a minimum of 25 CAS hours each trimester for a total of 150 CAS hours by April of the senior year.
 - The summers between sophomore and junior year, and junior and senior year count towards the first trimester of each year.
- Participate in a **student-initiated group project** with the following guidelines:
 - Include at least two of the three CAS components—creativity, activity and/or service;
 - Work with at least two other students;
 - Count individual strands towards the entire 150 hour requirement, e.g., for a 20 hour project, a student might count 8 hours of Creativity and 12 hours of Service, not 20 hours of both;
 - Complete the project any time during junior or senior year, and reflect on the experience by April of the senior year.
 - There is no limit on hours for the group project, but students should reflect accurately and honestly on activities undertaken.

What learning outcomes will be achieved?

Students are required to reflect on the following learning outcomes over the course of two years to measure their own progress and personal growth. In addition, students will be evaluated on these learning outcomes via the **Verification and Evaluation Form**. The CAS experience as a whole should show evidence a student has:

- *Increased their awareness of their own strengths and areas for growth.* Students are able to see themselves as individuals with various skills and abilities, and understand they can make choices about how 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 can be in collaboration with others, in activities that are part of larger projects, for example, or ongoing school activities in the local community, as well as 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.
- *Shown perseverance and commitment in 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 be involved in international projects, but there are many global issues that can be acted upon locally or nationally.
- *Considered the ethical implications of their actions.* Ethical decisions arise in almost every CAS activity, on the sports field, for example, in musical composition, or in relationships with others involved in service activities.
- *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.

What is the evidence for completion of CAS?

Evidence for CAS is outlined below. All work is to be submitted to the IB Coordinator in a portfolio.

- Junior year: By June 10, CAS completion forms, supervisor evaluation form for **each** activity completed, a 250-word reflection on the learning outcomes for at least 50 CAS hours, and a plan for completing CAS by the senior year.
- Senior year: By April 1, all 150 CAS hours complete, CAS completion forms, supervisor evaluation, and a 500-word reflection on the completion of your CAS work, based on the learning outcomes.

Submit your work in an organized portfolio to Courtney Leonard in the IB Office/College and Career Center.

What types of activities count for CAS?

If you aren't sure if an activity counts, ask the IB Coordinator! ***You may have no more than three activities for each component—Creativity, Activity and Service.***

First, students should ask themselves if something is a “good” CAS activity by reflecting on the following questions:

- Is this 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 my own personal growth as well as supporting other people?
- What can I reflect on during this activity?
- How will this experience inform my Extended Essay or Reflective Project? To what extent will I be able to cite evidence from this experience in my project?

Creativity, according to the definition, is any activity that fosters an appreciation for the arts. The activity should be primarily creative in any setting. Examples include: taking an art class in or out of school such as painting, sculpting, drawing, etc., cooking, learning a language outside of school, dance, music lessons, theatre, teaching lessons in the creative arts, or participating or presenting in a show at an art gallery or museum.

Activity, according to the definition, is defined as physical exertion contributing to a healthy lifestyle. The action should be physical and even vigorous—moving, increasing heart rate, and sweating are all good indicators of physical activity. Examples include: participating in a school or club sport, training to run a race, taking fitness classes at a gym or through the City of Eugene, commuting to school by bike or foot, or completing maintenance or building trails at a city or county park.

Service, according to the definition, is an unpaid and voluntary community contribution. Examples include: working in a community garden, volunteering at a non-profit medical center, or walking dogs at an animal shelter. The specific requirements are as follows:

- One of the goals of service within CAS is that students will reach beyond themselves. Therefore, the majority of service hours should be spent in the context of a broader community, in a service organization or activity in the community or a service program in the school.
- Students may use service hours towards the District 4J Honors Diploma and National Honor Society.

What counts for service?

These are some examples—this is not an exhaustive list.

- Peer Mentoring programs
- Coaching a KidSports team
- Service clubs, such as Key Club and Interact, charitable activities or fundraising events completed outside of school
- Tutoring students as part of an organized service program in or out of school
- School organized activities when performed as an outreach to the community, such as pep band or drama performances at retirement homes or elementary schools
- Fundraising and gathering pledges outside of school for the Children’s Miracle Network as part of the pageants for both male and female students (up to 30 hours only)

What doesn’t count for service?

These are some examples—this is not an exhaustive list.

- Pep Band (This counts for creativity!)
- Drama—acting, set building, lights, costumes, or makeup (This counts for creativity!)
- Fundraising for school activities, courses, clubs, or sports teams
- Fundraising to take trips
- Working as a teacher’s aide where the primary tasks are filing, photocopying and grading papers
- Hosting exchange students
- Athletic fundraising—car washes, counseling at athletic camps unless for non-profit, cleaning Autzen Stadium
- Athletics (This counts for activity!)
- Service club meetings

How can parents support students in their quest to complete CAS?

Parental encouragement and support is a vital part of helping students complete CAS requirements. Here are some ideas for parents to encourage students:

- Familiarize yourself with the CAS requirements.
- Discuss the requirements/opportunity with your student.
- Share your own volunteer experience with your student and reflect on what you have given and gained through volunteering.
- Explore your student’s interests and explore possible activities together, and encourage your student to build on previous successful volunteer experiences.
- Be willing to be involved—attend games, plays, and concerts, or volunteer with your student.
- Support your student’s activities by providing transportation, talking about their experiences with them, and support them in making calls to explore interest areas and available experiences.
- Encourage your student to start early and stay organized!

We look forward to sharing the CAS experience together!