



Korah Collegiate & Vocational School
CAS Handbook
Class of 2020



IB Mission Statement

The International Baccalaureate 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 understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



Creativity, Activity, Service

The Nature of CAS

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

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning from the PYP and MYP. CAS is organized around the three strands of **creativity, activity and service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need.

As a shining beacon of our values, CAS enables students to demonstrate attributes of the **IB learner profile** in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment and enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes. **CAS is not graded, but failure to complete all of the requirements of CAS is a failing condition for the IB Diploma.**

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their online profile, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented **interviews** students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts."

THE SEVEN LEARNING OUTCOMES:

"By the end of the CAS programme, students will have:

1. Increased their awareness of their strengths and areas for growth.
2. Demonstrate that challenges have been undertaken, developing new skills in the process.
3. Demonstrate how to initiate and plan a CAS experience.
4. Show commitment to and perseverance in CAS experiences.
5. Demonstrate the skills and recognize the benefits of working collaboratively.
6. Demonstrate engagement with issues of global significance.
7. Recognize and consider the ethics of choices and actions."

Diploma Programme
Creativity, activity, service guide
For students graduating in 2017 and after
The International Baccalaureate Organization, 2015

Your CAS advisors:

Mrs. K. Johnstone (johnstk@adsb.ca) and Ms. C. Prophet (prophec@adsb.ca)

School phone: 705-945-7180

Mentoring: Fridays at lunch in room 218

The 7 CAS Learning Outcomes

Learning Outcome 1: Identify own strengths and develop areas for growth

The student:

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others.

Learning Outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area

Learning Outcome 3: Demonstrate how to initiate and plan a CAS experience

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience(s)
- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals/solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing a CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.

Learning Outcome 4: Show commitment to and perseverance in CAS experiences

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project.

Learning Outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions • is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

Learning Outcome 6: Demonstrate engagement with issues of global significance

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity

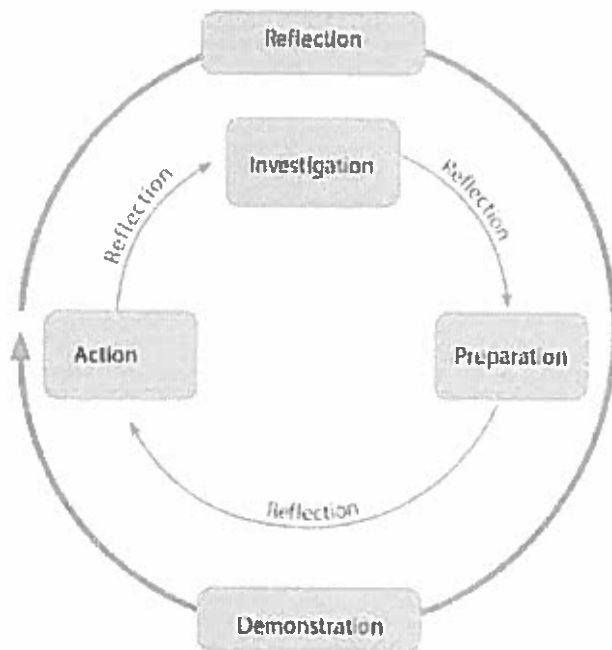
Learning Outcome 7: Recognize and consider the ethics of choices and actions

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

CAS Stages

CAS stages! Steps towards an effective CAS experience



Investigation: When you identify your interests, skills and talents to be used in considering opportunities for CAS experiences.

Preparation: When you clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.

Action: When you implement your idea or plan.

Reflection: When you describe what happened, express feelings, generate ideas, and raise questions

Demonstration: When you make explicit what and how you learned and what you accomplished.

From the IB CAS guide (for students graduating in 2017 and thereafter)

Reflection

Reflection is a dynamic means for self-knowing, learning and decision making. Purposeful reflection is about *quality* not *quantity*.

Guiding Questions - Four elements assist in the CAS reflective process.

1. **Describing what happened**: Recalling memorable moments, identifying what was important or influential, what went well or was difficult, obstacles, successes.
 - *Why did I make this particular choice?*
 - *How did this experience reflect my personal ideas and values?*
 - *In what ways am I being challenged to think differently about myself and others?*
2. **Expressing feelings**: Articulate emotional responses to experiences.
 - *How did I feel about the challenges?*
 - *What happened that prompted particular feelings?*
 - *What choices might have resulted in different feelings and outcomes?*
3. **Generating ideas**: Rethinking or re-examining choices and actions increases awareness about self and situations.
 - *How did I demonstrate commitment and/or perseverance?*
 - *Were ethical implications considered in my actions taken during this activity?*
4. **Asking questions**: Questions about people, processes or issues prompt further thinking and ongoing inquiry.
 - *Can the experience be placed in a larger context?*
 - *Did this experience have global implications?*
 - *Can this lead to a new CAS experience?*

Forms of Reflection

Reflection can take countless forms. CAS students are to identify forms of expression that have personal meaning and best enable them to explore their experiences.

Some examples:

- paragraph
- dialogue
- poem
- comic strip
- dramatic performance
- letter
- photographs
- dance
- poster
- song

Sample CAS Experiences/Projects

Creativity

1. Design and create a mural at school (C/S)
2. Plan and execute an art project for kids at a residential treatment center. (C/S)
3. Plan and execute an art project at a school where students don't have art.
4. Learn a new musical instrument.
5. Learn an especially challenging piece of music/dance routine (C/A, if dance)
6. Choreograph and participate in dance routine for sports events (C/A)
7. Perform music and dance in a new or especially challenging context (public audience, large audience, competition context)
8. Do a world map mural project with younger students and teach about geography. (C/S)
9. Plan a musical program and perform for hospital patients (C/S)
10. Teach art/music/dance to another person/group of people. (C/S)
11. Design a website for a school/non-profit/charity organization. (C/S)
12. Design a series of after school tutoring sessions. (C/S)
13. Teach anything- this always involves design and creativity if it's done correctly
14. Design an awareness campaign for an environmental issue. This could include a creating posters, creative announcements, creative presentations (C/S).
15. Create a mini photography portfolio with a clearly defined theme, objective, and goal (i.e. NOT These are all the pics of my friends holding up peace signs!)
16. Take a ceramics class.
17. Write a poem or short story for the HIS Yearbook.
18. Help out with yearbook creation and design
19. Write a speech on UN Day theme (C/S)
20. Start a debate team
21. Design programs for UN Day/World Spelling Day/World Maths Day/International Literacy Day/Any other Day (i.e. be in charge and make it creative.) (C/S)
22. Start a photoblog or join new photographers groups on Flickr where you can share your photography and improve your photography. 365 photos project, Photo Friday etc.
23. Find an ugly wall in your neighbourhood and design a mural for it. Ask permission from whoever owns it and then enlist friends or neighborhood kids to help out with it. (C/S)

24. Create a historical walking tour of Hiroshima in English with map and signs explaining the historical significance (C/S)
25. Create a nature walking tour of Hiroshima in English with map and nature information (C/S)
26. Design and create attractive signs with environmental messages for your school or neighborhood. (C/S)

Action

1. Plan an overnight hiking expedition – take an experienced outdoors person with you
2. Climb a mountain
3. Try bowling. Try golfing. Try curling!
4. Try surfing/any sport....
5. ... then get good at it.
6. Learn to swim
7. Learn to SCUBA dive or get advanced certification
8. Try mountain biking. Organize a trip for a group from school.
9. Commit to riding your bike to school a certain number of times per week
10. Learn to skateboard- BE CAREFUL!!!
11. Join a gym over winter. Set yourself a workout plan and stick to it!
12. Join weightlifting classes
13. Join hip hop dance classes
14. Train for an upcoming running race and set a goal for yourself.
15. Join a tennis club
16. Find a community garden and help out in it (A/S)
17. Teach sports to kids who don't get the opportunity to learn (A/S)
18. Learn to ski or snowboard this winter
19. Plan an overnight camping activity for a group of interested elementary/middle school students and lead it (with teacher supervisor). (A/S)

Service

1. Tutor at a local elementary school
2. Work as a teacher's aide in a local elementary school
3. Volunteer to help play with orphans at local orphanage
4. Teach singing/piano/guitar as a lunchtime or after school club
5. Teach people at non-profit or charity about open-source software and how they can use applications to make their organization serve people better
6. Visit the hospital for bomb survivors weekly and chat to the residents, or teach them a new craft/skill.
7. Volunteer to teach a workshop at a local internet café on writing a resume (S/C)
8. Organize a beach clean-up with your friends: find a local company who will dispose of the trash and recycling and spend a few hours cleaning the beach.
9. Campaign the local government on an issue you feel strongly about
10. Plant trees in watershed. (S/A)
11. Become certified in CPR/First Aid at local Red Cross.
12. Become a CPR/First Aid instructor and teach classes at local Red Cross.
13. Serve as a translator for school activities as and when needed.
14. Help a lower school club set up a website (like maybe the Thousand Crane Club) - (S/C)
15. Design and perform a creative skit about healthy eating habits for lower school (S/C)
16. Research healthy eating options and change Hungry Hideout food offerings. (S/C)
17. Design a poster campaign for healthy eating (S/C)
18. Start a Model UN team (S/C)

Korah C & VS IB Programme

Comparison of CAS/Duke of Edinburgh's Award

Students may apply the same hours to both CAS and Duke of Edinburgh's Award if appropriate criteria are met.

CAS	Duke Of Edinburgh's Award		
Grade 11 and Grade 12	BRONZE Over 14 years old	SILVER Over 15 years old	GOLD Over 16years old
Creativity	Skill 3 months, average 1 hour per week	Skill 6 months, average 1 hour per week	Skill 12 months, average 1 hour per week
Activity	Physical Recreation 3 months, average 1 hour per week	Physical Recreation 6 months, average 1 hour per week	Physical Recreation 6 months, average 1 hour per week
Service	Service 3 months, average 1 hour per week	Service 6 months, average 1 hour per week	Service 6 months, average 1 hour per week
	Adventurous Journey Practice: 1 day Qualifying: 2days &1night	Adventurous Journey Practice: 2days &1 night Qualifying: 3days & 2nights	Adventurous Journey Practice: 2days & 1nights Qualifying: 4days & 3nights
	Residential Project: Additional requirement completed at the Gold level to broaden participants' experience through involvement with others unknown to them in a residential setting. 5 days + 4 nights		

CAS Requirements

The Programme:

- Students are to be involved in a well-balanced and diverse range of experiences on a weekly basis over an 18 month period.
- All experiences should offer experiential learning.
- CAS experiences should vary in length and in the amount of commitment required from the student.
- Students should aim for 40-50 hours per CAS strand.
- Each of the seven learning outcomes need to be achieved for the completion of CAS.
- Students need to submit at least one form of reflection (or evidence) once a week (or every second week) over 18 months. A reflection needs to address at least one learning outcome.
- Students can work on CAS experiences/projects over the summer between grades 11 and 12 (this would allow students to finish CAS *before* mock exams begin).
- At least ONE "project" is to be completed; an activity of significant duration (one month minimum) that integrates one or more CAS strands and requires collaborative (team) work.

CAS Experiences/Projects:

- Demonstrates clear and attainable goals
- Includes at least one experience which the student initiates
- Achieves at least one of the seven learning outcomes
- Models the attributes outlined in the IB learner profile
- Based on personal interest, skill, talent, or opportunity for growth
- Do not provide the student with academic credit or monetary gain

CAS Mentoring and Interviews

- CAS advisors are available during the lunch period on Fridays in room 218. If Friday is a school holiday, the CAS room will be open on Thursday.
- There will be 3 formal interviews with a CAS advisor to discuss student progress and engagement in CAS. There will be two interviews in grade 11 and one in grade 12.

CAS advisor contact information:

Kathryn Johnstone
johnstk@adsb.ca

Christa Prophet
prophec@adsb.ca

The Process:

1. Review the CAS handbook and contract with parents/guardians. Students return the signed contract to the CAS advisors.
2. With the support of a parent/guardian, complete the **Year One CAS Plan**. This will be a valuable resource as you proceed in IB.
3. Before starting an activity, submit a proposal using the **CAS Proposal Form** to one of the CAS advisors for approval. Please ensure that all information is complete and accurate. Note: a family member may not serve as a supervisor for any CAS experience or project.

- CAS advisors are available in room 218 during lunch each Friday
 - Extra proposal forms are available in room 218, in Student Services, and on the Korah website <https://www.korahcvs.com/>.
 - If the experience involves sporadic hours and occurs over a long period of time, the student is encouraged to maintain a **CAS Experience/Project Log**. These will also be available in room 218 and in Student Services.
4. If approved, the CAS advisor will sign the form and file in the CAS proposal binder. The student should take a picture of the form for future reference.
 5. Enter the experience/project on **Managebac**. The assigned CAS advisor will approve the experience on Managebac. The student will then proceed with the experience.
 6. The student must provide sufficient documentation on Managebac to support completion of CAS. For each experience, the student will post evidence of their work on a weekly or biweekly basis by commenting on the experience (reflection journal, photos, blogs, music, other evidence). The reflections need to address one of the seven learning outcomes (you will be asked to check ✓ which outcome is being reflected on).
 7. When an experience has been completed, the student will request an on-line supervisor review.
 8. The supervisor will attest to the successful participation in the experience and will be asked to comment on:
 - Attendance/punctuality
 - Amount of effort and commitment made
 - Evidence of the student's initiative/planning/organization etc.
 - Student's personal achievement and development of skills
 - Any other comments they feel necessary

Note: the supervisor will have access to the posted reflections/evidence online.

After the supervisor review is complete, the experience is considered "completed".

What happens if a student does not meet the CAS requirements?

If the CAS requirements are not met, the IB diploma is withheld until CAS is completed. Students will have one additional academic year to complete the requirements in order to receive the IB diploma.

CAS Proposal Form

Name: _____ Date: _____

Please check:

- Experience Name/Title: _____
- Project

Strand(s): <i>(check all that applies)</i>
C ___ A ___ S ___
Log Required: _____

Name of Supervisor(s) _____

Title/Position: _____

Supervisor(s) email: _____

Site Address: _____

Telephone number: _____

Duration and frequency of CAS experience: _____
(ex. 2 hours/wk, all year; 3 hours on the weekend)

Start date: _____ End Date: _____

Description of Experience/Project:

Outline of duties, goals and connections to the IB learner profile:

Learning Outcomes:

Indicate which learning outcomes you plan on developing:

✓	Learning Outcome
	1. Identify own strengths and develop areas for growth.
	2. Demonstrate that challenges have been undertaken, developing new skills in the process.
	3. Demonstrate how to initiate and plan a CAS experience.
	4. Show commitment to and perseverance in CAS experiences.
	5. Demonstrate the skills and recognize the benefits of working collaboratively.
	6. Demonstrate engagement with issues of global significance.
	7. Recognize and consider the ethics of choices and actions.

Risk Assessment:

Consider the risks involved in this activity. Outline any health/safety concerns that may arise during this experience/project.

Student Signature: _____

Date: _____

CAS Advisor Approval of Proposal: _____

Date: _____

YEAR ONE CAS PLAN

Due Date: September (IB YEAR ONE)

Name: _____

Complete the table below. By the start of your first IB year, you must have a plan in place for at least one experience in each CAS area. You may add activities as you proceed through the two years of the programme. Each CAS experience and project must be well thought out to allow you to meet the seven learning outcomes.

In the table, indicate a ✓ for the learning outcomes you *believe* will be met by the planned activity. This will be discussed during your first interview with one of the CAS advisors. A well thought out plan will allow you to meet all the learning outcomes (at least once) by the end of your 2nd IB year.

CAS Strand	Planned Activity (What, Who, Where, When)	Learning Outcome (Why)						
		1	2	3	4	5	6	7
Creativity (C)								
Activity (A)								
Service (S)								

The Seven Learning Outcomes:

1. Identify own strengths and develop areas for growth.
2. Demonstrate that challenges have been undertaken, developing new skills in the process.
3. Demonstrate how to initiate and plan a CAS experience.
4. Show commitment to and perseverance in CAS experiences.
5. Demonstrate the skills and recognize the benefits of working collaboratively.
6. Demonstrate engagement with issues of global significance.
7. Recognize and consider the ethics of choices and actions.

Creativity, Activity, Service (CAS) Contract

1. The CAS programme formally begins at the start of the DP programme and continues regularly, ideally on a weekly basis, for at least **18 months with a *reasonable* balance between creativity, activity, and service (the three strands)**. A significant number of hours (between 40-50 hours) will be committed to each of the three strands.
2. Each student is required to generate and maintain a **CAS portfolio on Managebac**. The portfolio showcases their CAS experiences and includes CAS reflections, planning documents, certificates, letters, photographs, supervisor feedback/comments, and so on. **Students are required to include reflections and/or evidence on a weekly or biweekly basis over 18 months**. Completion of CAS is based on student achievement of the **seven CAS learning outcomes**.
3. CAS experiences involve one or more of the three CAS strands. They can be a single event or may be an extended series of events.
4. Students must also undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. It can address any single strand of CAS, or combine two or all three strands.
5. Students will use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the project.
6. All CAS projects and experiences must be pre-approved by a CAS coordinator. Supervisors for CAS experiences must be adults. Names, telephone numbers, and addresses for supervisors need to be included in the proposal. **Students should not have parents supervise their activities for CAS**.
7. Upon completion of each CAS activity, students will need to receive acknowledgement from their supervisor and gather any evidence of their involvement/achievement. An emphasis will be on **reflection** which is central to building a deep and enriching experience in CAS.
8. Students will have three formal **interviews** with one of their CAS coordinators. Two will take place in the first year, and the final interview will be of the end of the CAS programme.
9. Students may not receive academic credit or monetary compensation for CAS activities.
10. The **CAS journey** will provide opportunities for **self-determination, collaboration, accomplishment, and enjoyment!**



CAS CONTRACT

I understand the general guidelines and obligations of my CAS requirements.

Student name (print): _____

Student signature: _____

Date: _____

Parent/Guardian signature: _____

Date: _____